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Welcome

Message from the President

It gives me great pleasure to present to you the Southern New Hampshire University catalogs. A university catalog offers a comprehensive overview of the variety of programs and classes offered both on campus and online. These catalogs contain information about our history and mission, our services and outreach, our facilities and the many opportunities we provide students for meeting their life and career goals.

It’s certainly an exciting time to be a student at SNHU. 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 innovative pathways to a degree and our core mission of providing access. 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 percent. Students studying with us online are part of the second largest non-profit program in the country.

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

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

Sincerely,

Paul J. LeBlanc
President
University Mission

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

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, as well as university policies. Every effort has been made to ensure accuracy at the time of publication.

The online catalog contains the most current information. Sections of the online catalog may be printed as needed. Archived versions of catalogs (PDF format) are also available. Students have the responsibility to become familiar with catalog content 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 catalog should be used as a guide in conjunction with the student's program evaluation and academic advisor in ensuring that the necessary requirements are met for graduation.

The university reserves the right to change any part of the catalog 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.
# Department Chairs 2017-2018

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<td>Accounting</td>
<td>Webster 219C</td>
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<td>629-4614</td>
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<tr>
<td>Charlotte Broaden</td>
<td>International Business</td>
<td>Webster 213C</td>
<td>644-3189</td>
</tr>
<tr>
<td>Patricia Spirou</td>
<td>Marketing</td>
<td>ACC 211H</td>
<td>644-3170</td>
</tr>
<tr>
<td>Tej Dhakar</td>
<td>Management Science</td>
<td>Webster 218A</td>
<td>644-3106</td>
</tr>
<tr>
<td>Mark Hecox</td>
<td>Sports Management</td>
<td>Webster 201D</td>
<td>626-9100 x2318</td>
</tr>
<tr>
<td>Vicki Connell</td>
<td>Culinary</td>
<td>Hospitality 216</td>
<td>629-4606</td>
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## School of Education

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<tr>
<th>Name</th>
<th>Department</th>
<th>Office</th>
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<tbody>
<tr>
<td>Cathy Stavenger</td>
<td>Elementary Education</td>
<td>Belknap 109</td>
<td>626-9100 x2484</td>
</tr>
<tr>
<td>Audrey Rogers</td>
<td>Secondary Ed./Leadership Programs (M.Ed.)</td>
<td>Belknap 106</td>
<td>626-9100 x2492</td>
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</tbody>
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## School of Arts and Sciences

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<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Tracy Dow</td>
<td>Communication and Media Arts</td>
<td>Frost 309</td>
<td>626-9100 x2471</td>
</tr>
<tr>
<td>David Swain</td>
<td>English</td>
<td>Frost 313</td>
<td>626-9100 x2547</td>
</tr>
<tr>
<td>Megan Paddock</td>
<td>Mathematics</td>
<td>Frost 312</td>
<td>626-9100 x2077</td>
</tr>
<tr>
<td>Michelle Goldsmith</td>
<td>Science</td>
<td>Frost 323</td>
<td>626-9100 x2354</td>
</tr>
<tr>
<td>Frank Catano</td>
<td>Social Sciences</td>
<td>Frost 303</td>
<td>626-9100 x2273</td>
</tr>
<tr>
<td>Mike Hendery</td>
<td>Psychology</td>
<td>Frost 337</td>
<td>626-9100 x2535</td>
</tr>
<tr>
<td>Lleij Schwartz</td>
<td>Interim, Intensive English Program</td>
<td>Belknap 122</td>
<td>626-9100 x2667</td>
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<tr>
<td>Rosemary Orlando</td>
<td>Interim, MS-TEFL</td>
<td>Belknap 108</td>
<td>626-9100 x3376</td>
</tr>
<tr>
<td>Deborah Varat</td>
<td>Humanities</td>
<td>Frost 304</td>
<td>626-9100 x2004</td>
</tr>
<tr>
<td>Patrick Cullen</td>
<td>Justice Studies</td>
<td>Frost 107</td>
<td>626-9100 x3075</td>
</tr>
</tbody>
</table>
School of Arts and Sciences

Dean: Dr. Steven K. Johnson
Robert Frost Hall
603.645.2799
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 pursuit of 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, develops critical and creative inquiry, 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.

- **Communications & Media Arts**

The Department of Communication, Media Arts and Technology offers several majors, including Communication, Graphic Design and Media Arts, Game Art and Development, and Game Programming and Development. All majors emphasize the development of critical-thinking skills necessary for analyzing problems, creating solutions, and making responsible decisions in a professional context. Students are encouraged to participate in 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.

- **English**

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 topical thematic studies (such as Pop Fiction, War Literature, and Crime Fiction), in-depth examinations of major periods and authors, and more specialized upper-level courses such as Literary Theory, Gender and Text, and the Black Literary Tradition. The creative writing major provides students with extensive opportunities to develop and hone writing skills in a variety of genre, even as they engage in general study of literature.

- **Humanities**

The Humanities Department encompasses 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. Students with a particular interest in Philosophy may declare a minor
that underwrites them as deep, logical, and exacting thinkers when paired with any major.

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

  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.

- **Justice Studies**

  Southern New Hampshire University’s Bachelor of Science in Justice Studies presents a systematic vision of the justice system and exposes its majors to the panoply of careers, theories and applications, agencies and institutions that comprise American justice. The B.S. in Justice Studies consists of a core and a series of tracks which allows students to tailor the program toward their career goals. The core lays out the essential knowledge base for Justice Studies majors and reviews the fundamentals of legal and social science research, provides overview courses on the system at large, and instructs on criminal law and correctional systems. The B.S. in Justice Studies emphasizes the full range of justice functions, from policing to corrections, from law to private sector justice. The B.S. in Justice Studies delivers the “professional” perspective in the educational environment, preparing students for future careers in the justice sector.

- **Mathematics**

  Employers seek college graduates with quantitative, analytical and problem-solving skills. 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. A Secondary Mathematics Education Major for students interested in earning certification to teach mathematics in grade seven to twelve, Middle School Mathematics Education Major for students interested in earning certification to teach mathematics in grades five through eight. SNHU also 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 and provides general education mathematics classes that meet the needs of students of varying abilities and academic interests.

- **MS-Teaching English as a Foreign Language**

  The MSTEFL degree at SNHU blends instructional theory with practical skills development in a hands-on learning approach to teaching English. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching ESL and EFL to learners of all ages. While studying in the program, students have the opportunity to observe and teach some classes in the year-round Intensive English Program offered by the university’s Institute for Language Education as well as in the surrounding Manchester area.

- **Psychology**

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

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

- **Science**

  Science has brought far reaching changes in virtually every aspect of our lives, from how we go about living to how we understand the universe in which we live. A citizenship with a fundamental knowledge and appreciation of science will make the correct decisions when confronting the problems of the future. Consequently, the SNHU Science Department offers the following in an effort to produce such a citizenry: Majors in Environmental Science with different concentrations to accommodate a diversity of student interests, a minor in Environmental Studies to accommodate all students who wish to add an important dimension to their major, a minor in Biology for those students with an interest in the life sciences, a minor in Public Health and Wellness for those students who want a competitive edge in the job market, and a variety of elective general education science courses for those students wishing to pursue a particular interest or to expand one’s science foundation.

- **Social Sciences**

  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.

- **History and Social Studies**

  The History Major at Southern New Hampshire University is designed to be both comprehensive and flexible when compared to
Students receive a broad foundation in United States history and Western Civilization. Students may choose a general course based in United States, European, or world studies, or may organize their degree around a specific theme such as religion, African-American, political, social, intellectual, or economic topics to name a few. All history majors complete required courses in historical methods and a senior colloquium where they write a senior thesis. In addition, the student may pursue a secondary interest in more depth since the major allows for 21 credits in electives.

Master of Fine Arts (MFA)
Mountaintop Low-Residency MFA in Fiction and Nonfiction

Mission

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

Our Two-Year Program

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

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

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

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

Application Guidelines

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

How to apply:

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

Submit documents to:
Mountaintop MFA Admissions
School of Arts and Sciences
Southern New Hampshire University
2500 North River Road Manchester, NH 03106
You may also submit documents electronically to mfa@snhu.edu.
Clinical Mental Health Counseling

Master of Science in Clinical Mental Health Counseling

Contact: Dr. Annamarie Cioffari

Mission

The Graduate Program in Clinical Mental Health Counseling (PCMH) offers a state-of-the-art Master of Science (M.S.) in clinical mental health counseling. Its mission is to prepare professional counselors to work in clinical mental health, community and private practice settings, in order to promote individual and community wellness, resilience and recovery. In addition, our graduates are prepared to meet the needs of individuals with mental health challenges and related addiction disorders. The program is designed to be highly accessible to working adults, in order to encourage a diverse group of students, including people currently working in the field, people in recovery and family members, as well as the general public. Graduates demonstrate a strong grounding in the knowledge and skills of the counseling profession, as well as in: person-centered and strength-based approaches; culturally competent practice in a multicultural and diverse society; integrated, evidence-based clinical practice in mental health and addictions, and a commitment to leadership, systems change and advocacy within the profession, the community, and the larger society.

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’s primary focus is clinical mental health counseling. It also offers a unique emphasis in integrated clinical mental health and addictions counseling and also emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program.

Students complete a Master of Science degree in Clinical Mental Health Counseling, requiring 63 or 66 credits, dependent on whether students complete 700 or 1,000 hours of practicum and internship. Students in the Master of Science degree complete all of the required course work for an M.S. in Clinical Mental Health Counseling, across the lifespan, and also complete a specialization in integrated mental health and addictions treatment for children, youth, and families or for adults.

Specializations:
Integrate Mental Health and Addictions Treatment for:
- Children, Youth, and Families
- Adults

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. Alumni have been licensed in many additional states. The program also works with state certification or licensing boards for substance use disorder counselors, to cover much of the educational requirements for addictions treatment providers. Additional course work and internships may be offered. Licensure also requires applicants to pass national and state exams and complete post-master’s supervised practice. The university does not guarantee that students who complete the program will become licensed.

Weekend Format and Field Experience

The master’s program begins with an Orientation. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last eight weeks and involve two full weekends of instruction. Students continue their learning online and at home through readings, written assignments, other course materials, and application in their internship and work settings.

Students complete a 100-hour Practicum that combines a seminar with field experience, and a minimum of two or 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.

Curriculum

The curriculum in the MS in Clinical Mental Health Counseling is based on a set of core competencies that have been drawn from counseling accreditation standards, research literature, evidence-based and promising clinical practices and input from professionals, service users and their families. The program has been recognized as an Innovative Practice by the Annapolis Coalition in 5 categories: consumer and family/adult mental health, child/adolescent and school-based mental health, leadership, rural mental health, and substance use disorders treatment and persons in recovery. The program curriculum emphasize clinical mental health counseling, organizational leadership and advocacy, culturally relevant practice, and core values for service delivery in rural...
and urban settings, including: integrated clinical 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 developmentally appropriate practice (from infancy through adulthood and the challenges of aging).

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

The Master of Science Degree Program

Students seeking the Master of Science must earn a minimum of 63 or 66 credits with a GPA of 3.0 or better on the 4.0 scale, including completion of an approved 100 hours of practicum and two to three 300-hour 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 SNHU.

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 M.S. in Clinical Mental Health Counseling must follow the regular admission procedures.
School of Business

Dean: Bill Lightfoot, PhD
Webster Hall
603.644.3153
Fax: 603.644.3150

Mission
The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society. Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community. The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect. The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings, 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.

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 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
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.

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.

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.

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
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 Core Academic Skills scores or approved equivalent
- Faculty recommendations

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.

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 two full semesters of student teaching. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements of the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students must pass the PRAXIS II in their subject area prior to being considered for a student teaching placement. Additional testing may be required for specific certification areas.

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.

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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.

Special Programs

**Air Force Reserve Officer Training Corps (ROTC)**
Students may enroll in Air Force ROTC courses at the University of Massachusetts-Lowell. The Air Force ROTC program is a leadership program that qualifies men and women for a commission as a Second Lieutenant in the United States Air Force. Air Force ROTC is designed to run concurrent with a student's degree curriculum. Students do not enter active duty until after they graduate from college, with a four year undergraduate degree. Although the environment is somewhat fraternal in order to promote military structure and culture, it is not a club or activity. Rather, it is a bona fide academic program, through which scholarships and stipends are available. It is a four-year program but accelerated one-, two-, and three-year programs are available. Details, including information on how to enroll in Air Force ROTC classes, can be obtained by calling Air Force ROTC Detachment 345, UMass Lowell, at 978-934-2252 or via email afrrotc345@uml.edu. For general Air Force ROTC information, please visit www.afrotc.com.

**AS 100, "The Foundations of the United States Air Force"**
AS 100 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS100 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS100 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

**AS 200, "The Evolution of USAF Air and Space Power"**
AS 200 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

**AS 300, "The United States Air Force Leadership Studies"**
AS 300 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS 300 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer's responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

**AS 400, "National Security Affairs/Preparation for Active Duty"**
AS 400 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS 400 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.
Leadership Laboratory (LLAB)

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities is to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Center for Community Engaged Learning

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

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

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

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

The University Honors Program

The University Honors Program at Southern New Hampshire University is a student-centered program dedicated to creating a first-class educational environment for an exceptional group of students. Especially motivated students are offered an atmosphere where academic excellence is expected, where a challenging curriculum fosters independent thinking in the company of like-minded individuals, and where participants are encouraged to be actively involved in their own education.

The University Honors curriculum, which is a minimum of 25 percent of the student’s course work, consists of eleven courses and three kinds of experiences: honors sections taught in a seminar environment with approximately 15 students, honors labs and modules attached to regular university courses, and three Honors-specific program courses. These courses are HON 201 - Interdisciplinary Studies I and HON 202 - Interdisciplinary Studies II, and HON 401 - Independent Honors Thesis.

The University Honors Program curriculum is adaptable to each student’s individual needs and interests and will work with nearly all full-time undergraduate program offered at Southern New Hampshire University. University Honors Students receive a $2,000 scholarship renewable each year they remain in the program. They are also offered opportunities for trips, conferences, meetings with visiting speakers, special programs, volunteerism, retreats and other enriching activities. The academic achievement of University Honors Program members is also documented on their diploma and transcript. The program further encourages a dynamic peer learning environment by maintaining a comfortable honors lounge and holding regular honors social events.
Students usually enter the program at the beginning of their freshman year, but transfer students may also be accepted if they have fewer than 60 transfer credits. Current Southern New Hampshire University freshmen and sophomores will similarly be considered for entrance into the next year’s University Honors class on a space-available basis.

Once accepted into the program, students must maintain a 3.0 GPA in every semester as well as grades of “B” or better in all Honors experiences. Students in the University Honors Program are required to offer service to the program and to the university as a whole by participating in various University Honors committees and campus organizations. University Honors students are also actively involved in running their own program. Students in all majors are eligible, with the exception of those in the 3Year Honors Program in Business Administration. For information and instructions on how to apply, contact the University Honors Program Director, Dr. Andrew Martino, at 603.668.2211 x2285 or at a.martino@snhu.edu.

NHCU C (New Hampshire College & University Council) Exchange

NHCU C offers students the opportunity to earn institutional credits at member institutions within Southern New Hampshire. SNHU’s full-time undergraduate day students are eligible to participate in a part-time enrollment or full-time enrollment at NHCU C member institutions during the regular academic year (all online courses, summer courses, and continuing education courses are excluded from the exchange agreement). Students involved in the exchange program are subject to the rules, regulations and restrictions in both the home and visited institutions. Students should, therefore, seek the counsel of the exchange representative in the Office of the University Registrar prior to enrolling in such courses. Courses through the exchange agreement are subject to the add/drop regulations of the host institution of those courses.

NHCU C Participating Colleges and Universities:

- Colby-Sawyer College
- Franklin Pierce University
- Granite State College
- Keene State College
- New England College
- New Hampshire Institute of Art
- Plymouth State University
- Rivier University
- St. Anselm College
- University of NH - Manchester
- UNH Army ROTC

Students who wish to take courses through NHCU C must meet the following requirements:

- Satisfactory discipline, financial, and academic standing (full time enrollment requires a minimum 2.50 GPA; ROTC students must have a minimum 2.00 GPA)
- Permission of both institutions involved in a particular exchange

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

Student Costs:

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

The SNHU Experience

Recognizing that successful leaders must be able to view problems from a variety of perspectives, the university mandates that all students complete courses in written and oral communication, the fine arts, the social sciences, mathematics and science. Students must also complete the SNHU Experience, a series of three 1-credit courses: SNHU 101 SNHU Experience: First Year Seminar to be taken during the first semester of the first year; SNHU 202 SNHU Experience: Transition to SNHU to be taken by students
transferring in more than 12 credits but less than 30; SNHU 303 SNHU Experience: Life after SNHU to be taken during the junior year; and SNHU 404 - SNHU Experience: Gen Ed Capstone to be taken during the senior year.

SNHU 101 – First-Year Seminar

First-Year Seminar is a discussion-based course designed to challenge and support you and your classmates as you explore identities, values, ideas, and positions relevant not only to college, but also to informed citizenship. With the help of every students’ full participation, our First-Year Seminar will teach you how to understand and value the perspectives and stories of others, as foundations for continuous personal and professional growth. *This course provides important foundations in your General Education requirements and should be taken during the first semester of your first-year at SNHU.

Minimum Credits: 1
FSNH

SNHU 202 - SNHU Experience: Transition to SNHU

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses (SNHU 101/202, 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 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): UC: SNHU 101 or SNHU 202 and 45 credits; COCE: 60 credits

Minimum Credits: 1
FSNH

SNHU 404 - SNHU Experience: 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 3-course sequence of SNHU Experience courses.

Prerequisite(s): SNHU 101 or SNHU 202 and SNHU 303

Minimum Credits: 1
FSNH

E-Portfolio

Students utilize Chalk and Wire™, an e-portfolio tool, to develop an electronic document that demonstrates learning and active participation in the college environment.

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

SNHU Study Abroad

The mission of the Southern New Hampshire University Study Abroad Program is to enable students to expand their global perspectives, allowing them to become well-rounded, global citizens. SNHU is dedicated to providing students with an academic program of study that will not merely expand their cultural knowledge, but significantly enhance their learning. Our carefully chosen partner institutions offer SNHU students the opportunity to take courses at all levels and in numerous majors—along with options for experiential education, internships or service learning.
Semester-long study abroad programs are open to all UC Undergraduate Day eligible SNHU students on a full time basis, allowing a full semester overseas. For full-time university college students, a semester abroad won’t cost any more than a semester in Manchester. The housing overseas may even be less expensive. Summer programs are also available.

All students in the study abroad program are required to be in good academic and social standing. For more information regarding the SNHU Study Abroad Program contact Stefano Parenti, Director of the Study Abroad Program at 603.645.9725, or s.parenti@snhu.edu. Visit the Web page to learn more at www.snhu.edu/files/pdfs/StudyAbroadDatasheet_Final.pdf. It is never too soon to start planning study abroad!

University Directory
### Representatives to the Board

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Organization</th>
<th>City/State</th>
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<tbody>
<tr>
<td>Doug Blais, Ph.D. '88 and '90</td>
<td>SNUPEA Representative Professor, School of Business</td>
<td>Southern New Hampshire University</td>
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<tr>
<td>Timothy Gerardi ’04</td>
<td>Alumni Representative Principal - Sales Operations</td>
<td>CSC</td>
<td>Manchester, NH</td>
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<tr>
<td>Ashlee Lindsey</td>
<td>SGA Student Observer</td>
<td>Southern New Hampshire University</td>
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### Trustee Emeriti

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<th>Name</th>
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<tr>
<td>Clayton M. Christensen</td>
<td></td>
<td>Harvard Business School</td>
<td>Boston, MA</td>
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<tr>
<td>Richard Courtemanche ’73</td>
<td>Retired Executive Consultant - IBM</td>
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<td>Hampton, NH</td>
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<tr>
<td>John Miles</td>
<td>Retired - VP of Finance</td>
<td>Southern New Hampshire University</td>
<td>Chester, NH</td>
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<tr>
<td>Raymond Truncelitto, C.L.U.</td>
<td></td>
<td>Truncelitto Life Insurance Planning</td>
<td>Manchester, NH</td>
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### Administration of the University

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<tr>
<th>Name</th>
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<tr>
<td>Paul J. LeBlanc, (Dr.)</td>
<td>President and CEO</td>
<td>B.A., Framingham State College</td>
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<td>M.A., Boston College</td>
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<td>Ph.D., University of Massachusetts</td>
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<tr>
<td>Kimberly Bogie Joubiuhle</td>
<td>Senior Vice President, Academic Quality</td>
<td>B.S., Skidmore College</td>
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<td>M.S., Florida State University</td>
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<td>Ph.D., Florida State University</td>
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<tr>
<td>Donald Brezinski</td>
<td>Senior Vice President, Institutional Advancement</td>
<td>B.A., Boston College</td>
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<td>M.A., American University</td>
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<tr>
<td>R. Yvette Clark</td>
<td>Senior Vice President and General Counsel</td>
<td>B.A., Yale University</td>
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<td>J.D., University of Texas School of Law</td>
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<tr>
<td>Thomas Dionisio</td>
<td>Senior Vice President, Technology &amp; Transformation</td>
<td>B.S., Southern New Hampshire University</td>
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<tr>
<td>Scott Durand</td>
<td>Senior Vice President, Innovation Lab</td>
<td>B.A., Southern New Hampshire University</td>
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<td>M.Ed., University of Tennessee</td>
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<tr>
<td>Lisa Jennings</td>
<td>Director, Office of the President</td>
<td>A.S., Bunker Hill Community College</td>
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<tr>
<td>Patricia A. Lynott</td>
<td>Executive Vice President and University College Provost</td>
<td>B.A., Trinity College</td>
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<tr>
<td>Amelia Manning</td>
<td>Executive Vice President, College of Online and Continuing Education</td>
<td>B.A., St. Michael's College</td>
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<tr>
<td>Libby May</td>
<td>Senior Vice President, External Relations and Communications</td>
<td>B.A., Ohio Wesleyan University</td>
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<td>M.S., University of Virginia</td>
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<tr>
<td>Joe Sergi</td>
<td>Executive Vice President, University Finance and Administration and Chief Financial Officer</td>
<td>A.S., Massachusetts Bay Community College</td>
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<tr>
<td>James Smith</td>
<td>Executive Vice President, Dean of College of Engineering, Aviation, and Technology</td>
<td>B.S., US Air Force Academy</td>
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<tr>
<td>Danielle Stanton</td>
<td>Senior Vice President and Chief Human Resources Officer, Human Resources &amp; Development</td>
<td>B.A., Notre Dame College</td>
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<tr>
<td>William Zemp</td>
<td>Senior Vice President, Strategy and University Chief of Staff</td>
<td>B.S., The Citadel</td>
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<td>M.A., Ph.D., The Catholic University of America</td>
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### University Administrative Leadership Team

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<thead>
<tr>
<th>Name</th>
<th>Title</th>
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<tbody>
<tr>
<td>Meredith Albuquerque</td>
<td>Associate Director of Grant Compliance</td>
<td>B.S., Nova Southeastern University</td>
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<tr>
<td>Deanna Bechard</td>
<td>Assistant Vice President and University Registrar</td>
<td>B.S., Southern New Hampshire University</td>
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<tr>
<td>Thomas Berald</td>
<td>Associate Vice President of Research &amp; Planning</td>
<td>B.A., Florida State University</td>
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<td>M.A., Tufts University</td>
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<tr>
<td>Audrey Bourque</td>
<td>Director of IA Communications</td>
<td>B.A., University of New Hampshire</td>
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<tr>
<td>Alana Burns</td>
<td>Chief Marketing Officer</td>
<td>B.S., Rensselaer Polytechnic Institute</td>
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<td>M.B.A., Marymount University</td>
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<tr>
<td>Jun Chen</td>
<td>Director of Academic Data and Strategic Planning</td>
<td>B.S., Heilongjiang University</td>
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<tr>
<td>Lisa Christensen</td>
<td>Senior Director of Development</td>
<td>B.A., Simmons College</td>
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<tr>
<td>Helen Davies</td>
<td>Director Community Relations</td>
<td>B.A., University of Cambridge</td>
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<tr>
<td>Theresa Diver</td>
<td>Director of Student Success</td>
<td>B.S., Alfred University</td>
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<tr>
<td>Daryl Dreffs</td>
<td>Associate CIO</td>
<td>B.S., Michigan State University</td>
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<tr>
<td>Mary Dukakis</td>
<td>Associate Vice President of Administration andStrategy</td>
<td>B.S., University of Massachusetts</td>
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<td>M.B.A., Babson College</td>
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<tr>
<td>Kristi Durette</td>
<td>Executive Director of Alumni and Community Engagement</td>
<td>B.A., Michigan State University</td>
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<tr>
<td>Nicholas Eremita</td>
<td>Vice President Strategic Planning and Execution</td>
<td>B.S., United States Military Academy at West Point</td>
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<td>M.S., Industrial College of the Armed Forces</td>
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<tr>
<td>Michael Evans</td>
<td>Vice President of Academic Affairs</td>
<td>B.A., Bowdoin College</td>
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<td>M.A., Ph.D., Indiana University</td>
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<tr>
<td>Kasey Fleetwood-Bentley</td>
<td>State Authorization and Compliance Administrator</td>
<td>B.S., Georgia Institute of Technology</td>
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<td>Gregory W. Fowler</td>
<td>Chief Academic Officer</td>
<td>B.A., Morehouse College</td>
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<tr>
<td>Christopher Gilmore</td>
<td>Director of Athletics</td>
<td>B.S., Anderson University</td>
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<tr>
<td>Carey Gilnes</td>
<td>Dean, Student Success and Retention</td>
<td>B.A., M.Ed., University of New Hampshire</td>
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<tr>
<td>Asad Hardwick</td>
<td>Special Project Analyst</td>
<td>B.S., Southern New Hampshire University</td>
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<tr>
<td>William Harglass</td>
<td>Vice President of Strategic Partnerships and Channel</td>
<td>B.A., Whitman College</td>
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<td>M.L.I.R., Michigan State University</td>
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<tr>
<td>Jada Hebra</td>
<td>Chief Diversity and Inclusion Officer</td>
<td>B.S., Vassar College</td>
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<td>M.S., Columbia University</td>
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<td>Lisa Heffernan</td>
<td>Associate Vice President</td>
<td>B.S., Franklin Pierce University</td>
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<td>Cheryl Irvin</td>
<td>State Authorization and Compliance Administrator</td>
<td>B.S., Southern New Hampshire University</td>
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<td>Jamie James</td>
<td>Chief Student Experience Officer</td>
<td>B.A., University of New Hampshire</td>
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<td>Lauren Keane</td>
<td>Director, Communications</td>
<td>B.A., The American University</td>
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<td>Matthew Kennedy</td>
<td>Senior Director, ITS Project Management Office</td>
<td>B.S., Bentley University</td>
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<td>James Kulesza</td>
<td>Assistant Treasurer</td>
<td>B.S., Plymouth State University</td>
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<td>Brenda Labrie</td>
<td>Associate Vice President, Human Resources</td>
<td>B.S., Southern New Hampshire University</td>
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<tr>
<td>Krista Leidemier</td>
<td>Director, Campus Operations and Student Ombudsman</td>
<td>B.S., Saint Anselm College</td>
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<td>Katie Lessmann</td>
<td>Assistant Director, HR Operations</td>
<td>B.S., University of New Hampshire</td>
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<tr>
<td>John Limongelli</td>
<td>Chief Technology Officer</td>
<td>B.A., Boston University</td>
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<td>M.S., Worcester Polytechnic Institute</td>
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<tr>
<td>Heather Lorenz</td>
<td>Dean of Student Affairs</td>
<td>B.S., University of Lowell</td>
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<tr>
<td>Evan Lowry</td>
<td>Staff Attorney</td>
<td>B.A., Boston University</td>
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<td>J.D., Suffolk University Law School</td>
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<tr>
<td>Katie Mantenuto</td>
<td>Assistant Vice President, Human Resources COCE</td>
<td>B.A., Mount Holyoke College</td>
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<td>Sabrina Manville</td>
<td>Assistant Vice President of Marketing</td>
<td>B.A., Yale University</td>
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<tr>
<td>Monther Mardini</td>
<td>Associate Vice President Capital Construction</td>
<td>B.S., Yarmouth University</td>
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<td>M.S., University of Colorado</td>
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<td>William Mayer</td>
<td>Dean of the University Library</td>
<td>B.A., University of Washington</td>
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<td>M.A., Simmons College</td>
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<td>Gregg Mazzola</td>
<td>Vice President of Enrollment Management</td>
<td>B.A., University of Dayton</td>
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<tr>
<td>Judy McGrath</td>
<td>Director of Solutions, University Administration</td>
<td>B.S., Bentley College</td>
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<tr>
<td>Alexandra McKinney</td>
<td>Staff Attorney</td>
<td>B.S., Stanford University</td>
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<tr>
<td>Audrey McLaughlin</td>
<td>Director of Grants</td>
<td>B.A., University of Pennsylvania</td>
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<tr>
<td>Brian Mehr</td>
<td>Assistant Vice President Financial Planning and Analysis</td>
<td>B.S., University of Rhode Island</td>
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<tr>
<td>Cynthia Migliori</td>
<td>Vice President of Operations</td>
<td>B.A., University of New Hampshire</td>
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<td>Michael Moore</td>
<td>Vice President, Student Financial Services</td>
<td>B.S., University of Minnesota</td>
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<td>Brooke Morin</td>
<td>Talent Acquisition Manager</td>
<td>B.S., Southern New Hampshire University</td>
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<tr>
<td>Christopher Nordstrom</td>
<td>Senior Director, Internal Audit, Controls and Process</td>
<td>B.S., Nichols College</td>
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<tr>
<td>Benjamin Piper</td>
<td>Senior Director of Strategic Planning and Funding</td>
<td>B.A., Bentley College</td>
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<tr>
<td>Beth Prieto</td>
<td>Executive Director Career Development</td>
<td>B.A., University of New Hampshire</td>
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<tr>
<td>Stephen Provost</td>
<td>Senior Director Technology Solutions COCE</td>
<td>B.S., Providence College</td>
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<tr>
<td>Farrah Quasem</td>
<td>Title IX/Equity Officer</td>
<td>B.A., University of Maryland</td>
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<td>J.D., University of Maryland</td>
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<tr>
<td>David Raite</td>
<td>Director of Development and Integration</td>
<td>B.S., University of Pittsburgh</td>
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<td>Michelle Rhee (Weise)</td>
<td>Chief Innovation Officer</td>
<td>A.B., Harvard University</td>
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<td>Christyna Russell</td>
<td>Vice President for Global Engagement</td>
<td>B.A., University of Michigan</td>
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<td>Jennifer Share</td>
<td>Senior Director of Operations</td>
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<td>Lisa St. Hilaire</td>
<td>Director of Development Operations</td>
<td>B.S., Plymouth State College</td>
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<td>Lauren Starks</td>
<td>Associate General Counsel &amp; Director of Government</td>
<td>B.A., Yale University</td>
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<td>Scott Tierno</td>
<td>Executive Director of Commencement</td>
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<tr>
<td>Colin Van Ostern</td>
<td>Vice President of Workforce Solutions</td>
<td>B.S., The George Washington University</td>
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<tr>
<td>Lee Waldvogel</td>
<td>Director of Partnership Services</td>
<td>B.S., Granite State College</td>
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<td>James Whitmore</td>
<td>Assistant Vice President, Human Resources</td>
<td>B.A., University of New Hampshire</td>
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<tr>
<td>Judith Wilson</td>
<td>Director, Payroll</td>
<td>A.S., Becker College</td>
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<tr>
<td>Steven Zanella</td>
<td>Director of Creative Communications</td>
<td>A.F.A., Dean College</td>
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**Administration Emeriti**

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<tr>
<td>Richard A. Gustafson</td>
<td>President Emeritus</td>
<td>Southern New Hampshire University</td>
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**Faculty Emeriti**

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<tr>
<th>Name</th>
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<th>Credential(s)</th>
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<tr>
<td>Robert Begebing</td>
<td>Professor emeritus of English</td>
<td>B.A., Norwich University</td>
<td>1977</td>
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<td></td>
<td>M.A., Boston College</td>
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<tr>
<td>Robert R. Craven</td>
<td>Professor emeritus of English and humanities</td>
<td>B.A., M.A., City College of New York</td>
<td>1977</td>
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<tr>
<td></td>
<td></td>
<td>Ph.D., University of Rhode Island</td>
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<td></td>
<td></td>
<td>Diploma (Art History), University of New Hampshire</td>
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<tr>
<td>Eleanor Dunley-Freburger</td>
<td>University professor emeritus of ethics and engagement</td>
<td>B.A., Emmanuel College</td>
<td>1984</td>
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<td>M.A., University of San Francisco</td>
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<td>Robert H. Fliessan</td>
<td>Professor emeritus of English</td>
<td>B.A., Yale University</td>
<td>1967</td>
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<tr>
<td>James Freburger</td>
<td>Professor emeritus of organizational leadership</td>
<td>B.S., Loras College</td>
<td>1988</td>
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<td>M.S., University of Notre Dame</td>
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<td>C.A.S., University of Vermont</td>
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<td>Ph.D., University of Connecticut</td>
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<tr>
<td>Carolyn Hollman</td>
<td>Professor emeritus of English and education</td>
<td>A.B., University of Michigan</td>
<td>1967</td>
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<td>Ed.D., Vanderbilt University</td>
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<td>Ernest H.S. Holm</td>
<td>Professor emeritus of government</td>
<td>A.B., Dartmouth College</td>
<td>1988</td>
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<tr>
<td>Burton S. Kaliski</td>
<td>Professor emeritus of business education</td>
<td>B.B.A., City College of New York, Baruch School</td>
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<td>M.S., State University of New York at Albany</td>
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<tr>
<td>G. David Miller</td>
<td>Professor emeritus, community economic development</td>
<td>B.A., Brown University</td>
<td>1981</td>
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<td>M.S.W., University of Michigan</td>
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<tr>
<td>Paul Schneideman</td>
<td>Professor emeritus of finance</td>
<td>B.B.A., M.B.A., University of Massachusetts</td>
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<td>M.A., Ph.D., Clark University</td>
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<td>Robert Seidman</td>
<td>Professor emeritus of information technology</td>
<td>B.S., Rutgers University</td>
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<td>M.S., Ph.D., Syracuse University</td>
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<tr>
<td>Don W. Sieker</td>
<td>Professor emeritus of English</td>
<td>A.B., M.A., San Francisco State University</td>
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<td>Ph.D., University of California</td>
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<tr>
<td>Christopher Toy</td>
<td>Professor emeritus of mathematics</td>
<td>B.A., M.A., San Francisco State University</td>
<td>1971</td>
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<tr>
<td>Name</td>
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</table>
| Ekou Amendah          | Associate professor of marketing                | B.S., M.S., University of Lome, Togo
M.S., Auburn University
Ph.D., Purdue University | 2009  |
| Charles Andrews       | Assistant professor of humanities and fine arts | B.A., Emory University
M.A., Ph.D., Indiana University | 2013  |
| Micheline G. Anstey   | Assistant professor of marketing                | B.A., St. Anselm College
M.B.A., New Hampshire College | 2005  |
| C. Bulent Aybar       | Professor of international business             | B.S., The Middle East Technical University
M.A., University of Istanbul
M.A., Ph.D., Ohio State University | 1998  |
| Michael Baker         | Assistant professor of accounting               | B.A., University of Oklahoma
M.B.A., Southern New Hampshire University | 2014  |
| Andrea Bard           | Assistant professor of communication            | B.S., Northern Michigan University
M.A., Emerson College | 2008  |
| Paul A. Barresi       | Professor of political science and environmental law | B.S., Cornell University
J.D., The George Washington University National Law Center
M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University
Ph.D., Boston University | 2001  |
| Joshua Becker         | Information Literacy and Assessment Librarian, Assistant professor | B.A., University of Massachusetts, Amherst
M.A., University of Illinois, Urbana
M.A.T., Boston University | 2015  |
| Denise Brenner        | Assistant professor of education                | B.A., St. Bonaventure University
M.S., University of Massachusetts, Amherst
Ed.D, University of Massachusetts, Lowell | 2010  |
| Kie Berk              | Assistant professor of philosophy               | M.A., Ph.D., Vrije University, Amsterdam | 2013  |
| Crystal Bickford      | Associate professor of English                  | B.A., M.A., University of Massachusetts, Dartmouth
Ph.D, Indiana University, Pennsylvania | 2010  |
| Christine Blais       | Assistant professor of organizational leadership | B.S., Plymouth State University
M.S., Southern New Hampshire University
D.A., Franklin Pierce University | 2015  |
| Doug Blais            | Professor of sport management                   | B.S., M.B.A., New Hampshire College
Ph.D, University of Connecticut | 1996  |
| Steven O. Booth       | Associate professor of business law             | B.S., Franklin Pierce College
J.D., Ohio Northern University | 2003  |
| Jon Boroshok          | Instructor of communication                     | B.S., Communications, Emerson College
M.B.A., Northeastern University | 2011  |
| Ed Brilliant          | Game artist and instructor                      | B.F.A., Montserrat College of Art | 2012  |
| Charlotte Broaden     | Professor of international business and organizational leadership | B.A., Marquette University
M.S., D.B.A., Southern New Hampshire University | 2000  |
| Gary Carkin           | Professor of TESOL                              | B.A., University of New Hampshire
M.A., University of New Mexico
Ph.D, Michigan State University | 1982  |
| David Carrigg         | Instructor/Programmer of game                   | B.S., Clarkson University | 2016  |
| Jennifer Carrois      | Assistant professor of elementary education      | B.S., The Pennsylvania State University
M.B.A., Fordham University | 2010  |
| Glenn Carter          | Assistant professor of aviation                 | B.S., M.S., Embry-Riddle Aeronautical University | 2017  |
| Francis N. Catano     | Professor of sociology                          | B.A., St. Anselm College
M.A., Northeastern University
Ph.D., Walden University | 2005  |
| 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  |
| Nancy N. Charron      | Associate professor of education                 | B.S., University of Michigan
M.E., Western Michigan University
Ph.D, University of Massachusetts | 2010  |
| Shana Chariot         | Reference and instructional librarian, Assistant professor | B.A., University of New Hampshire
M.S., Simmons College | 2016  |
| Christina Clamp       | Professor of sociology                          | B.A., Slipkorn University
M.A., Ph.D., Boston College | 1981  |
| Aaron Collins         | Assistant professor of chemistry                 | B.S., University of Connecticut
M.A., Ph.D., Washington University | 2015  |
| J. Stephanie Collins  | Professor of information technology             | B.A., M.B.A., University of Wisconsin, Milwaukee | 1996  |
| Vicki Connell         | Associate professor of culinary arts             | A.A.S., University of New Hampshire
B.S., M.B.A., New Hampshire College, CHE | 1985  |
| Richard Cook          | Instructor of music                             | B.A., M.A., University of New Hampshire
Ph.D, University of California, Santa Barbara | 2011  |
| Susan E. Cook         | Associate professor of English                   | B.A., M.A., Boston College
Ph.D, University of California, Santa Barbara | 2011  |
| Christopher Cooper    | Digital Initiatives librarian, Associate professor | B.A., Bates College
M.A., University of Massachusetts, Amherst
M.S.L.I.S., Syracuse University | 2005  |
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<th>Name</th>
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<tr>
<td>Joseph F. Corbin, III</td>
<td>Assistant professor of environmental studies</td>
<td>B.A., West Virginia University M.S., Ph.D., Washington State University</td>
<td>2009</td>
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<tr>
<td>Patrick Cullen</td>
<td>Associate professor of justice studies</td>
<td>B.S., Cornell University J.D., Boston College Law School</td>
<td>2006</td>
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<tr>
<td>Allison M. Cummings</td>
<td>Professor of English</td>
<td>B.A., Reed College M.A., Ph.D., University of Wisconsin, Madison</td>
<td>2002</td>
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<tr>
<td>Tej S. Dahkar</td>
<td>Professor of management science</td>
<td>B.S., Indian Institute of Technology M.B.A., University of Delhi Ph.D., University of Alabama</td>
<td>1995</td>
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<tr>
<td>Tracy Dow</td>
<td>Assistant professor of graphic design</td>
<td>B.A., Notre Dame College M.B.A., Plymouth State University</td>
<td>2008</td>
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<tr>
<td>David L. Doyon</td>
<td>Assistant professor of accounting</td>
<td>B.S., University of Southern Maine M.B.A., Southern New Hampshire University</td>
<td>2001</td>
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<tr>
<td>David W. Fehr</td>
<td>Associate professor of finance and economics</td>
<td>B.S., Lafayette College M.B.A., University of Rochester</td>
<td>1999</td>
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<tr>
<td>Peter Frost</td>
<td>Professor of psychology</td>
<td>B.A., Framingham State College M.A., Ph.D., Baylor University</td>
<td>2001</td>
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<tr>
<td>Steven Gallagher</td>
<td>Associate professor of finance and economics</td>
<td>B.S., M.B.A., Ph.D., University of Texas at Austin</td>
<td>2008</td>
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<tr>
<td>Lisa Gerrish</td>
<td>Assistant professor of accounting</td>
<td>B.S., University of Massachusetts, Amherst M.B.A., Rollins College</td>
<td>2013</td>
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<tr>
<td>Adam Gibert</td>
<td>Assistant professor of mathematics</td>
<td>B.A., Merrimack College M.S., Ph.D., University of Rhode Island</td>
<td>2014</td>
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<tr>
<td>Jeremy Glines</td>
<td>Instructor of accountancy and taxation</td>
<td>B.S., University of New Hampshire M.S., Southern New Hampshire University</td>
<td>2018</td>
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<td>Michele Goldsmith</td>
<td>Associate professor of science</td>
<td>B.A., State University of New York at Buffalo M.S., Bucknell University M.A., Ph.D., State University of New York at Stony Brook</td>
<td>2008</td>
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<tr>
<td>Xinyun Guo</td>
<td>Assistant professor of mechanical engineering</td>
<td>B.S., M.S., Beijing Institute of Technology Ph.D., Old Dominion University</td>
<td>2017</td>
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<td>Shaikh A. Hamid</td>
<td>Professor of finance and economics</td>
<td>B.A., M.B.A., University of Dhaka D.B.A., Boston University</td>
<td>1999</td>
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<td>Jefferson Harbin</td>
<td>Access Services librarian and instructor</td>
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<td>2014</td>
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<tr>
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<td>2016</td>
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<td>2004</td>
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<tr>
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<td>2015</td>
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<tr>
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<tr>
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<td>Bo-Kyung Kim</td>
<td>Professor of computer science</td>
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<td>Chong Hyun Park</td>
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<td>Karina H. Pasternak</td>
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<td>Jonathan Posner</td>
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Policies

About SNHU

Academic Program Improvement

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

Accreditations, State Authorization and Program Approvals

Regional Accreditation:

New England 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 encompassed by this regional accreditation. Inquiries regarding the accreditation status by the New England Association should be emailed 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
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(781) 425-7785
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The Commission on Institutions of Higher Education 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.

Degree Granting Approval:

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


Programmatic Accreditations:

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

Accreditation Council for Business Schools and Programs (ACBSP)

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

Accreditation Commission for Programs in Hospitality Administration

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

Commission on Collegiate Nursing Education (CCNE)

The Bachelor of Science and Master of Science in Nursing programs at Southern New Hampshire University are accredited by the Commission on Collegiate Nursing Education (CCNE).

New Hampshire State Department of Education for Teacher Certification

Please click here to review the list of New Hampshire approved collegiate programs of preparation for the education professions.
State Authorizations:

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

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

While in other states we have SARA approval to operate. The State Authorization Reciprocity Agreement is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts.

http://nc-sara.org/content/basic-questions-about-sara#what

Please click here to review our state by state authorization status.

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 believes 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.

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 1960’s the college opened off-campus centers to better serve adult learners. Programs today are offered in Manchester, Salem, New Hampshire, and Brunswick, Maine, as well as internationally through HELP International College of Technology (HICT) in Malaysia and Kepler School in Rwanda.

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 consolidated 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
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 opened 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.

In 2016-2017, the University opened two more buildings. The William and Joan Green Center for Student Success, which is home to the Deborah L. Coffin Women’s Center, Center for Community Engaged Learning, Disability Services, DeColfmacker Veteran’s Lounge and ROTC, International Student Services, Diversity Initiatives, Academic Advising, Enrollment Operations, Residence Life, an Audio Visual studio and other student support services. The Gustafson Center, named for President Emeritus Richard Gustafson, for Undergraduate Admissions, the Dorothy S. Rogers Career Development Center and the Office of Alumni Engagement.

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

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 SNHU Arena draws audiences from throughout New England. 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 Library Learning Commons 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.

Required Written Arrangements

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

Please email accreditation@snhu.edu with any questions.

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, education, hospitality management and liberal arts, and graduate programs in business, community economic development, education and writing. Programs are offered on campus, online or at our centers in Manchester, 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 as the 12th most innovative company in the world on Fast Company's list of World’s 50 Most Innovative Companies in 2012, and by U.S. News and World Report as a Tier 1 institution. The university has received Best of Business awards for its M.B.A. and online degree programs, has been named a Best Buy by geteducated.com, and is a designated Military-Friendly School. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The University has approximately 3,000 traditional, full-time undergraduate day students and over 80,000 online 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 on campus and online. This cultural diversity enriches the learning experience for all.

Academic support services at Southern New Hampshire University include:

- Shapiro Library (available online)
- Technical Help Desk
- Virtual Bookstore
- Academic Advising
- Online Career Services
- Disability Services
- SMARTHINKING (online tutoring) and Online Writing Center
- SNHUconnect
- Blackboard Orientation
- SNHU Wellness (which offers physical, mental, spiritual, emotional, social, environmental, financial, and occupational 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.

Academic Calendars

Academic Calendar

Undergraduate Day Term Date
## ESL Term Dates 2016-2017

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<thead>
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<th>Classes End</th>
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<td>Term 4</td>
<td>Mon. Mar. 20, 2017</td>
<td>Fri. May 12, 2017</td>
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<tr>
<td>Term 5</td>
<td>Mon. May 15, 2017</td>
<td>Fri. July 30, 2017</td>
</tr>
<tr>
<td>Term 6</td>
<td>Wed. July 5, 2017</td>
<td>Fri. Aug. 18, 2017</td>
</tr>
</tbody>
</table>

### Unit of Credit

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

### Academic Program Policies
22 Credit Maximum for Students Enrolled in Business Three Year Programs, Degree in Three

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

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.

Degree in 5

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

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

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

Individualized Major/Minor Program

1. Students may elect to create an IMP at any time until they complete 60 credit hours.

2. The student identifies an appropriate full-time faculty member who is willing to oversee and help the student throughout the major or minor; this faculty mentor serves as the point person for the student’s academic program. The mentor also gives the individualized major/minor an academic home in an appropriate Department and School. It is the student’s responsibility to ask the faculty member to serve as mentor. Mentors must be approved by their Department Chairs, who will consider availability, appropriateness of background and expertise, and other factors. If no faculty members are willing and able to serve as the mentor, the IMP cannot be approved.

3. Working with the faculty mentor, representatives from the Career Development Center, the Office of the University Registrar, Career Services, alumni in relevant fields, professors from relevant departments, and others, the student develops the curriculum for the individualized major or minor.

4. The student and the faculty mentor submit the curriculum to the faculty member’s Department Chair for consideration. The Department Chair weighs the appropriateness and academic rigor of the curriculum and approves only those proposals that meet SHNU academic expectations.

5. If approved by the Chair, the proposal goes to the Dean for further consideration.

6. Finally, the proposal is submitted to the VPAA, who has the ultimate responsibility for ensuring rigor.

7. Once the proposal is fully approved, the student works closely with the faculty mentor throughout the program’s duration to ensure that the curriculum is followed and to make any changes that are needed. Students are strongly encouraged to consult frequently with a professional advisor as well. Changes to the curriculum must be approved by the Mentor, Chair, Dean, and VPAA as well.

8. The curriculum for majors must include the full General Education program, and both majors and minors must include courses in an appropriate range of 100- to 400-level offerings.

9. At least two-thirds of the courses must come from UC’s existing course catalog. Beyond that minimum, some independent studies can be crafted to fill gaps. The curriculum may include online courses from COCE, and some courses can also come from other institutions if they offer courses that more fully align with the IMP curriculum.

10. The curriculum for Individualized Majors should break down along these guidelines:

- General Education: 45 credit hours.
- Major: 33 to 45 credits.
- Minor: 15 credits. (These can be standard or individualized minors.)
- Free electives: remainder.
11. Individualized Minors must include at least five courses that cohere into a relevant and meaningful curriculum.

12. The development of the curriculum must also include an Information Resource Plan, developed in collaboration with Library faculty.

13. For prospective students, we can encourage participation in the IMP, but we cannot guarantee availability in advance. The support of a faculty mentor and the Chair, Dean, and VPAA is required. If that can be arranged prior to matriculation, the student can arrive with the IMP in place.

14. Students graduating with an individualized major will be noted in University records as having earned an "IMP major in X."

15. Deans will receive frequent updates regarding the students requesting IMPs.

16. Students are encouraged to work with the Study Abroad office to build study-abroad opportunities into their IMPs.

**Minimum Grade in School of Business Courses, Degree in Three**

Students in Degree in Three must receive a minimum of a "C" in all required SB courses.

Courses included in the Integrated Business Core provide the foundational knowledge needed for success across all majors offered by the School of Business. As a result, all undergraduate School of Business students must attain a minimum course grade of C- or higher in each Integrated Business Core course as any grade lower than that would suggest less than a sufficient mastery of a particular subject area.

**Academic Standards**

**Academic Honors**

**President's List and Dean's List**

At the close of each reporting term (fall, winter/spring, summer) at Southern New Hampshire University, the registrar’s office publishes two lists of students who have achieved standards of academic excellence during the semester’s work. As of June 1, 2013, full-time students who have earned a minimum grade-point average of 3.700 and above for the semesters are named to the President’s List. Students who have earned a minimum grade-point average of 3.500 to 3.699 for the semesters are named to the Dean’s List. Full-time status is achieved by earning 12 credits; undergraduate day students must earn 12 credits in fall or spring semester, and COCE students must earn 12 credits in either EW1 & EW2, EW3 & EW4, or EW5 & EW6.

**Alpha Chi Honor Society**

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

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

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

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

**Delta Mu Delta Honor Society**

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

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

**Eta Sigma Delta Honor Society**
Eta Sigma Delta is an International Hospitality Management Honor Society for institutions granting diplomas, associate and baccalaureate degrees, graduate degrees, or their equivalent in the field of hospitality, tourism and culinary arts education. The purpose of Eta Sigma Delta is to recognize the scholastic and professional achievement of students in the field of hospitality management, tourism and culinary arts. Eta Sigma Delta, stands for excellence, leadership, creativity, service and ethics.

Undergraduate Student Membership
To be eligible for membership an undergraduate student must:
- have a cumulative GPA of at least a 3.2 in a 4.0 system

Graduate Student Membership
To be eligible for membership a graduate student must:
- have a cumulative GPA of at least a 3.5 in a 4.0 system

Each member of Eta Sigma Delta Southern New Hampshire University Chapter must participate in organized community service activities, attend or present at approved academic conferences or workshops.

Chapter members have the option of completing a 6 credit research oriented paper investigation a topic of critical importance to the hospitality, tourism and culinary industry. The paper should follow accepted manuscript style and results of the research should be of quality to be forwarded to a hospitality and tourism publication.

National Society of Collegiate Scholars

The National Society of Collegiate Scholars (NSCS), a member of the Association of College Societies (ACHS), is a non-profit honor society that was established to encourage and recognize academic achievement. The Society was founded on the principles of Scholarship, Leadership and Service.

Membership is offered to first and second year undergraduate students who rank in the top 20% of their class, achieve a cumulative GPA of at least a 3.4, and attend a college/university with an active chapter of NSCS on campus. Membership is for life and is by invitation only.

Order of Omega

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

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

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

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 30 credits with at least 15 completed at SNHU. The student can have any two year AA or AS major and must have GPA of 3.5 or higher.

Pi Lambda Theta

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

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of 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 only to undergraduate students who are making the study of psychology a major interest. Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

All undergraduate psychology majors/minors must:

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

**Sigma Tau Delta Honor Society**

Sigma Tau Delta is the International English Honor Society. SNHU established its own chapter, Alpha Pi Psi, in the fall of 2008 for the University College and Alpha Phi Beta, in the spring of 2015 for the College of Online and Continuing Education. The Honor Society provides eligible English Language and Literature and Creative Writing majors and minors with opportunities to attend and present at conferences, publish undergraduate work, participate in field trips, and gain valuable networking opportunities.

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

**NBEA Award of Merit**

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

**Academic Renewal**

**Undergraduate**

Students who change majors/programs or withdraw and return may apply for academic renewal after at least one-year absence. 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 when the student has changed to another graduate program and has demonstrated academic success in the new program. To be eligible for academic renewal for courses taken previously in a prior graduate program, the student must successfully complete a minimum of 9 credit hours in the new program with a grade of “B-” or above in each course. 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 for that student’s academic unit. 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. The Petition to Amend Degree Requirements forms for UC and COCE students can be located within my.snhu.edu. 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**

**Academic Honors, Associate and Baccalaureate Degrees**

The university acknowledges outstanding academic performance through Ceremonial Honors and Latin Honors. Ceremonial Honors serves as a way of recognizing students’ outstanding academic performance during commencement ceremonies for those students who either do not qualify for Latin Honors at the time of commencement or who do not have enough institutional credits to be eligible for Latin Honors upon degree completion. Ceremonial Honors are not recorded on the student’s permanent record, transcript or diploma whereas Latin Honors are. Ceremonial and Latin Honors apply only to undergraduate degree recipients.

Students who meet the criteria for either Ceremonial Honors or Latin Honors are recognized as honors recipients as they cross the stage at commencement. They receive honors regalia indicating their achievement. For commencement purposes honors are assessed as of the first business day of April and are based on GPA and institutional credits completed at that time. Students who are still completing course work as of the first business day of April are eligible for Ceremonial Honors but not Latin Honors. Latin Honors are assessed and awarded only upon completion of all course work for the degree. During commencement students are recognized for either Ceremonial or Latin Honors, not both.

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

See criteria for Ceremonial and Latin Honors below.

**Criteria for Ceremonial Honors**

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<tr>
<th>Minimum Institutional Credits Completed</th>
<th>Cumulative GPA</th>
<th>Associate Degree</th>
<th>Baccalaureate Degree</th>
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<td>Honors</td>
<td>Cum Laude</td>
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**Criteria for Latin Honors**

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<th>Baccalaureate Degree</th>
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</thead>
<tbody>
<tr>
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<td>Honors</td>
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<tr>
<td>Bachelor's=60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's=30</td>
<td>3.700 - 3.849</td>
<td>High Honors</td>
<td>Magna Cum Laude</td>
</tr>
<tr>
<td>Bachelor's=60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate's=30</td>
<td>3.850 - 4.000</td>
<td>Highest Honors</td>
<td>Summa Cum Laude</td>
</tr>
<tr>
<td>Bachelor's=60</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

Unit of Credit

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

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.

Admissions

Academic Articulation Agreements

The Office of Academic Quality, Accreditation & Support at Southern New Hampshire University maintains a list of schools and organizations with which we have articulation agreements. Please email accreditation@snhu.edu with any questions.

Admission Requirements, Graduate

General Information
Applicants who have earned a bachelor’s degree or a graduate degree at an accredited institution in the United States or 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. Applications may also be found online in PDF format suitable for printing. Please check below for program-specific applications.
- 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).
<table>
<thead>
<tr>
<th>Program</th>
<th>Application Deadline (date)</th>
<th>Interview</th>
<th>Letters of Recommendation (#)</th>
<th>Minimum GPA</th>
<th>Personal Statement/Statement of Purpose</th>
<th>Other Requirements &amp; Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EdD in Educational Leadership</td>
<td>None</td>
<td>Yes</td>
<td>2</td>
<td>2.75</td>
<td>Yes</td>
<td>1. Completed master's degree.</td>
</tr>
<tr>
<td>Graduate Certificate Business Administration</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>N/A</td>
<td>N/A</td>
<td>1. Attestation Form 2. General Assessment (Gen Ed 600) Form.</td>
</tr>
<tr>
<td>MA in Communication (Only offered online)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>Yes</td>
<td>1. Statement of Purpose: A 500-word essay that addresses your interest in the communication field and defies a position on the impact that technology has had, and will continue to have, on the field. 2. A professional 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.</td>
</tr>
<tr>
<td>MA in English (Only offered online)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>Yes</td>
<td>1. Statement of Purpose should be 200-500 words. 2. Writing sample: critical analysis of a literary piece or research paper, minimum 5-10 pages, double-spaced.</td>
</tr>
<tr>
<td>MA in English and Creative Writing (Only offered online)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>Yes</td>
<td>1. Statement of Purpose should be 200-500 words. 2. A creative writing sample of approximately 3-10 pages, double spaced (research papers are not acceptable). Writing must be entirely in the genre (fiction, non-fiction, poetry or screenwriting). 3. In some cases, an interview with the applicant is possible.</td>
</tr>
<tr>
<td>MA in History</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>Yes</td>
<td>1. One Statement of Purpose: 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.</td>
</tr>
<tr>
<td>MAT in English</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. A minimum of 3 years of classroom experience. 2. Two references must be listed on resume to confirm teaching experience.</td>
</tr>
<tr>
<td>MBA/MS in Business Disciplines (all)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. A minimum of 3 years of classroom experience. Candidates may apply during their third year of classroom teaching.</td>
</tr>
<tr>
<td>MEd in Educational Leadership</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation. 2. External Critique of Professional Educational Activities. 3. 3 letters of professional reference. 4. Successful completion of Profile Seminar (first credit of 36 credits required for MEd or 31 credits required for CAGS).</td>
</tr>
<tr>
<td>MEd in Reading and Writing Specialist</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation. 2. External Critique of Professional Educational Activities. 3. 3 letters of professional reference. 4. Successful completion of Profile Seminar (first credit of 36 credits required for MEd or 31 credits required for CAGS).</td>
</tr>
<tr>
<td>MEd/CAGS Field Based Education Program</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation. 2. External Critique of Professional Educational Activities. 3. 3 letters of professional reference. 4. Successful completion of Profile Seminar (first credit of 36 credits required for MEd or 31 credits required for CAGS).</td>
</tr>
<tr>
<td>MFA in Fiction and Nonfiction (Requires face-to-face learning component)</td>
<td>7-Apr to 1-Dec</td>
<td>None</td>
<td>3</td>
<td>3</td>
<td>Yes</td>
<td>1. Applicants with a BA in a humanities discipline are preferred, but all qualified applicants will be reviewed. 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. 3. 30 pages of manuscript double-spaced and numbered in the genre (fiction/nonfiction) the applicant plans to study. 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.</td>
</tr>
<tr>
<td>MS in Clinical Mental Health Counseling</td>
<td>None</td>
<td>Optional</td>
<td>2 References required. See form below.*</td>
<td>2.75</td>
<td>Essay</td>
<td>1. See program specific application below.* 2. An essay responding to items as described on the application form.</td>
</tr>
<tr>
<td>MS in Data Analytics</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. Resume required for evaluation but not acceptance.</td>
</tr>
<tr>
<td>MS in Nursing</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>3</td>
<td>N/A</td>
<td>1. An active, unencumbered license to practice as a registered nurse.</td>
</tr>
<tr>
<td>MS-TEL (Teaching English as a Foreign Language)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>2.75</td>
<td>N/A</td>
<td>1. Master of arts degree in related field (preferably in business or international business). 2. Graduate Management Admission Test (GMAT) scores.</td>
</tr>
<tr>
<td>PhD in International Business</td>
<td>1-Apr</td>
<td>Yes</td>
<td>3</td>
<td>3.5</td>
<td>Yes</td>
<td>1. Completed master's degree (preferably in business or international business). 2. Graduate Management Admission Test (GMAT) scores.</td>
</tr>
</tbody>
</table>

*MS in Clinical Mental Health Counseling reference form and application

Provisional Admission, University College

Provisional Admission may be extended to students with an undergraduate GPA (Grade Point Average) below 2.749 but above 2.0; 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 for students who achieve a grade of "B" or better in EACH of their first two courses. Not all programs accept provisional admission, and some programs may use additional criteria for the determination of a provisional admission.

Provisionally accepted students who do not achieve unconditional acceptance in their program may, on a one time basis, request enrollment in a new program in another academic area. To be provisionally accepted into a new program, students must satisfy the admissions requirements of that new program. If provisional acceptance in the new program is granted, students must
achieve a "B" or better in EACH of their first two courses. Students who do not earn a grade of "B" or better in the first two courses of the new program will be denied admission at the graduate level and will not be allowed to request enrollment in another program.

Provisional Admission, College of Online and Continuing Education

Provisional acceptance may be extended to graduate students with an undergraduate GPA of at least 2.0 but less than 2.75. Not all graduate programs permit provisional acceptance. See Nursing Student handbook for provisional acceptance requirements in nursing.

Upon completion of nine (9) credits, provisionally accepted students with a 3.0 cumulative Grade Point Average (GPA) will be fully accepted to their academic program. Students who complete nine (9) credits with a cumulative GPA below 2.67 will be denied full acceptance and withdrawn from the program. Students who complete nine (9) credits and who have BOTH a cumulative GPA of at least 2.67 and a term GPA of at least 3.0 will be allowed to continue as long as they maintain a 3.0 term GPA. When these students achieve a cumulative GPA of 3.0, they will be fully accepted. If these students fail to maintain a term GPA of 3.0, they will be denied acceptance and withdrawn from the program.

Provisionally accepted students who do not achieve unconditional acceptance in their program may, on a one time basis, request enrollment in a new program in another academic area. To be provisionally accepted into a new program, students must satisfy the admissions requirements of that new program and maintain a term GPA of at least 3.0. Students who do not maintain a term GPA of 3.0 will be denied acceptance and withdrawn from the program. In addition to maintaining a term GPA of 3.0, students must achieve a cumulative GPA of 3.0 or better in the new program to be fully accepted. Students who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

Transfer Credit

Please refer to the Transfer Credit policy.

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.

Admission 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 or at 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
Students with the scores listed below may register for and may attend the English as a Second Language (ESL) program. 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.

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).

Admission Requirements, Undergraduate

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 or submit the Common Application at 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 unless the student has applied Early Action, in which case senior grades are not required 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.

Students applying to Southern New Hampshire University may submit one of the following credentials as proof of high school completion:

- High School Diploma
- General Education Development (GED)
- A state authorized high school equivalent certificate such as the High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC).
- Homeschooled documentation (Check Homeschool Admission Policy)

Additional admission criteria may apply. Students should check www.snhu.edu for any specific requirement for their program of interest.

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...
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.

**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.

**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. 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 must first be accepted into a traditional four or three-year degree program prior to applying for the 3Year Honors Program in Business Administration.*

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.

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

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

- A completed application (available online at http://www.snhu.edu/admission/campus-undergraduate-admission/transfer-and-readmits)
- Official transcripts from all colleges or universities previously attended
- A list of 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 45 credits may be applied to an associate degree. 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 academic residency requirements of Southern New Hampshire University.

**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 the College of Online and Continuing Education at Southern New Hampshire University 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.

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 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.

Readmission

Students wishing to re-enter Southern New Hampshire University or transfer applicants wishing to re-activate 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 re-admission 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.

Course and Program Enrollment

Absence and Withdrawal Due to Military Service

Attendance

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

Withdrawal

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

If a student surpasses the year timeframe, he/she would need to work with the Office of Transfer Admission to apply for readmission to the University.

Academic Year

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

Attendance, Graduate

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

Attendance, 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.

Change of Program or Major and Second Major
Change of Program between COCE, UC, and CfA

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

Change of Degree - Associate to Bachelor

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

Change of Program (GR) or Major (UG)

Students who wish to change their major or program must submit a Program Change Request Form to their academic advisor. The advisor will work with students to explain the impact of changing majors. All changes will take effect before the Add/Drop deadline or at the end of the current term. Students will also be subject to the requirements associated with the catalog year in effect at the time of the change.

Adding a Second Major

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

Financial Aid Enrollment Status Criteria

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

Concurrent Program Enrollments

Enrollment in Multiple Programs Simultaneously

An undergraduate or graduate student 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 requires a new statement of financial responsibility and admission into the second degree. Students should contact International Admissions for more details and specific requirements.

Course Add and Drop

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.
Financial Aid Enrollment Status Criteria

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

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 in Community Mental Health, Field-Based Education, Master of Science in English as a Foreign Language, Doctorate of Education in Educational Leadership, and the Doctorate of Philosophy in International Business is 6+ credits within a term/semester. Graduate students in residency or in dissertation status are also considered full-time.
- A full-time load in the Master of Fine Arts program is 12+ credits per term. A full-time load in the School of Business residential graduate program(s) is 9+ credits per semester.

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 in Community Mental Health, Field-Based Education, Master of Science in English as a Foreign Language, Doctorate of Education in Educational Leadership, and the Doctorate of Philosophy in International Business within a term/semester is between 3 and 5.99 credits.
- A half-time load in the School of Business residential graduate program(s) is 5 and 8.99 credits per semester.

NOTE: A UC student can take a COCE class only if the student is registered full-time (12 credits) in UC DAY courses that count toward the student’s degree AND the COCE class (term) start and end dates fall entirely within the UC semester start and end dates.

Financial Aid Enrollment Status Criteria

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

Course Load and Restrictions, International Students

International students in F-1 and J-1 student status must be enrolled full time to maintain lawful presence in the U.S. Online classes are limited to one class per term counting toward your minimum full-time course load. Any classes taken over the minimum full-time course load may be in-class or online format. NOTE: All reductions in a full course load for academic or medical reasons, as well as terms off, must be approved by the Office of International Student Services prior to the start of the term or class load reduction. In a final term, if only one course is remaining, it must be taken in-class to maintain F-1 or J-1 student status.

Course-by-Arrangement

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

Course-by-arrangement is available to Southern New Hampshire University undergraduate students. A completed legible form, signed by all necessary parties must be received in the Office of the Registrar no later than the final day of drop/add. Forms received after that timeframe are not guaranteed to be processed.

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. Please note, identification of a supervising faculty member does not guarantee automatic approval of a course-by-arrangement.

Course-by-arrangement applications require:

- a description of the extenuating circumstances 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)
- the course and credits the student is wishing to earn

In a situation where a course is low-enrolled and students are already registered, the course will be converted from a lecture with no additional paperwork needed on the students’ behalf (see low enrolled policy.) Please note: If offered as a low enrolled section the instructor can choose to keep the room. If offered as a Course-by-arrangement the instructor will lose the room and is responsible for booking an alternative meeting time and space.

Low Enrolled Sections - UC
A low enrolled section is a traditional Southern New Hampshire University course which has 8 to 10 enrollments in any given term. In an effort to not disrupt our current students nor hinder their degree progression the course can continue to run as is, but as a low enrolled section versus a traditional lecture with approval from the VPAA office. Students will be notified when occurrences like these happen, but no additional paperwork or material will be needed. Students should also work closely with the assigned faculty member as meeting days and times of course could vary. If sections fall at or below 7 enrollments, a Course-by-arrangement may be offered if all other possible alternatives are exhausted. (See Course-by-arrangement policy)

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.

Dissertation Status

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

Enrollment Statuses

Matriculated

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

Part-time matriculated

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

Freshman Course Requirements

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

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

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

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

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

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

Independent Study, Graduate
A Southern New Hampshire University graduate student may take an independent study course in any subject area in which the course content is not offered in any regularly scheduled Southern New Hampshire University course.

Graduate students must identify a qualified Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved by the appropriate department chair and school dean. Please note, identification of a supervising faculty member does not guarantee automatic approval of an independent study.

A completed legible form, signed by all necessary parties must be received prior to the term start. Forms received after that timeframe are not guaranteed to be processed. Graduate independent studies will only apply to University College Graduate Programs.

All graduate independent study courses will be at the 500 level or higher for no more than 6 credits. Students should work with their advisors to make sure there is room in their academic program for this course. Please note, independent studies will only fulfill a student’s free electives unless a petition to amend degree requirements is submitted.

**Independent Study, Undergraduate**

A Southern New Hampshire University student may take an independent study course in any subject area in which the course content is not offered in any regularly scheduled Southern New Hampshire University course.

Students must identify a qualified Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved by the appropriate department chair and school dean. Please note, identification of a supervising faculty member does not guarantee automatic approval of an independent study.

Independent study applications require:

- a letter expressing interest in the course material justifying the offering of an independent study
- 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)
- the subject prefix and credits the student is wishing to earn

A completed legible form, signed by all necessary parties must be received prior to the term start. Forms received after that timeframe are not guaranteed to be processed.

All undergraduate independent study courses will be at the 400 level for no more than 6 credits. Students should work with their advisors to make sure there is room in their academic program for this course. Please note, independent studies will only fulfill a student’s free electives unless a petition to amend degree requirements is submitted.

**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 mySNHU or from the Academic Advising Office. If a student is below the age of 18, written parental consent must be received.

Normally, an administrative leave of absence is granted for no more than one semester. Students who do not return as scheduled to the university following their one-semester leave of absence will be considered withdrawn from the university.

Under extenuating circumstances only, an undergraduate day student may apply for an administrative leave of absence from the university during the current semester; if granted, the student would be withdrawn from all current courses. The student must be in good academic/disciplinary standing. "Extenuating circumstances" include the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations. Depending on the reason for the leave of absence, supporting documentation may be required.

Merely ceasing to attend classes does not constitute an official leave of absence, academically or financially. Failure to obtain an approved leave of absence will result in the automatic recording of "F" grades for all courses being taken by the student. Students who take a leave of absence from the university after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. 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 Campus Student Financial Services (if medically able) to ensure that they understand the responsibilities associated with their federal loans while on an administrative leave of absence. **Leave of absence disputes will not be considered after 30 days from the end of the semester during which the student withdrew.**

All International Students must obtain forms and begin the process 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.

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.

Undergraduate Internships

SNHU coordinates an extensive internship program that helps students experience a practical work environment related to their academic career interests, while developing highly marketable career skills. Internships are a valuable part of career exploration through which students can receive invaluable training, gain professional experience, and have a better understanding of what is needed to prepare for and succeed in a particular profession.

SNHU encourages students to intern locally, nationally or internationally. Experiential learning activities, such as internships, are the vehicle in which students supplement their rigorous academics. SNHU awards credit hours for learning acquired outside the institution if it is an integral part of a program of study. SNHU for-credit internships are supervised by disciplinary faculty. When work experience receives academic credit, it must both be suitably supervised and of sufficient length to be meaningful. The Career & Professional Development Center provides support to students to secure internships and manage the administration of for-credit experiences.

Internships in University College can be scheduled in the following terms: fall, spring and summer. Registrations from internships are to follow the traditional SNHU enrollment policies. Students cannot enroll in for-credit internships after the drop/add period. International students are encouraged to contact the International Student Services department to determine eligibility. Exceptions to the policy are: Culinary Program, PCMH, MS TEFAL and MFA.

For-credit internships are approved by the schools. Students are referred to their faculty advisors to discuss the internship opportunity and make a determination as to whether the experience aligns with their academic program and warrants credit. If the experience is approved, then the Career & Professional Development Center will collect the necessary documentation from the student and employer to finalize the credit request and register the student for the internship course.

Students can achieve completion of an internship ranging from zero (0) to fifteen (15) credits. Traditionally 50 hours of work is tied to one (1) credit; for example, internship hours are awarded as follows: 150 hours for 3 credits, 300 hours for 6 credits, etc. With regard to zero (0) credit internships, students need to be made aware that this would not bring them to full-time status should the student be seeking financial aid.

Student internships will be built by sections with faculty oversight. Internship sections are to be held to a maximum of 20 students per section. Should the section exceed 20 students another section will be built.
Undergraduates Taking Graduate Courses

Students who have completed between 60-90 undergraduate credits and have a 3.0 or higher GPA must apply through their academic advisor to enroll in a 500/600-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 for their academic program for completed graduate work that has been approved as a substitute course in said program.

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”/satisfactory or better in the 500/600-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).

All graduate courses must be above full-time load in the student’s term structure to count for full-time status and financial aid. The graduate course term dates must fall within the student’s undergraduate term start and end dates.

Unearned F

Unearned F Policy (Financial Aid Students)

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

Withdrawal from Class

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

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

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

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

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

Withdrawal from SNHU

Students 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
Financial Aid and Resources

Applying for Financial Aid

Eligibility Requirements:

To be eligible for federal financial aid, a student must meet the requirements for each of the following:

- Enroll as a degree-seeking student
- A U.S. citizen or an eligible noncitizen
- Maintain satisfactory academic progress
- Not be in default on a federal student loan
- Not owe a refund on a federal student grant or loan
- Register with Selective Service (if you are a male born on or after January 1, 1960, over 18 years of age and not currently in the armed forces)
- Have a high school diploma or equivalent

Dependency Status Criteria

The U.S. Department of Education considers the following students to be independent of their parents for purposes of awarding federal financial aid for the 2017-2018 school year (July 1, 2017 – June 30, 2018):

- Students who were born before January 1, 1994
- Students who are married
- Students who are veterans of the U.S. Armed Forces
- Students who have children, if they provide more than half of the support for the child
- Students who have dependents (other than a child or spouse) living with them, if they provide more than half of the support for the dependent
- Students who will be a graduate/professional student in 2017-2018
- Students who are serving on active duty in the armed forces for purposes other than training
- Students who are or were emancipated minors as determined by a court
- Students who are or were orphans or wards of the court, or were wards of the court as of age 13
- Students who are or were in a legal guardianship as determined by a court
- Students who are or were considered an unaccompanied youth who was homeless on or after July 1, 2016

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

Prior Bachelor’s Degree

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

Federal Financial Aid Penalties for Drug Convictions

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

Federal Financial Aid Application

Free Application for Federal Student Aid

All students who would like to be considered for federal financial aid must complete the Free Application for Federal Student Aid (FAFSA) for the appropriate award year. The FAFSA will determine a student’s eligibility for need-based aid, such as Pell Grant and Direct Subsidized Loans. The FAFSA will also determine eligibility for non-need based aid, such as Direct Unsubsidized Loans and Federal PLUS Loans. The FAFSA can be completed at www.fafsa.gov. Southern New Hampshire University’s federal school code is 002580.

FAFSA Follow-Up

C-Flags, Verification, Unusual Enrollment History

In some instances, Southern New Hampshire University is required by federal and state regulations to review the student’s FAFSA and confirm the accuracy of the information provided. Southern New Hampshire University reserves the right to verify any data submitted by applicants or the parents of applicants.
A series of database matches is conducted on the FAFSA, including Social Security Administration, Selective Service, National Student Loan Data System, and Department of Homeland Security. If the student/parent does not successfully pass one of the matches, the student/parent may be required to submit additional documentation to Southern New Hampshire University to verify the accuracy of the data provided on the FAFSA. If additional documentation is required the student will be notified via e-mail of the documentation requirements.

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

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

**FAFSA Corrections**

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

**Duration & Renewal of Aid**

The FAFSA becomes available for the new aid year on October 1st. It is the student’s responsibility to complete this application each year and meet any applicable deadlines. Students intending to use financial aid in future terms will need to file a FAFSA that corresponds with the appropriate award year.

**Awarding Financial Aid**

**Cost of Attendance**

The Cost of Attendance (COA) represents an estimate of the costs associated with attending Southern New Hampshire University for one academic year. The COA includes tuition and fees, room and board, as well as allowances for books, supplies, transportation, loan fees, miscellaneous expenses and dependent care. For students attending less than half-time, the COA cannot include allowances for miscellaneous expenses. A financial aid award may not exceed the COA for the academic year.

**Expected Family Contribution (EFC)**

The Expected Family Contribution (EFC) is a measure of a family’s financial strength and is calculated according to a formula established by law. Taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered, are family size and the number of family members who will attend college during the year. The EFC is not the amount of money a student’s family will be expected to pay, nor is it the amount of federal student aid they will receive.

**Determining Financial Need**

Financial need is the difference between a student’s cost of attendance (COA) and a student’s expected family contribution (EFC). This number is used by Southern New Hampshire University to determine the amount of need-based financial aid a student is eligible to receive. A financial aid award may not exceed the calculated need for the academic year.

**Financial Aid Award Package**

Once a student’s financial aid eligibility has been determined, a student will receive notification of a financial aid award letter electronically. A student may request to reduce or cancel their financial aid award by contacting Southern New Hampshire University.

**Outside Resources**

A student may receive outside resources to assist with their educational expenses. This assistance may include employer reimbursement, tuition waivers, private scholarships, fellowships, veteran’s benefits, or vocational rehabilitation benefits. Outside resources used by the student will need to be reported and included on their financial aid award.

If the student’s award exceeds either the COA or need the student’s financial aid package will be adjusted, even if the financial aid has already been disbursed. Should the additional funds result in a change to a student’s financial aid status or eligibility, he/she will receive notification of the change.

**Use of Aid**

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

**Disbursement of Financial Aid Funds**

After confirming enrollment and attendance, SNHU credits all available financial aid funds (excluding Federal Work-Study) to the eligible charges on a student’s account. Once the charges are covered, any remaining financial aid funds will be released to the
Credit Balances and Refund

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

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

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

Educational Loans

Federal Direct Loans

Federal Direct Loans are fixed-rate student loans for undergraduate and graduate students to help pay for the cost of their education. The lender is the U.S. Department of Education. The Direct Student Loan program offers the following types of loans for students in eligible programs:

- **Direct Subsidized Loan**: Available to eligible undergraduate students who demonstrate financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while the student is in school at least half-time, for the first six months after the student leaves school (referred to as a grace period*), and during a period of deferment (a postponement of loan payments).

- **Direct Unsubsidized Loan**: Available to eligible undergraduate and graduate students. Students do not need to demonstrate financial need to be eligible. Interest begins accruing once the loan has disbursed to a student’s account. Repayment of the loans begin 6 months after a student is no longer maintaining a minimum enrollment status of half-time.

- **Direct PLUS Loan**: Available to eligible graduate or professional students and parents or undergraduate students to help pay for educational expenses not covered by other financial aid. To be eligible, the student must be enrolled at least half time in an eligible program of study. Amount borrowed can be up to the Cost of Attendance, less any financial aid already awarded.

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

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

Federal 150% Direct Subsidized Loan Limit

Beginning with the 2013-14 academic year, a new provision was added to the Direct Loan statutory requirements (see HEA section 455(q)). This provision limits a first-time borrower's eligibility for Direct Subsidized Loans to a period not to exceed 150 percent of the length of the borrower’s educational program. Under certain conditions, the provision also causes first-time borrowers who have exceeded the 150 percent limit to lose the interest subsidy on their Direct Subsidized Loans. Only first-time borrowers on or after July 1, 2013 are subject to the new provision. Generally, a first-time borrower is one who did not have an outstanding balance of principal or interest on a Direct Loan or on a FFEL Program Loan on July 1, 2013.

Federal Direct Loan Lifetime Limit

All student types are subject to aggregate lifetime borrowing limits. Please see the chart below:
As of the 2013-2014 award year, graduate students are no longer eligible to borrow Subsidized Direct Loans.

Private Student Loans

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

Federal Work-Study (FWS)

The Federal Work-Study Program is an employment program funded by the federal government and the University. This program allows students with financial need to receive an hourly wage by working on or off campus.

Southern New Hampshire University sponsors a job fair prior to the start of fall classes to assist students in locating employment. Obtaining employment within the Federal Work-Study Program is the student’s responsibility, and earning may vary depending on position.

Typical Federal Work-Study positions on campus are in the library, in department offices, the recreation center and in postal services. Students may also work off campus in community service positions such as the YMCA, Easter Seals, and the Salvation Army.

Federal Work-Study positions and other student employment opportunities are available throughout the year online at www.snhu.edu/jobs.

For further information, please email workstudy@snhu.edu

Financial Aid Enrollment Status Criteria

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

Grants

Need Based Grants

Southern New Hampshire University grants are based on demonstrated financial need and are available for full-time undergraduate day students. Awards range from $500 to $12,000 annually.

Sibling Grant

The Southern New Hampshire University Sibling Grant consists of $2,500 per academic year when two undergraduate day students are attending Southern New Hampshire University concurrently on a full-time basis from one family. Each student will receive $1250 per year. The Sibling Grant is only available for undergraduate day students at SNHU.

Federal Grants

Pell Grants

Federal Pell Grants are awarded on a sliding scale up to $5920 per year to students with exceptional financial need. Applicants must be enrolled in a 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 Pell Grant Lifetime limit: An eligible Federal Pell Grant recipient has a lifetime limit of 12 full-time semesters or six full years of eligibility. This federal policy is retroactive to whenever a student first received a Federal Pell grant and includes
payments received at colleges or universities that the student attended prior to SNHU.

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

**Iraq and Afghanistan Service Grant**
A student may be eligible to receive the Iraq and Afghanistan Service Grant if: they are not eligible for a Pell Grant, their parent or guardian was a member of the U.S. Armed Forces and died as a result of service performed in Iraq or Afghanistan after September 11, 2001. Additional, eligibility requires the student to be under 24 years old, or enrolled in college at least half-time at the time of the parent or guardian’s death.

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

**NH Residents:** The state of New Hampshire does not have a state grant program. However, students may qualify for the UNIQUE program. Eligible New Hampshire students will be automatically notified on their award letter if they qualify.

**Loan Counseling and Federal Student Loan Repayment Options**

**Entrance Loan Counseling**
Entrance loan counseling is required before a student borrower receives their first federal Direct Subsidized or Unsubsidized student loan disbursement. Entrance loan counseling explains the rights and responsibilities associated with borrowing a federal student loan. Entrance loan counseling is also required for those approved to borrow a PLUS loan but have an adverse credit history. Entrance Loan Counseling can be completed online at studentloans.gov.

**Financial Awareness Counseling**
Financial awareness counseling provides tools and information to help students understand financial aid, student loan borrowing, and assist with managing finances. Financial awareness counseling is not a requirement to maintain financial aid eligibility. It is a tool that SNHU encourages all students to complete routinely online at studentloans.gov.

**Exit Loan Counseling Requirements**
Federal regulations require that all federal student loan borrowers complete an exit counseling session prior to graduation, leaving the university for any period of time, or upon dropping below half-time status. Student borrowers that require exit counseling are provided information regarding their obligation to repay along with conditions for deferment, repayment, forbearance, and cancellation.

**Direct Loan Exit Counseling:** Borrowers of Federal Direct or Graduate PLUS loan can complete the online Exit Loan Counseling requirement at studentloans.gov.

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

**Federal Direct Student Loan Repayment Options**
Loan Repayment Responsibility

Student borrowers must repay a student loan even if financial circumstances become difficult. Loans cannot be canceled because you didn’t get the education or job you expected, and they cannot be canceled because you didn’t complete your education. SNHU offers comprehensive resources to assist students with managing repayment and entering into repayment plans that best meet their respective economic condition.

Prepayment of Student Loans

Student borrowers may pay all or part of their loan balances during the term of the loan without penalty. This action reduces the total interest paid on a student’s loan.

National Student Loan Data System (NSLDS)

The National Student Loan Data System (NSLDS) is the U.S. Department of Education’s (ED’s) central database for student aid. NSLDS receives data from schools, guaranty agencies, the Direct Loan program, and other Department of ED programs. NSLDS Student Access provides a centralized, integrated view of Title IV loans and grants so that recipients of Title IV Aid can access and inquire about their Title IV loans and/or grant data. Students can access their federal student aid history (both loans and grants) at studentloans.gov.

Loan Servicer

A loan servicer is a company that handles the billing and other services on a student’s loan(s). Loans are assigned to a loan servicer by the U.S. Department of Education after the entire loan amount has disbursed (paid out). The loan servicer will work with the student’s on repayment plans and loan consolidation, and will assist them with other tasks related to a student’s federal student loans. It is important to maintain contact with the loan servicer. If circumstances change at any time during the repayment period, the loan servicer will be able to help. Students can view their loan servicer on the National Student Loan Data System (NSLDS) at NSLDS.ed.gov.

Federal Student Aid Repayment Estimator

The Federal Student Aid Repayment estimator is an interactive online tool a student loan borrower can use to compare loan repayment plan options using either actual or estimated loan data. SNHU encourages all student borrowers to use the repayment calculator. The Repayment Estimator is located online at www.studentaid.gov/repayment-estimator.

Deferment

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

Forbearance

During a period of forbearance, borrowers may either suspend payments or reduce their scheduled monthly payment amount on a temporary basis. The lender grants forbearance for a period of up to one year for borrowers who are willing but unable to
make their monthly payments. The forbearance is renewable upon the borrower’s request and the lender’s approval. Interest continues to accrue on the subsidized and unsubsidized loans. The accrued interest may be paid or will be capitalized after the forbearance ends.

Visit https://studentaid.ed.gov/sa/repay-loans to learn more about the payment plans, payment deferment, and payment forbearance options that are available to you.

Military Benefits

Active Duty Military

First time students using tuition assistance must present a tuition assistance form prior to registration from the military branch in which they are enlisted.

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

Veterans' Benefits

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

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

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

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

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

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

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

Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend for the entire period for which the assistance is awarded. When a student withdraws or stops attending, the student may no longer be eligible for the full amount of TA funds originally awarded.

SNHU will return any unearned TA funds on a proportional basis through the 60% portion of the period for which the funds were provided to comply with Department of Defense policy. TA funds are earned proportionally, during an enrollment period, with unearned funds returned based upon when a student stops attending. Any SNHU balance due to a TA return is the responsibility of the student.

If a service member stops attending due to a military service obligation, SNHU will remove the student from the coursework and reverse the charges and return the full TA amount so no debt is incurred by the student.

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

Return of Title IV Funds

Return of Title IV funds requirements apply to a Title IV grant and/or loan recipient or eligible recipient who withdraws or ceases
The payment period is the academic period established for which financial aid is awarded and disbursed. It is not always aligned with the registration and billing period for a program. Students are encouraged to learn and understand their program’s payment period definition.

- SNHU will perform a Return to Title IV calculation and notify the student of any Federal Student Aid (FSA) fund return within 30 days of the date of withdrawal or the last date of attendance.
- SNHU has 45 days from the date of determination that the student withdrew to return all unearned FSA funds for which we are responsible for.

SNHU divides the number of days attended by the number of days in the period, excluding breaks of five days or more, and days on an approved leave of absence (applicable to College for America only). The result is the percent of earned aid, except that 100% is earned if greater than 60% of the payment period has been completed.

The percent earned multiplied by the total FSA for the payment period is the amount the student earned based upon his or her withdrawal date or last date of attendance. If this amount is greater than what was actually disbursed, then SNHU will offer a post-withdrawal disbursement, provided the funds meet the conditions for a late disbursement.

SNHU will return a portion of any unearned FSA based upon the student’s institutional charges for the payment period. Institutional charges may include tuition, book vouchers, and institutional housing and meal plans. The total amount of institutional charges is multiplied by the percent earned (100% minus the percent earned) to determine the unearned amount of institutional charges. SNHU will return the lesser of the unearned institutional charges or the total amount unearned.

**Return of Funds**

SNHU will return FSA to the programs from which the student received aid during the payment period in the following order, up to the net amount disbursed from each source:

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant *
5. Federal Supplemental Education Opportunity Grant (FSEOG)*
6. Iraq and Afghanistan Service Grant*
7. Federal Work Studies (FWS) funds are not included in the calculation.

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

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

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

- Title IV grant funds are typically repaid by SNHU and the student is responsible for payment to the University. However, SNHU can report a grant amount due from the student as an overpayment to the Department of Education. SNHU will waive any grant repayment and will not report an overpayment for any affected individual covered by the HEROES Act.
- Direct Loan are to be repaid in accordance with the terms and conditions outlined in the student’s signed Master Promissory Note (MPN).

**Post-Withdrawal Disbursement**

As a result of the required Return to Title IV calculation, there may be instances where students have undisbursed earned aid, and must decide if they want the post withdrawal disbursement of aid applied to their account. Any earned grant funds will be automatically applied to the student account. However, any earned Direct Loan funds require student authorization. Student Financial Services will notify students in writing of the availability of any Direct Loan post-withdrawal disbursement eligibility. Students must sign and return the authorization letter within fourteen days of the date of the notice to benefit from a post-withdrawal Direct Loan disbursement. Direct Loans are to be repaid in accordance with the terms and conditions outlined in the student’s signed Master Promissory Note (MPN).

**Programs Offered in Modules**

A program is ‘offered in modules’ if a course or courses do not span the entire length of the payment period. For all programs offered in modules, a student is considered to have withdrawn for Title IV purposes if the student ceases attendance at any point prior to completing the payment period.

SNHU will ‘undo’ a Return to Title IV calculation for a student who ceased attendance or graduated during a payment period and returns during the same payment period. The ‘undo’ process restores the FSA funds to the amounts the student was originally scheduled to receive. This is applicable to programs offered by the University where students have the ability to cease attendance or graduate during a payment period.

**Return to Title IV Calculation Example**

A term start date is September 7 and the end date is December 23. There is a 5 day break for Thanksgiving. The total days for the term is 103 days. The student withdraws on October 2 which is day 26 of the term. The percentage of earned aid would be 25.2%
If the student received $5,500 in Title IV aid, then the student earned $1,386 in Title IV aid and $4,114 is the unearned amount.

- If institutional charges are $6,000, then the amount of earned charges would be $1,512 and the unearned charges would be $4,488.
- SNHU is responsible for returning the lesser of the unearned institutional charges or the total amount of unearned Title IV aid, so SNHU would return $4,114 in this example. The student is responsible for immediate payment of this account balance.

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

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

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

- Withdraws from some classes but remains enrolled in other courses during the same payment period at Southern New Hampshire University; or
- Never attended any classes, or for whom SNHU cannot document attendance in at least one class for the payment period or period of enrollment. If the student never attended any classes or SNHU cannot document the student’s attendance in at least one class, the student did not establish eligibility for Title IV aid for the period and all funds must be returned.

Scholarship Opportunities

Academic Scholarships

**Presidential Scholarship**

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

**Quill Scholarship**

Students selected for a Quill Scholarship will be notified at the time admission and may receive additional types of financial assistance based on financial need. Individual scholarship amounts vary and are awarded based on a cumulative grade point average between 3.0-3.49 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.5 cumulative grade-point average (GPA). Failure to maintain the required GPA will result in the loss of scholarship 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 between 2.5-2.99 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.0 college grade-point average (GPA). Failure to maintain the required GPA will result in the loss of scholarship funds.

Additional Scholarships

**Academy of Finance Scholarship**

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

**Alumni Family Scholarship**

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

**DECA Scholarship**

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

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

Future Business Leaders of America (FBLA) Scholarship

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

Phi Theta Kappa Transfer Scholarship

An unlimited number of $2,000 scholarships for full-time undergraduate day students are awarded to Phi Theta Kappa members. A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship may be combined with other scholarships and any academic awards that a student may receive from SNHU.

Kappa Beta Delta Transfer Scholarship

An unlimited number of $2,000 scholarships for full-time undergraduate day students are awarded to Kappa Beta Delta Business Honors Society members. A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship may be combined with other scholarships and any academic awards that a student may receive from SNHU.

Honors Program Scholarship

SNHU awards a $2,000 scholarship to students accepted into either the University Honors Program or the Bradley Three Year Honors Program in Business Administration. Renewability is dependent on continued participation in the program.

Housing Scholarship

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

Sibling Grant

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

Skills USA Scholarship

SNHU 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.

Named and Endowed Scholarships

John P. Fleming Memorial Scholarship

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

Liberal Arts Scholarship

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

James D. Walter Memorial Scholarship

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

Kimon and Anne Zachos Scholarship

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

Dr. Marty J. Bradley 3 Year Business Honors Scholarship
This scholarship was created in memory of Marty J. Bradley, a former SNHU professor and the first 3 Year Business Honors Program Director. This scholarship will be awarded to full-time students entering their second or third year in the 3 Year Business Honors program. To be eligible, students must have a minimum GPA of 3.0, and be highly involved in university life and activities. Priority is given to students who are making significant contributions to the 3 Year Honors Program, and who demonstrate financial need.

**Hawaux Foundation Scholarship**

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

**Economic/Finance Scholarship Fund**

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

**Frank & Eleanor Barnes Alumni Scholarship**

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

**George Teloian Scholarship**

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

**Ronald L. Woodward Memorial Scholarship**

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

**Scott Caswell Memorial Scholarship**

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

**Tony Lambert Scholarship Fund**

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

**William Trueheart Scholarship**

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

**Culinary Scholarship Fund**

Scholarships are awarded to students majoring Culinary Arts who show financial need.

**Ernest Lamundo/Labatt USA Scholarship**

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

**Hector Boiardi Scholarship**

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

**Christine Zimmermann Memorial Scholarship Fund**

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

**Women’s Faculty Scholarship**

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

**Dow Scholarship**

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

**Educational Continuum Scholarship**

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

**Fisher Family Scholarship**

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

**Gertrude C. Shapiro Scholarship**

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

**John & Betty Miles Scholarship**

The principal requirement for candidates to be eligible for the scholarships will be the inability to afford the total tuition after available financial aid. An additional requirement will be a history of a serious learning attitude and achievement (grades, projects, etc.). Students eligible for scholarships will be U.S. citizens enrolled in the undergraduate school. Preference of consideration will be given to students who have graduated from a Christian High School or were active in a Christian Church as evidenced by a letter of recommendation from his/her minister of the church. In a year when there are no deserving needy students fitting these specific guidelines the awards may be presented to other U.S. students enrolled in the undergraduate program.

**Kappa Chi Scholarship**

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

**Kappa Delta Phi Scholarship**

The 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 and is based on financial need.

**Kappa Sigma Scholarship**

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

**Michael DeBlasi Scholarship Fund**

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

**Phi Delta Psi Scholarship**

The Southern New Hampshire University Alumni Association and the Phi Delta Psi Fraternity have raised money to support a scholarship program. This scholarship supports needy and deserving students at Southern New Hampshire University.

**The Richard and Joanne Gustafson Scholarship Fund**

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

**Student Ambassador Scholarship**

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

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

Tremblay/Eldridge Scholarship Fund

This scholarship fund supports students and student athletes enrolled in fulltime undergraduate or graduate programs.

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.

Women Associates Scholarship

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

Timothy Russell Travel/Study Scholarship

This scholarship supports students who travel to and from their internship location. Students must have a minimum of 3.0 GPA majoring in Hospitality Administration, Hotel Management, Travel and Tourism, Restaurant Management, or the Culinary Arts, and must qualify for credit bearing internships outside of New England, either nationally or internationally.

The Edward S. Wolak Scholarship

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

Charles and Barbara Bickford International Scholarship

The scholarship shall be awarded to graduate or undergraduate international student(s) studying on the Manchester campus. Preference will be given to students with demonstrated financial need in the following order: students from Vietnam or Cambodia, students from Southeast Asia or China, then lastly from other foreign countries.

Veterans Scholarship

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

Edward Nassar Veterans Memorial Scholarship

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

Li Xu Scholarship Fund

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

School of Business Scholarship Fund

The Southern New Hampshire University Alumni Association and the School of Business have raised money to support this scholarship program. It provides scholarships to School of Business.

School of Business Faculty Scholarship

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

Finlay Family Scholarship

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

**Standards for Satisfactory Academic Progress (SAP)**

In order to be eligible for FSA funds, students must make Satisfactory Academic Progress (SAP) by meeting both a qualitative and quantitative standard as defined by this policy.

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

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

**Quantitative Standard:** A student must have successfully completed at least 67% of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment.

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

**Credit Hour Completion (PACE):** Each academic program within our university system has a defined number of credit hours required for completion. A student must complete his/her program within 150% of the published credits which is defined as the maximum timeframe.

- Associate degree candidates may attempt a maximum of 90 credits.
- Bachelor degree candidates may attempt a maximum of 180 credits.
- Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate program.
- With the exception of remedial and non-degree courses, all grades earned will count toward cumulative Grade Point Average (GPA).
- The number of credit hours a student may attempt cannot exceed the maximum number of credit hours allowed in his/her program of study, less the number of transfer credits accepted from other institutions.
- All credits attempted will count toward the maximum qualitative timeframe except for remedial and non-degree courses.
- SNHU will perform continual reviews of the student’s progress toward successful program completion. For example, if a SAP review shows that the student who is at 110% of max timeframe and cannot complete his/her program within 180 credits, all federal financial aid must stop.

*For the purposes of determining SAP, calculating Grade Point Average (GPA) will follow the method used by SNHU to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the total grade-point average. Instead, the most recent grade will be used. Multiple course attempts do, however, count towards the number of credits attempted used to calculate a student’s completion rate.*

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

**Repeated coursework:**

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

**Withdrawals:**

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

**Incompletes:**

For the purposes of SAP calculation, incomplete credits are considered to be credits attempted but not earned until the course is completed and the student receives a passing grade.

**Transfer credits from other schools:**

For the purposes of SAP calculation, transfer credits are considered to be credits attempted and completed toward the completion of the student’s program and counted toward the max time frame.

**Review of Satisfactory Academic Progress:**

Individual student records will be reviewed annually at the end of the academic year. 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).

- Undergraduate day programs are reviewed at the end of the Spring semester
- Graduate programs are reviewed at the end of the Summer term; except for:
  - Doctorate in Educational Leadership (EdD) is reviewed at the end of the EL3 term; and
Master of Fine Arts (MFA) is reviewed at the end of the SIX02 term.
Graduate program in Clinical Mental Health (PCMH) is reviewed at the end of the SW3 term.

**Enforcement:**

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

**Financial Aid SAP Appeal:**

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

- Reason(s) why the student failed to maintain SAP.
- What has/will change that will allow the student to make SAP at the next evaluation period?
- As appropriate, an academic plan agreed to by the student, developed by, and in place with their academic advisor. The plan must ensure that the student is able to meet SAP standards by a specific point in time.

**Financial Aid SAP Probation:**

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

**Financial Aid Appeal Approval:**

Students with an approved appeal who are placed on SAP probation will have their status reviewed after the each payment period following their successful appeal. Students who are not meeting the requirements will be returned to suspension and all aid current and future terms must be canceled immediately, regardless of current enrollment. Students meeting SAP 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.

**Student Rights and Responsibilities**

Each year, Southern New Hampshire University students request student financial assistance to help defray the cost of education. Federal, state, and institutional resources form a partnership with your (and your family’s) own commitment to meet your educational costs. Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

**Responsibilities**

- Complete and submit application materials to the appropriate agencies within required or recommended timeframes.
- Read all materials sent to you from Southern New Hampshire University and other agencies awarding you aid. Read, understand, and copies of all forms you sign.
- Know and comply with the rules governing the aid you receive. These rules include but are not limited to: you must not be in default on any prior educational loan, and you must not owe a refund on a Federal Pell Grant or a Federal Supplemental Educational Opportunity Grant due to repayment.
- Provide additional documentation, federal tax returns, W-2’s, and any additional information if requested to by Southern New Hampshire University.
- Comply with the provisions of any promissory note and all other agreements you sign including repaying your student loans.
- Complete the registration process each term by the end of the drop/add period in order to ensure availability of all student aid funds you have been awarded.
- Use student financial aid proceeds solely for direct educational costs and related living expenses.
- Maintain satisfactory academic progress.
- Report private sources of student financial aid to Southern New Hampshire University.
- Report any changes in your status: marital, academic, enrollment, residential, or name status.
- Keep your local and permanent addresses current with the University Registrar and loan servicers.
- Understand SNHU’s withdrawal policy and how it affects return of financial aid.
- Complete mandatory loan exit counseling upon ceasing to be enrolled at least half-time or more if you have borrowed from the Federal Direct Loan program.
- Perform and complete satisfactory work assignments accepted through the Federal Work Study program (if applicable).

**Rights**

- Have all records and data submitted with your application for financial aid treated as confidential information, as prescribed by the Family Education Rights and Privacy Act (FERPA).
- Have an explanation of the award process including the understanding the financial aid programs offered, the cost of attending, the criteria used in the awarding process, and how financial need is determined.
- Understand the method by which disbursements will be made and the frequency of those disbursements.
- Understand the criteria for satisfactory academic progress.
- Be notified of changes in your financial aid status and the reasons for those changes.
- Know the conditions (interest rate, when repayment begins, and repayment programs) of any accepted loan.
- Know the terms, conditions, and pay rate for any student job you accept.
Grades and Credits

Audit a Course

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

Awarding of Credit by Examination

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

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 24 credits for a bachelor’s degree or their final 15 credits for an associate degree at Southern New Hampshire University.

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. The student is expected to work closely with their advisor throughout their portfolio process. A full-time Southern New Hampshire University instructor must be involved in reviewing the portfolio, along with final approval from the dean. Approval of the portfolio should be based on the fact that the portfolio aligns with the learning outcomes based on the most recent course syllabus. 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 complete the process within one year from the initial date of application. Students submitting a portfolio for review will be graded on a satisfactory/unsatisfactory basis.

General Education Transfer Policy

Students who have a conferred Associate’s degree (AA or AS) in Liberal Arts, Liberal Studies, or other similarly named degree from an accredited institution are considered to have met their general education requirements including the general education integration course with the following exceptions:

- Students must complete the equivalent of SNHU’s general education foundation course requirements to include one Math 100 or higher level mathematics course and English Composition I and English Composition II either via transfer courses or through taking the courses at SNHU.
- Students must complete any general education requirements that are required within their program degree requirements.

This policy complies with the University Transfer Credit Policy.

Grade Change

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

- The instructor has made an error in calculating the grade;
- The instructor is replacing an Incomplete grade with a letter grade;

This policy complies with the University Transfer Credit Policy.
On final grades are posted, the instructor may not make grade changes in cases of students handing in late work, unless a request for an Incomplete grade was filed before the grade due date, in accordance with the Incomplete Grade Policy. No grade changes will be accepted after the student's degree has been conferred. Instructor Grade Change ProcessTo make a grade change, the instructor must complete the Grade Change Form and click 'submit'. The form will be automatically routed to the Office of the University Registrar.

Any grade changes made after the fourteen (14) business day deadline will be denied by the Office of the University Registrar. In the case of extenuating circumstances, the VPAA may approve a late grade change. In such cases, the instructor should contact the appropriate Provost's Office.

Grade Dispute

Purpose of Policy

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

Grounds for Dispute

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

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

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

A University College student has 7 business days after grades are due to contact an instructor regarding a disputed grade. The expectation is that the student and instructor resolve the grade disagreement informally in a collegial manner, but the instructors are under no obligation to change grades they consider accurate. Instructors have 7 business days after being contacted by a student to submit a grade-change request if warranted.

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

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

Grade Scale and GPA

Grading System - Undergraduate

In determining grades at the university, the following grade system is used:
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<td>0-59</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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:
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 Grades

Purpose of Policy

In the case of extenuating circumstances the instructor may agree to give a student a final grade of Incomplete, if the instructor determines the student may reasonably complete the work required within the 30 day incomplete grade completion time limit. Allowing a student an Incomplete grade is left to the instructor’s discretion, and students should not assume that they will be allowed to complete work after the term has ended.

Guidelines

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

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

Incomplete Grade Process

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

1. Prior to the grade due date, the instructor must complete the online Incomplete Grade form, which automatically routes to the registrar’s office for processing.
2. On the Incomplete Grade 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. Provided that the instructor receives the student’s completed course work on or before the expiration date, the instructor submits to the electronic Grade Change form, that automatically routes to registrar’s office authoring the student’s grade be changed from “I” to the alpha grade earned.

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, by the expiration date, the grade will automatically change from "I" to "IF." A grade of "IF" is calculated as an "F."

IP Grade

For courses that span more than one academic term, IP/F grades will be used to indicate each student’s academic progress at the end of each associated term. IP grades indicate In-Progress Passing.

- Internships/Practicums – UC only

For internships/practicums, students will be enrolled in a credit-bearing section in their first term. At the end of that term, the Office of the University Registrar (OUR) will email each instructor to confirm a final grade of "IP" if the student is passing, or "F" if the student is failing, along with the associated expiration date that will be set for 2 weeks from the end of the internship contract date, which will allow for submission of the final project as well as instructor grading. The student will then be enrolled in a 0-credit section for each subsequent term until the internship is completed. In each succeeding term, including the final term, the
“IP”/“F” grading process will continue. After the last term ends, and prior to the expiration date, the instructor will submit a grade change form to the OUR with the final alpha grade. The OUR will then change all IP grades for all sections of the internship to that final alpha grade. IP grades for internships may never extend beyond 1 year.

- Undergraduate EDU Part A and B - COCE
- Independent Honors Thesis (HON 401) - UC
- EDU Dissertation Courses (EDU 943, 944, 945, 950) - UC

At the end of each term the OUR will email a course roster to each instructor to ask him/her to identify any students who are failing, and then the OUR will enter the appropriate “IP” or “F” along with the appropriate expiration date based on the course. At the end of the final term, the OUR will email a course roster to each instructor to request final grades, and then the OUR will then change all IP grades for all sections of the course to that final alpha grade.

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.

Transfer Classification-Credit Hours

Transfer students with 15 or more transfer credit hours will be placed on the UT (University Transfer) catalog year.

Transfer Credit

Purpose of Policy

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

General Information

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

The grades for transfer courses are not factored into the student’s grade point average (GPA) at SNHU. Developmental or remedial coursework is not accepted for transfer credit. In the event that the program from which the student wishes to transfer credit awards grades using a Pass/Fail or Satisfactory/Unsatisfactory system, rather than a letter-grade system, the credit may be transferred only if a grade of “Pass” or “Satisfactory” is described on the official transcript issued by the program as the equivalent of a “C-” or higher for undergraduate transfer credit or “B” or higher for graduate transfer credit.

Non-Institutional Credit Sources

Courses accepted for transfer credit must be at college level from a regionally or nationally accredited institution listed by the Council for Higher Education Accreditation (CHEA). The COCE Department of Nursing requires in most instances that a nursing course submitted for transfer credit evaluation is completed at an accredited school of nursing and that the course be an equivalent of the COCE Department of Nursing course requirement.

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 or Admission Counselor):

1. Credit by Examination. Students may be awarded credit by passing examinations offered by College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program, the College Board Advanced Placement Examination (AP), the International Baccalaureate Diploma Programme (IBDP), ServSafe Certification exam, Series 7 – General Securities Representative Examination, NLN Nutrition Exam, New Hampshire Certified Management Program (CPMP), or Cambridge International Advanced-Level Examinations (A Level). For a complete list of the CLEP, AP, and DANTES exams that SNHU accepts, 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 SNHU. Students may earn up to 15 undergraduate credits for a bachelor’s degree (9 undergraduate credits for an associate degree) 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 Non-Traditional Learning Experiences. For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS).
4. Industry-Recognized Certification. SNHU may also award credit for industry-recognized certification(s) that are not currently assessed for college credit by ACE/NCCRS and/or listed above upon departmental approval.

**International Transfer Credit**

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

Note: Evaluations for on-campus international students are usually conducted in-house by the International Admission Office staff.

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

**Undergraduate Student Transfer Credit**

Undergraduate courses accepted for transfer credit require a grade of “C-” or higher. Most credits taken externally will be considered for transfer credit regardless of when they were completed. However, time limits exist in some academic programs, such as in Information Technology or Accounting, to ensure that transfer credits meet present-day academic standards. Students should consult with their Admission Counselor or Academic Advisor regarding these time limits. Time limits are set and approved by academic program leadership. Regardless of the total number of transfer credits awarded, students must meet minimum institutional credit requirements and minimum program credit requirements as appropriate. See the Institutional Credit Requirement Policy.

**Appeal to Take a Course Elsewhere During Final Credit Hours**

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor’s degree that requirement is the last 24 credit hours and for students working toward their associate degree that requirement is the last 15 credit hours. Occasionally students have a legitimate reason to request that an external credit be transferred in during their last credit hours. Students must submit both the “Request to Take Courses at Another Institution” as well as the “Petition to Amend” forms during their last credit hour requirement. The request will be approved as long as the student completes the external credit prior to the last 12 credit hours for a bachelor’s degree program and 9 credit hours for an associate degree program. Forms submitted during or after these credit hours will be denied. This policy will not exempt students from completing the total institutional credits.

NOTE: There are no “final year” or “final semester” residency requirements for active-duty service members, reservist and national guardsmen and their family members. Academic residency can be completed at any time while active-duty service members, reservist and national guardsmen and their family members are enrolled.

**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. Some courses in certain subject areas, such as Accounting, may have a shorter expiration date to ensure that transfer credits meet present-day academic standards. Students should consult with their Admission Counselor or Academic Advisor regarding these time limits. Time limits are set and approved by academic program leadership. A graduate course may be used only once to fulfill a requirement.

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 six (6) graduate-level credits;
- Graduate certificate program or specialization: three (3) graduate-level credits;
- Low-Residency MFA students may transfer up to one (1) full semester of credit from another low-residency or full-residency MFA program in creative writing. A successfully completed semester at another low-residency or full-residency MFA program may be counted as one fifteen (15) credit semester in the Low-Residency MFA, which includes both residency and semester coursework.

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

**Transfer Evaluation Process**

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

**Request to Take Courses at Another Institution**

Students who are enrolled at SNHU and wish to take a course elsewhere, must submit a request by filling out the Request to Take Courses at Another Institution form to ensure that the course fulfills the desired requirement. Failure to obtain prior approval to take a course at another institution may lead to SNHU’s not granting transfer credit for that course. The following information is
required by the Office of the University Registrar:

- name of the institution;
- name and number of the course;
- anticipated completion date;
- course description; 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. Note: Nursing students may not transfer credit for nursing courses once they have enrolled at SNHU.

Quarter Hour to Semester Hour Conversion

One (1) quarter hour is equivalent to .67 semester hours. Two (2) semester hours of transfer credit for a transfer course that aligns to a corresponding SNHU course meets the required SNHU course equivalency. Students still must meet overall program and degree credit hour requirements.

Transfer Policy for SNHU-202

Students in their first UC day term who have a combination of 30 or more external and/or internal credits are waived from SNHU 202, but may opt to enroll, based on advisor recommendation and/or personal preference. When these students are waived, one credit will be added to their FREE ELE requirement. As an exception to this policy, international students with fewer than 87 internal and/or external transfer credits are required to complete SNHU 202 (students transferring fewer than 12 internal and/or external transfer credits must take SNHU 101). Furthermore, any students required to take SNHU 202 in their first UC day term who believe that their extensive life and/or professional experience merit a waiver from SNHU 202, may contact the Assistant Dean of General Education for consideration. If a student is waived by the Assistant Dean of General Education from SNHU 202, one credit will be added to the student's FREE ELE requirement.

Waiver Eligibility for SNHU-303

Students with extensive, up-to-date, professional experience may be waived from SNHU 303. Students seeking to be waived from SNHU 303 should contact the Assistant Dean of General Education at least 10 days prior to the registration period when the student would be expected to register for SNHU 303. If a student is waived by the Assistant Dean of General Education from SNHU 303, one credit will be added to her/his FREE ELE requirement.

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:

<table>
<thead>
<tr>
<th>Petition by</th>
<th>Conferral Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1st</td>
<td>April 1st, May 1st, May 12th &amp; June 1st</td>
</tr>
<tr>
<td>April 1st</td>
<td>July 1st, August 1st &amp; September 1st</td>
</tr>
<tr>
<td>July 1st</td>
<td>October 1st, November 1st &amp; December 1st</td>
</tr>
<tr>
<td>October 1st</td>
<td>January 1st, February 1st &amp; March 1st</td>
</tr>
</tbody>
</table>

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:
Participation in Commencement

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

University College and College of Online and Continuing Education students must anticipate completing all program requirements by October 31st.

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 October 31st. 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.

Doctoral Students
All graduate requirements must be completed including dissertation defense no later than March 31st. Exceptions may be requested by dean for students who are expected to meet all requirements including defense after March 31st if approved by the VPAA’s office after consulting with the commencement office to see if commencement materials can be ordered. There is no guarantee that materials will be able to be ordered after the March 31st date.

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:

<table>
<thead>
<tr>
<th>For a conferral date of:</th>
<th>Petitions to Graduate are due no later than:</th>
<th>Program requirements must be complete and grades must be received and verified by the University Registrar by:</th>
<th>Diploma mailing date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 1, 2018</td>
<td>September 1, 2017</td>
<td>December 30, 2017</td>
<td>January 15, 2018</td>
</tr>
<tr>
<td>May 12</td>
<td>January 1, 2018</td>
<td>May 11</td>
<td>May 25</td>
</tr>
</tbody>
</table>

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 non-refundable 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.

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, he or she will need to contact the Office of Credit and Collections to settle the balance. The Office of Credit and Collections will then notify the Office of the University Registrar. The student needs to verify their mailing address prior to the diploma being sent out.

If the student does not receive their diploma within 30 days of it being mailed at the address specified through the petition to graduate process, the student should contact the Office of the University Registrar. 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).

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). A minimum of 30 credit hours of institutional credit taken at SNHU, excluding developmental courses. Note: Credit earned for ENG 099 (formerly ENG 101) and/or MAT 050 does not count towards graduation or institutional (30 credit) requirements.
Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no “final year” or “final semester” residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.
4. An overall undergraduate level GPA of 2.0 or higher; some programs require a higher GPA.
Undergraduate Certificate

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

NOTE: It is the responsibility of the student to be familiar with 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.
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.
4. Submit and receive approval of dissertation topic.
5. Complete dissertation research.
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.
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

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor’s and graduate degree-seeking students must complete 30 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by, developmental courses. Note: ENG 099 (formerly ENG 101) and/or MAT 050 are developmental courses which do not count towards graduation or institutional requirements. Bachelor’s degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor’s degree component, students must complete a minimum of 9 credit hours of institutional credit, and for a certificate students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

Students may use the same institutional credit to fulfill requirements for their first certificate and degree of the same level. For additional certificates, students must complete a minimum of 12 additional institutional credits. For additional associate degrees,
students must complete a minimum of 15 additional institutional credits. For additional bachelor degrees, students must complete a minimum of 30 additional institutional credits. For additional graduate degrees, students must complete a minimum of 21 additional institutional credits.

**Last Hours of Institutional Credit**

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor’s degree that requirement is the last 24 credit hours and for students working toward their associate degree that requirement is the last 15 credit hours. Occasionally students have a legitimate reason to request that a course or CLEP exam be transferred in during their last credit hours. Students must submit both the “Request to Take Courses at Another Institution” as well as the “Petition to Amend” forms during their last credit hour requirement as defined above. The request will be approved as long as the student completes the external credit prior to the last 12 credit hours for a bachelor’s degree program and 9 credit hours for an associate degree program. Forms submitted during or after these credit hours will be denied. This policy will not exempt students from completing the total institutional credits as in the first paragraph.

**NOTE:** Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no “final year” or “final semester” residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

**Non-Conferred Completer (NCC)**

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

The Office of the University Registrar will notify students via SNHU email if they fall into one of these categories. Students intending to increase their remaining requirements to graduate (for example, adding a minor) must file a Program Modification form within 5 business days of the notification email*. If the student does not respond within 5 business days, a registration hold will be placed on the student’s account on the 6th business day. The student will be removed from any courses they are registered for in future terms and will not be able to register for any future courses. The Office of the University Registrar will officially confer the student’s credential in accordance with normal petition to graduate deadlines. The graduation fee will be applied to the student’s account. The student will not be able to obtain an official transcript or diploma until the account is settled.

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

*NOTE: The costs of courses taken above and beyond program requirements are not eligible for financial aid. If the student intends to take additional courses simply to raise their GPA, they must pay for the course (or courses) out-of-pocket. The registration hold will remain in place on the student’s account, so registration for these courses must be processed internally. Once the credential in question is officially conferred, the registration hold will be removed.

**Miscellaneous**

**Class Cancellations**

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 [https://snhuweb.snhu.edu/snhu-alerts/](https://snhuweb.snhu.edu/snhu-alerts/).

**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, 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 15 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.

A minor consists of at least 15 credit hours. Of these, at least 9 credit hours must be institutional credits completed at SNHU.

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

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

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.

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.

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
Institutional Credit Requirement

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 associate degrees, students must complete a minimum of 15 additional institutional credits. For additional bachelor degrees, students must complete a minimum of 30 additional institutional credits. For additional graduate degrees, students must complete a minimum of 21 additional institutional credits.

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor’s and graduate degree-seeking students must complete 30 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by developmental courses. Note: ENG 099 (formerly ENG 101) and/or MAT 050 are developmental courses which do not count towards graduation or institutional requirements. Bachelor’s degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses. Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor’s degree component, students must complete a minimum of 9 credit hours of institutional credit, and for a certificate students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

Last Hours of Institutional Credit

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor’s degree that requirement is the last 24 credit hours and for students working toward their associate degree that requirement is the last 15 credit hours. Occasionally students have a legitimate reason to request that a course or CLEP exam be transferred in during their last credit hours. Students must submit both the “Request to Take Courses at Another Institution” as well as the “Petition to Amend” forms during their last credit hour requirement as defined above. The request will be approved as long as the student completes the external credit prior to the last 12 credit hours for a bachelor’s degree program and 9 credit hours for an associate degree program. Forms submitted during or after these credit hours will be denied. This policy will not exempt students from completing the total institutional credits as in the first paragraph.

NOTE: Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no “final year” or “final semester” residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.

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 additional institutional credits and complete all other requirements of the new degree. Students seeking another associate degree must complete at least 15 additional institutional credit hours. Students seeking another bachelor’s degree must complete at least 30 additional institutional credits. No more than 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.

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

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

Second Concentration

Multiple concentrations are allowed at the undergraduate level in any program as long as both concentrations provide a more in-depth focus related to the major and each concentration has at least 9 credits separate from the major and the other concentration. Requests to add additional concentrations must be reviewed and approved by the students’ advisor and appropriate faculty member.

Multiple concentrations are not permitted at the graduate level.

Final Exam

If a student has three or more finals scheduled for the same day he/she may work with their respective faculty member(s) to reschedule one of the exams. Rescheduling arrangements should be made as early as possible, but no later than one week after midterm grades are submitted. The exam will be moved to a time which is agreed upon and documented on the Final Exam Conflict Form.

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

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

General Education, Anti-Encroachment

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

Institutional Research Review Board Summary

The UC IRB shall protect the rights and welfare of human subjects recruited to participate in research activities conducted on or by UC stakeholders. The UC IRB shall have the primary responsibility to review and monitor all human subject research in compliance with all local, state, and federal laws; SNHU policies and procedures; and the highest standards of ethical conduct and practice. The UC IRB follows SNHU’s Institutional Research Review Board Policies and Procedures Manual.

The members are charged to:

- Review all proposals involving human subject research conducted at SNHU and/or in collaboration with other institutions. This includes all human subject research conducted under the direction of any employee or agent in connection with his or her institutional responsibilities or use of SNHU’s name or academic or nonacademic titles.
- Approve, require modifications to, or disapprove the aspects of research activities that involve human subjects.
- Notify applicants of decisions made by the board concerning their proposed research.
- Conduct periodic reviews of ongoing research projects that involve human subjects and maintain records of review proceedings, decisions, and activities, in accordance with federal and SNHU guidelines, for at least three (3) years following completion of the projects.
- Develop policies, procedures, and instruments needed to align SNHU policies with the scope and purpose of the UC IRB and disseminate those policies, procedures, and instruments to the UC community.

Membership:

Federal regulations dictate that IRB membership will include:

- at least five members that come from varied demographic backgrounds and professions,
- at least one member whose primary concerns are in nonscientific areas,
- at least one member whose primary concerns are in a scientific area, and
- at least one member who is not otherwise affiliated with the institution.

Voting Members:

- Chaired by an academic staff member with considerable experience with IRBs and/or research compliance, appointed by UC CAO or designee,
vice chaired by an academic staff member with considerable experience with IRBs and/or research compliance, appointed by UC CAO or designee, one outside community member that is a person who is not otherwise affiliated with SNHU and appointed by the CAO or designee.

Non-Voting Members:

- CAO or designee, and
- a Secretary (Project Analyst/IRB Administrator) selected by the Chair.

Officer Duties:

The Officers of the UC IRB shall be a Chair, a Vice Chair, and Secretary (Project Analyst/IRB Administrator). In addition to the standard duties, the Chair shall invite researchers to meetings as appropriate, ensure that each element of review is covered in meetings, and serve as a liaison between researchers and the IRB.

Term of Office:

The UC IRB Chair and Vice Chair serve for a three (3) year term. Other members serve for a one (1) year term.

Meetings:

The UC IRB does not have scheduled meetings and will meet as required.

IRB Forms:

IRB Application Checklist
IRB Assurance Form
IRB Change, Renewal, Termination Form
IRB Notification Review Form
IRB Status Report Form

Program Minimums and Maximum Overlap
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<th>Minimums</th>
<th>Maximum Overlap/Minimum Additional</th>
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<tbody>
<tr>
<td></td>
<td>Overall # Courses / Credits</td>
<td>Overall # Courses / Credits</td>
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<tr>
<td></td>
<td>DESIGN</td>
<td>PRACTICE</td>
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<tr>
<td>Associate's Degree</td>
<td>60 credits</td>
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<td></td>
<td>15 credits</td>
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<td></td>
<td>15 credits + all other requirements</td>
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<tr>
<td></td>
<td>30 credits + all other requirements</td>
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<td>Master's Degree</td>
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<td></td>
<td>min 7 courses/21 credits add¹</td>
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<tr>
<td>Doctoral Degree</td>
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<td>n/a</td>
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<tr>
<td>Certificate - UG</td>
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<td>4 courses/12 credits</td>
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<td>4 courses/12 credits</td>
<td>4 courses/12 credits</td>
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<td>n/a</td>
<td>n/a</td>
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<td></td>
<td>n/a</td>
<td>min 4 courses/12 credits add¹</td>
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<tr>
<td>Certificate - GB</td>
<td>5 courses/15 credits</td>
<td>4 courses/12 credits</td>
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<td>4 courses/12 credits</td>
<td>4 courses/12 credits</td>
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<tr>
<td></td>
<td>n/a</td>
<td>min 4 courses/12 credits add¹</td>
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</table>

Because of the 30-credit institutional credit requirement, no transfer credits are allowed in 10-course (30 credit) graduate programs. In terms of minimum number of credits for an additional master's degree, students beginning their graduate programs prior to 2013 may elect to be grandfathered under the previous "matrix" requirements.

Regardless of the number of courses required of the certificate, the institutional credit requirement is 4 (12 credits). (The only 40 course certificates are in Justice Studies. All other certificate programs are 5+ courses.)

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 (12 credits). (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
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<td>Gen Ed - Bachelor's</td>
<td>15 courses/45 credits</td>
<td>15 courses/30 credits</td>
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<td>n/a</td>
<td>0</td>
<td>Only where dictated</td>
<td>oo</td>
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<tr>
<td>Gen Ed - Associate's</td>
<td>6 courses/18 credits</td>
<td>6 courses/12 credits</td>
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<td>n/a</td>
<td>n/a</td>
<td>Only where dictated</td>
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<td>n/a</td>
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<tr>
<td>School Core - SAS</td>
<td>3 courses/9 credits</td>
<td>3 courses/6 credits</td>
<td>0</td>
<td>0</td>
<td>n/a</td>
<td>0</td>
<td>oo</td>
<td>oo</td>
<td>oo</td>
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<td>*</td>
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<tr>
<td>School Core - SB</td>
<td>10 courses/30 credits</td>
<td>10 courses/20 credits</td>
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<td>oo</td>
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<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Major - Associate's</td>
<td>3 courses/9 credits</td>
<td>Only where dictated</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>oo***</td>
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</tr>
<tr>
<td>Major - Bachelor's</td>
<td>10 courses/30 credits</td>
<td>10 courses/24 credits</td>
<td>4 courses/12 credits</td>
<td>Only where dictated</td>
<td>0</td>
<td>n/a</td>
<td>Max overlap of 2 courses w/ primary major</td>
<td>oo</td>
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<tr>
<td>Concentration</td>
<td>3 courses/9 credits</td>
<td>3 courses/6 credits</td>
<td>0</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
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<td>oo</td>
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</tr>
<tr>
<td>Minors</td>
<td>5 courses/15 credits</td>
<td>5 courses/13 credits</td>
<td>3 courses/9 credits</td>
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<td>**</td>
<td>**</td>
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<tr>
<td>Electives</td>
<td>5 courses/15 credits</td>
<td>0</td>
<td>0</td>
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<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
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</table>

NOTE: The "major" for BST consists of the core and the concentration so there is a MO2 between core/concentration and 2nd major.

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.

There are programs that are unable to follow guidelines of 5 free electives (Education, Accounting).
**Miscellaneous Notes:**

**No more than fifty percent of the courses that fulfill a student's minor requirements can also be applied to a student's major requirements. No more than fifty percent of the courses that fulfill a student's secondary minor requirements can also be applied to a student's primary major or primary minor requirements. Courses taken to complete a student's minor or secondary minor can also be used to fulfill general education, school core and free elective requirements.**

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 15 institutional credits applicable to that credential. If they go on to obtain a bachelor’s degree, they must take an additional 15 institutional credits (for a total of 30 institutional credits) applicable to the bachelor’s degree. All graduate students must complete a minimum of 30 institutional credits at the graduate level applicable to the degree program. All minimum institutional credit requirements must be met including within the major, minor, etc.

Multiple Concentrations are not allowed at the graduate level.

Multiple concentrations are allowed at the undergraduate level in any program as long as both concentrations provide a more in-depth focus related to the major and each concentration has at least 9 credits separate from the major and the other concentration. Requests to add additional concentrations must be reviewed and approved by the students' advisor and appropriate faculty member.

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).

**Records and Right to Privacy**

**Academic Record Retention**

**Introduction**

Southern New Hampshire University (the "University") requires that University student academic and course records be retained for specific periods of time. These academic records must be managed according to the guidelines outlined in this policy.

This policy establishes guidelines that set forth the minimum length of time that records should be retained. This will allow the University to:

- Meet its business and legal needs
- Optimize the use of space and minimize the cost of academic records retention

Ensure that outdated or useless records are deleted/destroyed

Record retention periods for selected academic records may be increased for various reasons including government regulation, judicial or administrative orders, contracts, pending or threatened litigation, or audit requirements. Such changes in the records retention schedule supersede the requirements listed in this schedule and will be so noted on the appropriate document. When needed, the Dean of the University Library, or designee, provides advice as to what non-current records of enduring value should be transferred to the University Archives at the Shapiro Library.

**Definitions**

**Academic Record**

An academic record is anything containing academic or course related information regardless of format (paper, digital, photographic, recordings, etc.). Typical academic records include transcripts, admission documents, waivers, and other items found in student files, as well as instructor grade books, final exams, etc. Records will be retained, archived, and/or destroyed.
based on the retention periods defined in this policy.

**Retention Schedules**

A descriptive schedule that provides a guideline for the minimum length of time that selected records should be retained before they are deleted/destroyed or placed in archival preservation.

**Retention Period**

Minimum required length of time for maintaining records. Records may be held longer than the retention period, but should not be disposed of prior to that date.

**Records Destruction**

The physical or electronic destruction of a record after it has become obsolete or otherwise in accordance with this policy.

**Litigation Hold**

A communication issued as the result of current or anticipated litigation, audit, and government investigation or other similar matter that suspends the normal process regarding the retention and disposition of University records.

**Associate**

An employee, faculty member, or staff member of the University.

**Policy**

**Purpose**

The purpose of this policy is to allow the University to make sensible decisions about what information to keep and what information to discard, and to establish procedures for the maintenance, retention, preservation, and disposal of academic records.

**Roles and Responsibilities**

All employees, faculty members, or staff members of the University are responsible for being aware of, and adhering to, the provisions outlined within this Policy.

**Procedure**

Records for which there is a retention requirement in the retention schedule are recommended to be deleted/destroyed when they have reached the conclusion of their retention period. Academic records not specifically identified in this document should be retained a minimum of five (5) years if there is a legitimate business reason to do so, and deleted/destroyed if there is not.

Academic records should be deleted/destroyed in ways commensurate with their confidentiality and with methods which do not permit recovery, reconstruction or future use of confidential information. For example, paper records should be cross-shredded and not placed in recycle bins, electronic or machine readable records should undergo multiple overwrites, physical destruction, or degaussing. E-mails should be handled as any other record in terms of retention and disposal.

**Change of Student Name, SSN or DOB**

To request a change of name, social security number, or date of birth from the one that is currently on record at SNHU, a student must provide a clear and legible copy of any of the following documents:

- Driver’s license
- Marriage certificate
- Divorce decree
- Social Security card
- Court order verifying name change
- Government-issued non-driver ID card
- Government-issued passport

For name changes please provide former name(s), new name, date of birth, student ID number (if known), along with the required documentation.

For social security number or date of birth changes please provide name, student ID number (if known) along with the required documentation.

Please submit appropriate documentation to the Office of the Registrar in one of the following ways:

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

  Office of the University Registrar,
NOTE: Students who have submitted a Petition to Graduate, and wish to have their name updated on their diploma, should indicate that in their request.

**FERPA Student Right to Privacy**

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 as authorized by law. SNHU may disclose appropriately designated Directory Information without a student’s consent, unless the student has advised SNHU to the contrary in accordance with established procedures.

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.

**SNHU Directory Information**

In compliance with FERPA, Southern New Hampshire University (SNHU) does not disclose personally identifiable information contained in student education records, except as authorized by law. SNHU may disclose appropriately designated Directory Information without a student’s consent, unless the student has advised SNHU to the contrary in accordance with established procedures.

SNHU has designated the following information as directory information:

- Student’s name
- Address(es)
- Telephone listing(s)
- Electronic mail address
- Photograph(s)
- Fields of study (major(s), minor(s), etc.)
- Dates of attendance/Enrollment status
- Anticipated program completion date
- Class level
- Degrees, honors, and awards received
Weight and height of members of athletic teams
Participation in officially recognized activities and sports
The most recent educational agency or institution attended

If you do not want SNHU to disclose directory information from your education records without your prior written consent, you must notify the University in writing. This may be done at any time by submitting an Authorization to Prevent or Resume Disclosure of Directory Information to the Office of the University Registrar by fax 603-629-4647 or by email to registrar@snhu.edu.

The primary purpose of Directory Information is to allow the University to confirm attendance to prospective employers and other third parties, and to include this type of information from your education records in certain University publications. Examples include: a playbill, showing your role in a drama production, the annual yearbook, Dean’s List, President’s List, recognition lists, Commencement Ceremony Program, and sports activity sheets/team rosters, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. Disclosures of directory information will be limited to specific parties for specific purposes or both.

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 Credential Solutions website.

Transcripts from Other Institutions

Student transcripts from previously-attended institutions that were provided to the university for any reason become the property of SNHU and are considered official only at the time of receipt. SNHU does not provide copies of transcripts from other institutions that are part of a student’s education record to the student or any other third party. In order to obtain accurate up-to-date information and assure that no protocol of the issuing institution is circumvented, a student must contact the originating school for a copy of that transcript.

Rights and Responsibilities

Disability Access Statement

Individuals with disabilities requiring accommodations may contact the Office of Disability Services at 603.644.3118 or disabilityservices@snhu.edu.

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:

Department of Human Resources
Southern New Hampshire University
2500 North River Road
Manchester, NH 03106-1045

Sexual Misconduct

Introduction

Southern New Hampshire 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, the Violence Against Women Reauthorization Act of 2013, 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
The University does not condone and will not tolerate sexual misconduct, sexual harassment or sexual violence of any kind. The University prohibits rape, domestic violence, dating violence, sexual assault, stalking, and cyber-stalking, as well as discrimination or harassment based on sex.

The University encourages the reporting of sexual misconduct that is prompt and accurate. This allows the University community to quickly respond to allegations and offer immediate support to the victim. The University is committed to protecting the confidentiality of victims as permitted under law and will work closely with students who wish to obtain confidential assistance regarding an incident of sexual misconduct. Certain professionals at the University are permitted by law to offer confidentiality. Those who do not maintain the privilege to offer confidentiality are expected to keep reports private to the extent permitted under the law and University policy. This means that they may have to report to University officials, but will not broadcast the information beyond what is required by law and policy. All allegations will be thoroughly reviewed and appropriately investigated in a prompt manner, and both the complainant and the accused will be afforded equitable rights during the process.

The University does not discriminate on the basis of sex in its educational programs and in other activities operated by the University and is required by Title IX, and specifically 34 C.F.R. Part 106.9, not to discriminate in such a manner. This extends to Associates of and applicants for admission to the University. Inquiries concerning the application of Title IX may be directed to the University’s Title IX Coordinator.

In an effort to promote a safe and secure campus environment and prevent acts of sexual misconduct from occurring, the University engages in ongoing prevention and awareness education programs. All incoming students and employees are required to participate in these programs, and all members of the University/university community are encouraged to participate throughout the year in ongoing campaigns and trainings focused on the prevention of sexual misconduct on campus.

Scope

This policy applies to all members of the University Community including all students, faculty, staff, and other university officials, whether full or part-time and guest lecturers as well as to conduct by third parties (i.e. individuals who are neither students nor employees, including but not limited to guests and consultants) directed toward, University students, faculty, or staff members. The policy applies to these parties regardless of sexual orientation or gender identity or expression. The policy governs the conduct of all faculty, staff, administration, Associates, students, volunteers and visitors at off-campus University sponsored events, including but not limited to academic and educational programming, internships, study abroad programs, athletic events, and all other University programming, as well as the to the conduct of all faculty, staff, administration, Associates, students, volunteers and visitors occurring off-campus but having an effect on the University’s educational environment or a victim’s educational experience.

Prohibited Conduct

The University strictly prohibits all forms of Sexual Misconduct. This includes discrimination, sex-based harassment, sexual battery, gender-based harassment, sexual harassment, sexual violence or assault, rape, sexual coercion or exploitation, sexual threats or intimidation, domestic violence, dating violence, stalking, and cyber-stalking. Please refer to the complete version of the Sexual Misconduct Policy for definitions of the sexual misconducts listed above.

Sexual Misconduct is prohibited whether occurring on or off campus and whether directed against a member of the University community or outside the University. Allegations of sexual misconduct are investigated and processed in accordance with the discipline process outlined herein and in the Student Handbook, Employee Handbook, and/or SNHUPEA Agreement.

Title IX Coordinator

Pursuant to Title IX of the Education Amendments of the 1972 and the U.S. Department of Education’s implementing regulations at 34 C.F.R Part 06, the University’s Title IX Coordinator has primary responsibility for coordinating the University’s efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this University as well as relations for the purpose of interfering with any right or privilege secured by Title IX.

Sexual Misconduct against students, including sexual harassment, sexual assault, rape, and sexual exploitation, can be a form of sex discrimination under Title IX. The Title IX coordinator oversees the University’s response to reports and complaints that involve possible sex discrimination to monitor outcomes, identify and address any patterns, and assess effects on the campus climate, so the University can address issues that affect the wider school community.

A student or employee should contact the Title IX Coordinator or Deputy Title IX Coordinator(s) in order to:

- seek information or training about victim’s rights and courses of action available to resolve reports or complaints that involve potential sex discrimination, including sexual misconduct,
- file a complaint or make a report of sex discrimination, including sexual misconduct,
- notify the University of an incident or policy or procedure that may raise potential Title IX concerns,
- get information about available resources (including confidential resources) and support services relating to sex discrimination, including sexual misconduct, and
- ask questions about the University’s policies and procedures related to sex discrimination, including sexual misconduct.

Reporting Policy

The University encourages community members to report incidents of sexual harassment, sexual assault or any other sexual misconduct immediately to the University and the police. A report may be made by the victim of a violation of this Policy or by any
other person having knowledge of the violation.

Confidentiality concerns are addressed below.

**Contact Information for Reporting**

All reports of sexual misconduct under this policy can be made to the Title IX Coordinator, or any other member of the Title IX compliance team. The University’s Title IX compliance team includes Fariha Quasem, Title IX Coordinator; Danielle Stanton, Scott Fuller, and Jim Winn, Deputy Title IX Coordinators:

- **Fariha Quasem** is the University’s Title IX Coordinator and can be reached in person at the Academic Center on the University’s main campus at 2500 North River Road, Manchester NH, by telephone at 603-644-3188, or by email at f.quasem@snhu.edu. Ms. Quasem, as Title IX Coordinator, is responsible for overseeing the University response to all Title IX complaints.
- **Danielle Stanton** is the VP for Human Resources and can be reached in person at 1230 Elm Street, 5th Floor, Manchester NH, by telephone at 603-629-7820, and by email at d.stanton3@snhu.edu.
- **Scott Fuller** is the Student Conduct Manager for the College of Continuing and Online Education (COCE) and is also the Deputy Title IX Coordinator for S.Fuller@snhu.edu.
- **Jim Winn** is the Director of the Public Safety, in addition to being a Deputy Title IX Coordinator for University College, and can be reached in person at Morrissey House, 2503 North River Road, Manchester NH 03106, and by telephone at 603-645-9700.

Any student who believes they have been subject to sexual misconduct and wishes to report it should immediately contact the Title IX Coordinator or any member of the Title IX Compliance Team using the contact information above. Violations may also be reported to Public Safety at 603-645-9785, the office of Residential Life at 603-645-9758, coaches, Athletic Director, or any member of the Division of Student Affairs, and Academic Development Staff, or any other “Responsible Employee.”

The University takes the position that all employees not having a legal duty of confidentiality (e.g. a licensed counselor, doctor, or nurse) are “Responsible Employees.” A Responsible Employee is a University employee who has the duty to report incidents of sexual misconduct. With respect to students who are also employed by the University, only Resident Assistants (RAs) and those student employees with similar significant responsibility for student welfare are Responsible Employees under this policy.

**Reporting to the Police**

Students are encouraged to report sexual assault and relationship violence not only to Public Safety, or a Title IX Coordinator, but also to law enforcement authorities. However, students have a right to choose not to file a report with law enforcement. Students must also understand that Public Safety is not a police force, and a report to Public Safety is not equivalent to filing a police report.

Students may also wish to pursue a criminal or civil restraining order from a local court, and the University can offer a victim with information about how to obtain such an order.

Students in an ongoing emergency should dial 911. Contact information for local police in the Manchester area for non-emergency reporting is as follows:

**Hooksett Police Department**

15 Legends Dr.
Hooksett, NH 03106
(603) 624-1560

**Manchester Police Department**

405 Valley Street
Manchester, NH 03106
(603) 668-8711

**Health Resources in the Manchester Area**

Every victim has the option to seek treatment for injuries sustained during an incident of sexual misconduct, preventative treatment for sexually transmitted diseases, and other health services. A medical exam is also an important way for a health provider to properly collect and preserve evidence, which could later be used in a civil or criminal case. In cases where necessary, rape kits are also available at local emergency rooms.

In the case of an ongoing emergency, dial 911.
Elliot Hospital
4 Elliot Way
Manchester, NH 03103
(603) 669-5300

Catholic Medical Center (CMC)
100 McGregor St
Manchester, NH 03102
(603) 668-3545

Sexual Assault and Domestic Violence resources in New Hampshire and the Manchester area include:

**New Hampshire Sexual Assault Hotline**
1 (800) 277-5570

**New Hampshire Domestic Violence Hotline**
1 (866) 644-3574

**YWCA Crisis Service**
72 Concord Stree
Manchester, NH 03101
Crisis Line: (603) 668-2299

**Resources for Campus Students**
Medical treatment and counseling for campus students are also available at the Campus Wellness Center, located in the Robert A. Freese Student Center. Students can access health services during normal business hours by walk-in and may reach the Wellness Center Counselors at 603-645-9679. Emergency counseling services are also available twenty-four hours a day. During regular business hours, a student can speak with a counselor by contacting the Wellness Center staff. During nights, weekends and holidays, a student seeking emergency counseling can access services by contacting Public Safety or Residence Life who will notify a counselor on call.

The Wellness Center is open during the following hours:
**September – May**
Monday through Friday, 8 a.m. to 4:30 p.m.

**Graduation – September**
Monday through Thursday, 8 a.m. to 4:30 p.m.
Friday 8 a.m. to 4:00 p.m.

**Resources for Online Students**
A list of counseling, health, mental health, victim advocacy, legal assistance, and other services available including crisis help lines can also be found on the COCE Wellness Center’s webpage at https://my.snhu.edu/Offices/COCE/Wellness. Students located outside of New Hampshire can click the “Locate Resources in Your Area” link to be directed to crisis resources based on their location.

**Bystander Policy**
The University encourages all community members to take reasonable and prudent actions to prevent or stop an act of sexual
Connection Between the Sexual Misconduct Policy and the Drug and Alcohol Policy

Victims, bystanders, or other parties may have concerns about reporting sexual misconduct because of the University’s drug or alcohol policy. The University’s primary concern is student safety, and any drug or alcohol rules violations will be addressed separately from the sexual misconduct allegation. In addition, the University personnel involved in investigating violations of this policy have discretion to grant amnesty from violations of the University’s drug and alcohol policy on a case by case basis. The use of alcohol or drugs never makes a victim at fault for sexual violence.

Confidentiality

Cases involving alleged discrimination, harassment, or violence based on sex demand special attention to issues of confidentiality. Dissemination of information relating to these cases is limited so as to ensure, as fully as possible, the privacy of the individuals involved. Additionally, if the complainant wishes to remain anonymous, or not pursue a formal complaint, the complainant should be advised that the University’s response may be limited. Furthermore, because of the University’s obligation to maintain a safe environment for all members of the University community, the University may have an obligation to pursue an investigation without the complainant’s cooperation. In such cases, the University will take preventative measures to preserve confidentiality to the extent practicable and permissible by applicable law.

Reporting Options

- **i) Privileged and Confidential Communications**
  - **Professional and Pastoral Counselors**
    
The University can provide members of its campus community with professional, licensed counselors who provide mental-health counseling to members of the school community (including those who act in that role under the supervision of a licensed counselor). SNHU Wellness counselors can be reached at 603-645-9679. Pastoral counselors may also be available to speak to students through Campus Ministry, which can be reached at 603-645-9608 or by referral at the Wellness Center.

    These counselors are not required to report any identifying information about an incident to the Title IX coordinator without a victim’s permission. A counselor may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime, and general location as part of the University’s crime data reporting responsibility. A member of the community wishing to speak with a professional, licensed counselor can request to do so through the on-campus Wellness Center.

    Emergency Services are available 24 hours a day. Students can access services during normal business hours by calling 603-645-9679. During nights, weekends, and holidays, a student can access services by contacting Public Safety at 603-645-9700 who will notify a counselor on call.

    Students in the College of Online and Continuing Education (COCE) can also log on to https://my.snhu.edu/Offices/COCE/Wellness and find a list of available professional counseling resources in their state.

- **Registered Nurses**

  In addition to counseling services, the campus Wellness Center is staffed by two full-time Advanced Practice Registered Nurses (APRN) and one licensed registered nurse. New Hampshire law (RSA 326-B) provides that confidential communications made to a nurse by a patient are entitled to the same privilege as those between a physician and a patient. As a result, a nurse in the Wellness Center is not required to reveal any details of an incident to the Title IX coordinator. As with a professional counselor, a nurse may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime, and general location as part of the University’s crime data reporting responsibility.

  Registered Nurses (APRN) and one licensed registered nurse. New Hampshire law (RSA 326-B) provides that confidential communications made to a nurse by a patient are entitled to the same privilege as those between a physician and a patient. As a result, a nurse in the Wellness Center is not required to reveal any details of an incident to the Title IX coordinator. As with a professional counselor, a nurse may collect and eventually report some general, non-identifying data that will not lead to an investigation, such as the date of the report, date of the crime, and general location as part of the University’s crime data reporting responsibility.

- **Exceptions to Confidentiality**

  While these professional counselors and nurses may maintain a victim’s confidentiality vis-à-vis the University, they may have mandatory reporting or other obligations under state law. For example, New Hampshire has a mandated reporter law for when a person “has reasons to suspect that a child has been abused or neglected” (R.S.A. §169-C:29), which requires timely disclosure to the N.H. Department of Health and Human Services if the victim is under eighteen years of age. A similar reporting law applies to incapacitated and elderly adults. (RSA 161-F:46). New Hampshire also has an anti-hazing statute that requires that any person who is present or otherwise has direct knowledge of any student hazing must report the hazing to law enforcement or educational institution authorities. (RSA 631:7).

- **ii) Reporting to “Responsible Employees”**

  - A “Responsible Employee” is a University Employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty.
When a victim tells a Responsible Employee about an incident of sexual violence, the victim has the right to expect the University to take immediate and appropriate steps to thoroughly and appropriately investigate what happened and to resolve the matter promptly and equitably.

To the extent possible, information reported to a Responsible Employee will be shared only with people responsible for handling the University’s response to the report. A Responsible Employee should not share information with law enforcement without the victim’s consent or unless the victim has also reported the incident to law enforcement.

**Requesting Confidentiality: How the University Will Weigh Request and Respond**

If a victim discloses an incident to a Responsible Employee but wishes to maintain confidentiality or requests that no investigation into a particular incident be conducted or disciplinary action taken, the University must weigh that request against the University’s obligation to provide a safe, non-discriminatory environment for all students, including the victim.

If the University honors the request for confidentiality, a victim must understand that the University’s ability to meaningfully investigate the incident and pursue disciplinary action against the alleged perpetrator(s) may be limited.

Although rare, there are times when the University may not be able to honor a victim’s request in order to provide a safe, non-discriminatory environment for all students.

The University has designated the Title IX Coordinator to evaluate requests for confidentiality once a Responsible Employee is on notice of alleged sexual misconduct. The Title IX Coordinator may consult other appropriate University stakeholders in his or her assessment of such a request and consideration of the factors identified below.

When weighing a victim’s request for confidentiality or that no investigation or discipline be pursued, the University will consider a range of factors, including the following:

- The increased risk that the alleged perpetrator will commit additional acts of sexual or other violence, such as:
  - whether there have been other sexual violence complaints about the same alleged perpetrator;
  - whether the alleged perpetrator has a history of arrests or records from a prior school indicating a history of violence;
  - whether the alleged perpetrator threatened further sexual violence or other violence against the victim or others;
  - whether the sexual violence was committed by multiple perpetrators;
- whether the sexual violence was perpetrated with a weapon;
- whether the victim is a minor;
- whether the University possesses other means to obtain relevant evidence of the sexual violence (e.g., security cameras or personnel, physical evidence);
- whether the victim’s report reveals a pattern of perpetration (e.g., via illicit use of drugs or alcohol) at a given location or by a particular group.

The presence of one or more of these factors could lead the University to investigate and, if appropriate, pursue disciplinary action. If none of these factors is present, the University will likely respect the victim’s request for confidentiality.

**If the University determines that it cannot maintain a victim’s confidentiality**, the University will inform the victim prior to starting an investigation and will, to the extent possible, only share information with people responsible for handling the University’s response.

The University will remain ever mindful of the victim’s well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan. Retaliation against the victim, whether by students or University employees, will not be tolerated. The University will also:

- assist the victim in accessing other available victim advocacy, academic support, counseling, disability, health or mental health services, and legal assistance both on and off campus (see portion of policy identifying these);
- provide other security and support, which in some circumstances could include issuing a no-contact order, helping arrange a change of living or working arrangements or course schedules (including for the alleged perpetrator pending the outcome of an investigation) or adjustments for assignments or tests; and
- inform the victim of the right to report a crime to campus or local law enforcement – and provide the victim with assistance if the victim wishes to do so.

The University may not require a victim to participate in any investigation or disciplinary proceeding.

**If the University determines that it can respect a victim’s request for confidentiality**, the University will also take immediate action as necessary to protect and assist the victim.

**The University’s Response Procedure**

Upon the University receiving notice of an incident of Sexual Misconduct, the University will provide the complainant with additional resources and a written notification outlining a number of choices including but not limited to:

- speaking with a counselor
- seeking medical assistance
- reporting the incident to local police
- filing formal conduct charges
**Time Frame for Response Process**

The University will conduct a timely review of all complaints of sexual misconduct. Absent extenuating circumstances, review and resolution is expected to take place within sixty (60) calendar days from receipt of the complaint, or a maximum of ninety (90) calendar days in the event of a subsequent appeal.

**Extensions**

All deadlines and time requirements in the Code may be extended for good cause as determined by the Title IX officer or his or her designee. Both the respondent and the complainant will be notified in writing of the delay, the reason for delay, and provided the date of the new deadline or event.

Extensions requested by one party will not be longer than 5 business/school days

**Hearing Procedures**

Please refer to the Southern New Hampshire University Student Handbook, Employee Handbook and/or SNHUPEA Agreement for a further description of investigation, grievance, and adjudication procedures. With respect to incidents of alleged Sexual Misconduct, any conflict between the procedures described in this Policy and either Handbook, the terms of this Policy shall control.

Prior to initiating its investigation, the University will inform the complainant of their intention to investigate, and request his or her consent to do so. The University will access any requests for confidentiality or requests not to investigate further at that time. If the University cannot honor such a request, the complainant will be informed at that time.

**Interim Measures**

If necessary, the University will take immediate steps to protect complainants pending the final outcome of an investigation with interim measures. If it is determined by a staff member that contact between specific persons may pose a threat to the safety or emotional well-being of an individual, a No-Contact order can be issued by the University. Other interim measures available to the University include but are not limited to: temporary administrative suspension; restrictions on participation in a team or organization, or student accommodations.

**Additional Reporting Resources**

A student or applicant who believes that he or she has been discriminated against can file a Charge of Discrimination at their regional U.S. Department of Education Office for Civil Rights.

The New Hampshire Regional Office can be contacted at:

U.S. Department of Education  
8th Floor  
5 Post Office Square  
Boston, MA 02109-3921  
Telephone: (617) 289-0111  
Facsimile: (617) 289-0150  
Email: OCR.Boston@ed.gov

A student or applicant may also file a Charge of Discrimination at their state Fair Employment Practices agency, such as the New Hampshire Human Rights Commission, which can be contacted at:

New Hampshire Human Rights Commission  
2 Chenell Drive Unit 2  
Concord, NH 03301-8501  
Telephone: (603) 271-2767  
Facsimile: (603) 271-6339  
Email: humanrights@nhsa.state.nh.us

**Retaliation**

Retaliation against any individual who files a complaint or participates in a harassment inquiry is prohibited. Anyone who reports an actual or suspected incident of harassment, discrimination or violence based on sex, or who participates in an investigation, will not be subjected to retaliation. If a Complainant or witness believes they have been subjected to retaliation they should contact the Association Vice President for Human Resources, Title IX Coordinator or the Dean of Students, Deputy Title IX Coordinator. Anyone found to be in violation of this retaliation provision will be subject to disciplinary action.

**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
Student Account and Fees

Course Withdrawal Refund, Graduate

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):

1. **During Week 1 (Drop Period):** No tuition fee charged or 100% refund if full payment is submitted
2. **During Week 2:** 50% tuition fee charged or 50% refund if full payment is submitted
3. **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 Campus Student Financial Services office at 877.455.7648 or via email at sfscampus@snhu.edu for details.

**QUESTIONS?**

Students should contact an academic advisor for further clarification.

**Alaska**

Alaska students enrolled in the PCMH program (Program in Clinical Mental Health Counseling) shall be refunded based on the schedule outlined below. All other Alaska students shall be refunded based on the SNHU refund policy. All refunds to a student must be made no later than 30 days after receipt of notification of the student's withdrawal or last recorded date of physical attendance, whichever is earlier.

<table>
<thead>
<tr>
<th>Proportion of Term Completed as of Date of Withdrawal or Termination</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a period of time after instruction has begun but before the second day of classes or the equivalent</td>
<td>100% refund</td>
</tr>
<tr>
<td>Less than or equal to 10%</td>
<td>90% refund</td>
</tr>
<tr>
<td>Greater than 10% up to 20%</td>
<td>80% refund</td>
</tr>
<tr>
<td>Greater than 20% up to 25%</td>
<td>55% refund</td>
</tr>
<tr>
<td>Greater than 25% up to 50%</td>
<td>30% refund</td>
</tr>
<tr>
<td>Greater than 50%</td>
<td>No refund</td>
</tr>
</tbody>
</table>

For the purposes of the above refund schedule, the portion of term completed will be calculated as the percent of classes elapsed by dividing the number of lessons that the student completed by the total number of lessons required to complete the course.

**Wisconsin**
Wisconsin students enrolled in the PMCH program (Program in Clinical Mental Health Counseling) shall be refunded based on the schedule outlined below. All other Wisconsin students shall be refunded based on the SNHU refund policy.

<table>
<thead>
<tr>
<th>The student cancels enrollment within 3 business days, Educational Approval Board (EAB 6.04)</th>
<th>Full refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student accepted is unqualified, and the school did not secure a disclaimer under Educational Approval Board (EAB 9.04)</td>
<td>Full refund</td>
</tr>
<tr>
<td>The school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school, Educational Approval Board (EAB 7.02)</td>
<td>Full refund</td>
</tr>
<tr>
<td>A student who withdraws or is dismissed after three business days but before completing 60% of the potential units of instruction in the current enrollment period shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of $100</td>
<td>Pro rata refund</td>
</tr>
<tr>
<td>A student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period.</td>
<td>No refund</td>
</tr>
</tbody>
</table>

Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.

All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

Refunds shall be paid within 40 days after the effective date of termination.

After the student’s first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.

No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student’s control.

Non-Matriculated, Part-Time Students

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

Campus Student Financial Services

Campus Student Financial Services combines financial aid, billing, and student account services into one centralized location. You can visit Campus Student Financial Services online at https://my.snhu.edu/Offices/SFS/Pages/default.aspx, email questions to sfscampus@snhu.edu or call 1.877.455.SNHU to speak with a Student Finance Counselor.

Deposits

Deposit Policy

Following acceptance to Southern New Hampshire University, undergraduate day students need to confirm their intention to enroll by submitting a deposit. Deposits for new and readmitted students are requested by and sent to the attention of the Office of Admission.

Housing Security Deposit

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

**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.

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.

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

**Payment in Full**

1. Students may make payments online at my.snhu.edu
2. Students may make payments through Campus Student Financial Services in person (cash, check, money order, debit/credit cards and wires accepted)
3. Students may make payments through the mail by sending payments to:
   Southern New Hampshire University
   Client 800100
   PO Box 55008
   Boston, MA 02205-5008

**Enrollment in Payment Plan:**

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

**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. 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 and Collections Policy**

All outstanding balances, are the student’s responsibility to pay. Unpaid balances will be subject to finance charges, fees, and further collection efforts as detailed below.

**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 may 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. The Credit Department can be reached at:
  - Email: Credit@SNHU.edu
  - Phone: (888) 867-7376
  - Fax: (603) 668-0259
- 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 may 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 up to 40% of the outstanding balance, legal fees and the account will be reported to the credit bureaus.
- All former collection 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.
- Students acknowledge and authorize SNHU and/or its agents, including attorneys and/or collection agencies to allow contact via cellular telephone and/or all forms of electronic technology, unless such party is notified in writing to cease such communication.

**Industry Sponsors**
The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should give their center office or Campus Student Financial Services 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.

**Third Party Direct Billing**

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to Campus Student Financial Services 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.

**Refund Policy**

**University College**

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

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

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

- 100 percent refund before the first day of class (includes fees).
- 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.

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

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

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

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

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

Undergraduate Students

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

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

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

Graduate Students:

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

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

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

College for America (CfA)

With the exception of the first term, for which there is a 30-day trial period, students have 14 days from the start of the term to cancel enrollment and receive a full refund of any tuition paid for that term. If the student withdraws after the 14-day period, the student will be responsible for the full tuition amount. If the student withdraws or is dismissed from CFA, the University and/or the student may be required to return a portion of any Federal Title IV financial aid received. A Return of Title IV calculation will be performed for any student who has received Federal Title IV financial aid to determine the amount of federal aid that must be returned to the federal government by the University and the student.

State Refund Policies

Below are specific state refund policies for residents of Alaska and Wisconsin enrolled in the PMCH program at SNHU:

Alaska

Alaska students enrolled in the PMCH program (Program in Clinical Mental Health Counseling) shall be refunded based on the schedule outlined below. All other Alaska students shall be refunded based on the SNHU refund policy. All refunds to a student must be made no later than 30 days after receipt of notification of the student’s withdrawal or last recorded date of physical attendance, whichever is earlier.

<table>
<thead>
<tr>
<th>Portion of Term Completed as of Date of Withdrawal or Termination</th>
<th>Tuition Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a period of time after instruction has begun but before the second day of classes or the equivalent</td>
<td>100% refund</td>
</tr>
<tr>
<td>Less than or equal to 10%</td>
<td>90% refund</td>
</tr>
<tr>
<td>Greater than 10% up to 20%</td>
<td>80% refund</td>
</tr>
<tr>
<td>Greater than 20% up to 25%</td>
<td>55% refund</td>
</tr>
<tr>
<td>Greater than 25% up to 50%</td>
<td>30% refund</td>
</tr>
<tr>
<td>Greater than 50%</td>
<td>No refund</td>
</tr>
</tbody>
</table>

For the purposes of the above refund schedule, the portion of term completed will be calculated as the percent of classes elapsed by dividing the number of lessons that the student completed by the total number of lessons required to complete the course.

Wisconsin

Wisconsin students enrolled in the PMCH program (Program in Clinical Mental Health Counseling) shall be refunded based on the schedule outlined below. All other Wisconsin students shall be refunded based on the SNHU refund policy.
All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

Refunds shall be paid within 40 days after the effective date of termination.

After the student’s first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.

No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student’s control.

Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the student will attend for the entire period for which the assistance is awarded. When a student withdraws or stops attending, the student may no longer be eligible for the full amount of TA funds originally awarded.

SNHU will return any unearned TA funds on a proportional basis through the 60% portion of the period for which the funds were provided to comply with Department of Defense policy. TA funds are earned proportionally, during an enrollment period, with unearned funds returned based upon when a student stops attending. Any SNHU balance due to a TA return is the responsibility of the student.

In instances when a service member stops attending due to a military service obligation during the term, SNHU will remove the student from the coursework and reverse the charges. The full TA amount would be returned so that no debt is incurred by the student. Please note - prior-existing service obligation will not warrant the reversal of charges. The service member will be required to provide documentation in the form of current military orders, signed letter from the command, or a similar form of documentation.

Tuition and Fees
<table>
<thead>
<tr>
<th>Housing:</th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Residence Hall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single - Hampton, New Castle, Tuckerman, Washington, Windsor</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td>Single - Chocorua, Merrimack, Ossipee, Winnipesaukee, Winnisquam</td>
<td>$4,500</td>
<td>$9,000</td>
</tr>
<tr>
<td>Single - New Res Hall</td>
<td>$5,500</td>
<td>$11,000</td>
</tr>
<tr>
<td><strong>Double</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Chocorua, Merrimack, Ossipee, Winnipesaukee, Winnisquam</td>
<td>$3,700</td>
<td>$7,400</td>
</tr>
<tr>
<td>- Hampton, New Castle, Washington, Windsor</td>
<td>$4,500</td>
<td>$9,000</td>
</tr>
<tr>
<td>- Tuckerman</td>
<td>$4,500</td>
<td>$9,000</td>
</tr>
<tr>
<td>- New Res Hall</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Triple</strong> - Tuckerman</td>
<td>$4,500</td>
<td>$9,000</td>
</tr>
<tr>
<td><strong>Quad</strong> - Tuckerman</td>
<td>$4,500</td>
<td>$9,000</td>
</tr>
<tr>
<td><strong>Double with Bath</strong> - Tuckerman</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Quad Double with Bath</strong> - Tuckerman</td>
<td>$5,000</td>
<td>$10,000</td>
</tr>
<tr>
<td><strong>Apartments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Westside (4 or 6 person) - Greeley</td>
<td>$4,750</td>
<td>$9,500</td>
</tr>
<tr>
<td>Westside (4 or 6 person) - Spaulding, Whittier</td>
<td>$4,500</td>
<td>$9,000</td>
</tr>
<tr>
<td>Eastside (singles) - Conway, Lincoln</td>
<td>$5,500</td>
<td>$11,000</td>
</tr>
<tr>
<td>Townhouses (4 person) - Attitash, Cranmore, Hillsboro, Rockingham, Sunapee</td>
<td>$4,750</td>
<td>$9,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fees:</th>
<th>One Time</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Activities Fee</td>
<td></td>
<td>$165</td>
</tr>
<tr>
<td>Application Fee</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>New Student Orientation - Fall start</td>
<td>$180</td>
<td></td>
</tr>
<tr>
<td>New Student Orientation - Spring start</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Study Abroad Administrative Fee</td>
<td>$328</td>
<td></td>
</tr>
<tr>
<td>Engineering Program Fee</td>
<td></td>
<td>$1,500</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Per 7 week Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL Tuition</td>
<td>$3,195</td>
</tr>
<tr>
<td>UG Transitional Bridge Program Tuition</td>
<td>$3,195</td>
</tr>
<tr>
<td>Room and Board: (All ESL students must live in university housing for at least two terms.)</td>
<td>Per 7 week Term</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Room &amp; Board: Fall and Spring</td>
<td>$2,721</td>
</tr>
<tr>
<td>Room &amp; Board: Summer</td>
<td>$2,133</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Fees:</th>
<th>One Time</th>
<th>Per 7 week Term</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>New ESL Student Orientation</td>
<td>$50</td>
<td>$100</td>
<td>$200</td>
</tr>
<tr>
<td>ESL Program and Activity Fee</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduate Programs Tuition and Fees</th>
<th>Per 3 Credit Course</th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus Evening Degrees/Certificates</td>
<td>$1,881</td>
<td>$627</td>
</tr>
<tr>
<td>On Campus Day Degrees/1 YR Program</td>
<td>$1,410</td>
<td>$700</td>
</tr>
<tr>
<td>Active Duty Military</td>
<td>$1,410</td>
<td>$470</td>
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</table>

<table>
<thead>
<tr>
<th>Doctoral Programs</th>
<th>Per Credit</th>
<th>Per Term</th>
<th>One Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D. in International Business (Full-time and Part-time) 800-level course</td>
<td>$1,570</td>
<td>$4,711</td>
<td>$2,352</td>
</tr>
<tr>
<td>SCED Teach Out</td>
<td>$979</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dissertation Colloquium</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctoral Dissertation Continuation Fee (per semester)</td>
<td></td>
<td>$2,000</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>English as a Second Language (ESL) Tuition and Fees</th>
<th>Per 10 week Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Language Studies Tuition</td>
<td>$1,881</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ILE Tuition and Fees</th>
<th>Per 11 week Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS - TEFL</td>
<td>$1,881</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PCMH</th>
<th>Per Credit Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCMH</td>
<td>$590</td>
</tr>
<tr>
<td>Vermont FBGE (M.ED &amp; CAGS)</td>
<td>$417</td>
</tr>
<tr>
<td>Vermont FBGE (PDOC)</td>
<td>$112</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ed.D. in Educational Leadership</th>
<th>Per Year</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 Tuition</td>
<td>$16,000</td>
<td></td>
</tr>
<tr>
<td>Year 2 Tuition</td>
<td>$16,000</td>
<td></td>
</tr>
<tr>
<td>Year 3 Tuition</td>
<td>$16,000</td>
<td></td>
</tr>
<tr>
<td>Dissertation Colloquium Fee (beyond year 3)</td>
<td>$2,163</td>
<td></td>
</tr>
<tr>
<td>Year 1 Intensive Fees</td>
<td></td>
<td>$1,600</td>
</tr>
<tr>
<td>Year 2 Intensive Fees</td>
<td></td>
<td>$1,600</td>
</tr>
<tr>
<td>Year 3 Intensive Fees</td>
<td></td>
<td>$1,600</td>
</tr>
<tr>
<td></td>
<td>Summer</td>
<td>Per Term</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>----------</td>
</tr>
<tr>
<td>Summer Residency</td>
<td>$1,162.00</td>
<td></td>
</tr>
<tr>
<td>Writing Intensive Sessions</td>
<td>$7,389.16</td>
<td></td>
</tr>
<tr>
<td>Winter Residency</td>
<td></td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Per 3 Credit Course</th>
<th>$675</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOE Special Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOE Special Programs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Per Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHRM (Society for Human Resource Management)</td>
<td></td>
</tr>
<tr>
<td>Certification - Member</td>
<td>$1,200</td>
</tr>
<tr>
<td>Certification - Non Member</td>
<td>$1,265</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>One Time</th>
<th>Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Fees:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application Fee (PhD, PCMH, FBGE)</td>
<td>$40</td>
<td></td>
</tr>
<tr>
<td>ILE Orientation Fee</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>PhD Dissertation Fee</td>
<td>$412</td>
<td></td>
</tr>
<tr>
<td>PCMH Orientation Fee</td>
<td>$590</td>
<td></td>
</tr>
<tr>
<td>International Support &amp; Activity Fee (Manchester Grad - first term only)</td>
<td>$650</td>
<td></td>
</tr>
<tr>
<td>Activity Fee - Domestic (Full-time Manchester campus - first term only)</td>
<td>$300</td>
<td></td>
</tr>
<tr>
<td>Activity &amp; Program Fee (Per ILE Term)</td>
<td>$100</td>
<td></td>
</tr>
<tr>
<td>Library &amp; Technology Fee (PCMH)</td>
<td>$265</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Per Semester</th>
<th>Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Fees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining Plans:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan 1 - Platinum</td>
<td>$2,100</td>
<td>$4,200</td>
</tr>
<tr>
<td>Plan 2 - Gold (mandatory plan for first semester freshmen &amp; new residents)</td>
<td>$1,900</td>
<td>$3,800</td>
</tr>
<tr>
<td>Plan 3 - Silver (not available for first semester freshman or new residents)</td>
<td>$1,750</td>
<td>$3,500</td>
</tr>
<tr>
<td>Plan 4 - Traditional (not available for first semester freshmen or new residents)</td>
<td>$1,350</td>
<td>$2,700</td>
</tr>
<tr>
<td>Plan 5 - Choice (not available for first semester freshman or new residents)</td>
<td>$1,150</td>
<td>$2,300</td>
</tr>
<tr>
<td>Plan 6 - Basic (not available for first semester freshman or new residents)</td>
<td>$875</td>
<td>$1,750</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Per Term</th>
<th>Annual</th>
<th>Per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Fees:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Fee - Domestic</td>
<td></td>
<td>$25</td>
<td></td>
</tr>
<tr>
<td>Wellness Fee - International</td>
<td>$10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Insurance - Domestic Fall Start (12 months of coverage - payable with first semester charges)</td>
<td>$1,325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Insurance - Domestic Spring Start (payable with first semester charges)</td>
<td>$903</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Insurance - International (12 months of coverage, billed at $114.00/month)</td>
<td></td>
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<td>*Rate is subject to change</td>
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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. Note policy on refunds for UC Summer Terms below.

Students receiving Federal Title IV Financial Aid (Direct Loans, Plus, Federal Pell or FSEOG grants):

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

Institutional financial aid may also be canceled during the withdrawal process based on adjustments to charges and federal financial aid.

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.

Tuition Fee & Refunds (University College Summer Terms only)

Withdrawals from 8-week or 16-week course (all types, including face-to-face, hybrid, and online courses):
During Week 1 (Drop period): No tuition 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 11:59 PM deadline.

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, volleyball and both indoor and outdoor track and field. 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 "Campus Recreation" 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 and swimming.

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 lighted baseball and softball diamonds, a lighted artificial turf field and several practice fields. Also scheduled to open Fall of 2017 is our brand new Athletic Complex called Penmen Stadium. Penmen Stadium will contain a state of the art blue colored NCAA regulation track, new Field Turf surface for soccer, lacrosse, and field hockey. The structure will contain 3 levels and be slightly over 34,000 square feet. The complex will include a new varsity weight room, 6 lighted tennis courts, multiple locker rooms, coaches offices, a new training room, new equipment room, state of the art press box and media suite for filming and televising games.

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:

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<tr>
<th>Monday-Thursday</th>
<th>8:30 a.m. to 6:00 p.m.</th>
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<tr>
<td>Friday</td>
<td>8:30 a.m. to 4:00 p.m.</td>
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<tr>
<td>Saturday and Sunday</td>
<td>10 a.m. to 2 p.m.</td>
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</table>

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
e-mail: 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.

**Deborah L. Coffin Women’s Center**

The Deborah L. Coffin Women’s Center at Southern New Hampshire University provides the environment, services, and programs that will advance issues of gender equality one student at a time. By addressing and building upon the fundamental student development themes of self-awareness, confidence, and “finding one’s voice,” along with personal and professional development, the Deborah L. Coffin Women's Center seeks to positively influence the overall university culture, as well as have a profound, transformative effect on Southern New Hampshire University women for generations to come.

The Deborah L. Coffin Women’s Center approaches its work using these principal guidelines:

**Offering Support** - We believe supportive and inclusive communities enable individuals to do more than they can do alone. The collective action of a community can leverage resources, make positive change, and give life meaning.

**Providing Advocacy** - We assess the changing needs of the university community and respond to these needs by raising awareness of gender issues and how they affect both men and women on campus. We advocate for individuals and groups that experience gender-related problems, such as sexual harassment, gender discrimination or gender violence.

**Implementing Evidence-Based Programming** - We ensure educational and prevention programming is grounded in theory. This approach provides a conceptual framework for achieving desired outcomes, and is based on current research and knowledge in the field.

**Advancing Social Justice** - We are a part of a broader social movement that dismantles oppressive structures and unifies people. We work to build a community that acknowledges and supports resistance to racism, classism, sexism, ableism, and heterosexism.

**DeColfmacker Veteran’s Lounge**

The DeColfmacker Veteran's Lounge 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 and often local ingredients, culinary expertise, healthy options, great service, value, and a shared sense of environmental and social responsibility.

Dine SNHU’s retail dining gives students more freedom than many other colleges with a traditional board plan. Most of our meals are made to order according to our customers’ tastes right in front of their eyes. We offer a wide variety of food from stir-fry, burritos, homemade entrees, salads and pasta to burgers, paninis, steaks, seafood, pizza or sushi. Most of these items can be customized, whether it is using gluten-free dough for pizza or low fat cheese on sandwiches, we offer many options. For those in a hurry, we offer a variety of items made fresh daily in our Simply-To-Go cooler. Anyone with a sweet tooth should stop at Just Desserts which offers hand-scooped premium ice cream and irresistible homemade treats as well as freshly brewed Starbucks coffee and espresso drinks. There are a total of five coffee shops on campus. Regardless of what you’re looking for, the staff always looks forward to serving you.

Sodexo prides itself on making nutrition a priority; with a team of professional chefs, a registered dietician and suppliers that cater to a world of cultural preferences, Sodexo creates menu options that appeal to all of our customers. For anyone with special dietary needs, we have Simple Servings and My Zone. Simple Servings offers food free of the top eight allergens including gluten, soy, nut and dairy. There is also a special gluten-free microwave should anyone need to heat something up. The Mindful program offers menu options that are low in sodium, fat and calories but high in flavor by using more fresh herbs and spices. There is always at least one Mindful option available in every station at every meal period. All of our managers are Serv Safe and AllerTrain U certified. Our registered dietitian, Jessica McGovern, is also a certified diabetes educator and she offers free nutrition counseling to students and staff. Anyone in need of special dietary accommodations is highly encouraged to contact her at Jessica.mcgovern@sodexo.com.

SNHU offers six levels of resident dining plans. All first year students will have the Gold Dining Plan of $1,900 for the first semester only. After first semester, freshman year students will be able to select any of the other dining plans that will meet their dining needs. Should the student not select the plan, then they would default to the last plan selected. Dining plans are not refundable. The dining plan at Southern New Hampshire University is a declining balance plan which means you are charged only for what you purchase. For example, you have a bottle of water and a stir fry, then you pay for only those items. Dine SNHU is not a swipe or all you can eat program which allows us to offer higher quality, more variety, and the ability to personalize your order in a restaurant style environment. All first time commuters will be automatically enrolled in a $100 default dining dollars plan with the three options available to renew. Returning Commuters may sign up for the Commuter Plan at Student Financial
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 Cash. 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.

International Student Services (ISS)

International Student Services (ISS) assists and supports international students and scholars while they are at SNHU as non-immigrants. ISS provides immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver’s license, practical training assistance, orientation programs and cross-cultural adjustment counseling. ISS also offers the Thanksgiving Host, International Friends and Conversation Partner 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 food, fashion, music, dance and performances from around the world.

Office of Diversity Programs

Southern New Hampshire University believes diversity is integral to our university culture and is essential to fulfilling our mission. The Office of Diversity Programs is charged with advancing the University’s commitment to diversity by creating a campus culture that embraces and celebrates inclusivity. We are committed to providing enriching experiences that offer the opportunity to grow, wonder, appreciate and reaffirm.

The Office of Diversity Programs 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.

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 27 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 Green Center 103, offers referral information on university services, sponsors programs and assists with physical accommodations.
The residence program consists of:

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<tr>
<th>Apartments</th>
<th>Townhouses</th>
<th>Residence Halls</th>
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<td>Conway</td>
<td>Attitash</td>
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<td>Cranmore</td>
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<td>Lincoln</td>
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Our first year and second year students traditionally live in the residence halls, while our third and fourth year students usually reside in the apartments and townhouses. We also offer a limited number of spaces on campus for international and domestic graduate students who are physically taking classes on campus. Students who are interested in learning more about graduate housing should contact the Office of Residence Life at housingquestions@snhu.edu.

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. Students register for summer housing as needed.

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 community, self-agency and social justice programming 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 needs 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.

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. The Student Center is managed by the Office of Student Involvement and the staff in this facility collaborate with many members of the SNHU community to provide innovative and planned campus programs, activities and services.

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and is a showcase facility. 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, Campus Ministry, Student Involvement, the Wellness Center, Copies Plus (a student-run copy center) and the Last Chapter Pub. Other services offered in the facility include pool tables, a 24 hour ATM, TVs, a convenience store/coffee shop known as Pennmen Place, a Commuter Lounge, an Interfaith Prayer Room, and plenty of places to hang out.

Solicitation Policy

The Office of Student Involvement and staff in the Student Center 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 Director of Student Involvement or designee.

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. 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.

**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, or through searching within the university’s website www.snhu.edu. All members of the university community are expected to take the necessary time to review the handbook, familiarize themselves with the content, and seek clarification of information that is not clear to them.

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

**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 Office 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, plans many of the major campus programs (Involvement Fairs, Late Night Breakfats, Welcome Month, Homecoming Weekend) and manages leadership programs (Leadership Awards Banquet, Signature Leadership Program and Camp Synergy 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 SNHU Yearbook, the Student Government Association, and the Coordinators for Activities and Programming Events (CAPE), SNHU’s main student programming board. It provides information and guidance on planning and presenting events and programs, prepares and activities calendar (http://snhucalendar.snhu.edu/) and keeps the rosters of organizations. Visit the SNHU website (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
Fraternities: Kappa Delta Phi, 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.

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 SNHU yearbook, which is published annually by the Office of Student Involvement, serves to chronicle the university years as a remembrance for all undergraduate students. Graphic Design majors or students interested in this area are able to join the SNHU Design Team, paid positions in Student Involvement, to help design the yearbook.

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.

New Student Orientation

The Office of Student Involvement coordinates the SNHU Orientation programs, which are held three times during the year. The 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.

Wellness

The mission of the SNHU Wellness Center is to educate and promote healthy behavior through programming and clinical care in support of the achievement of lifelong academic and personal success. Our Vision is to assure that Health and Wellness is integrated into every aspect of the SNHU community and each individual’s personal 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, anxiety, adjustment to college, stress management, 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 an RN and 2 Nurse Practitioners. 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. 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 upload all medical record documents in the mySNHU Medical Record portal prior to the start of classes. To view the full University Vaccination Policy please click here: https://my.snhu.edu/Offices/WellnessCenter/Pages/default.aspx

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. Health and Wellness Ambassadors is a health and wellness peer education program that is advised by the Wellness Center.

Health and Wellness Ambassadors 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. Health and Wellness peer educators provide fun and interactive trainings in residence halls and in larger campus-wide awareness events. Health and Wellness Ambassadors is affiliated with the BACCHUS University and community based network (NASPA) 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 Policy

Standards of Academic Honesty Policy

As an academic community committed to fostering an ethical and intellectual environment, University College at Southern New Hampshire University holds its students to these standards of academic honesty; the University expects that all aspects of a student’s educational path are conducted with the highest degree of honesty, accountability for one’s own work, and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow. In addition, this policy describes procedures for handling allegations of misconduct, the sanctions, and the means by which a student can restore his/her academic standing.

Orientation Honesty Policy Discussion

During the first month of each term, the Division of Student Success introduces new students to the academic honesty policy in University College. An email will be distributed via DocuSign to all new students asking them to review and sign, formally acknowledging that they have received information about the University’s academic honesty policy.

This receipt and acknowledgement are designed to reinforce the importance of academic honesty. All students (degree seeking and course work only) must adhere to the University’s academic honesty policy, even if they do not sign the acknowledgement form.

A student remains responsible for the academic honesty of work submitted in University College courses at Southern New Hampshire University even if the student has received a final grade. Ignorance of these standards will not be considered a valid excuse or defense.
Academic Honesty Definitions

Violating the University's standards of academic honesty constitutes a serious offense. Violations include, but are not limited to, the major behaviors of academic honesty, as defined below:

Cheating: The act of deceiving, which includes such acts as, but is not limited to:

- Using unauthorized notes or other study aids during an examination;
- Using unauthorized technology during an examination;
- Improper storage of prohibited notes, course materials and study aids during an exam such that they are accessible or possible to view;
- Looking at other students' work or allowing one's own work to be looked at during an exam or in an assignment for which collaboration is not allowed;
- Attempting to communicate with other students to get or provide help during an exam or in an assignment for which collaboration is not allowed;
- Obtaining or providing an examination prior to its administration;
- Altering graded work and submitting it for regrading;
- Allowing another person to do one's work and submitting it as one's own;
- Doing work for another person for them to submit as their own;
- Submitting work done in one class for credit in another without both instructors' permission;
- Obstructing or interfering with another student's academic work;
- Undertaking any activity intended to obtain an unfair advantage over other students.

Plagiarism: The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation. Examples include:

- Misrepresentation of sources used in a work for which the student claims authorship;
- Improper use of course materials in a work for which the student claims authorship;
- Use of papers purchased online and turned in as one's own work;
- Submission of written work such as laboratory reports, computer programs, or papers that have been copied from the work of other students, with or without their knowledge or consent.

A student can avoid the risk of plagiarism in written work or oral presentations by clearly identifying and indicating, either in citations or in the paper or presentation itself, the source of the idea or wording that he/she did not produce. Sources must be given regardless of whether the idea, phrase, or material is quoted directly, paraphrased, or summarized in the student's own words.

Misrepresentation: The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course. Submitting a duplicate assignment with the student's name changed.

Conspiracy: Agreeing with any other person to commit or attempt to commit academic dishonesty.

Alteration or Fabrication of Data: The submission of data not obtained or generated by the student during the course of research. The deceitful alteration of data obtained by the student during the course of research.

Multiple Submissions: The use of work previously submitted at this or any other institution to fulfill academic requirements in another class. Slightly altered work that has been resubmitted is also considered to be fraudulent, although with prior permission, some professors may allow students to complete one assignment for two classes. In this case, prior permission from both instructors is absolutely necessary. Students must properly cite any use of their previously submitted work.

Academic Misconduct: The intentional violation of college policies by tampering with grades or taking part in obtaining or distributing any part of a test, quiz, or graded assignment. Examples include:

- Stealing, buying, downloading, or otherwise obtaining all or part of a test and/or test answers;
- Selling or giving away all or part of a test and/or test answers;
- Asking or bribing any other person to obtain a test or any information about a test;
- Misrepresenting the truth; lying to an instructor to increase a grade; and lying or misrepresenting facts when confronted with an allegation of academic dishonesty;
- Changing, altering, or being an accessory to changing and/or altering of a grade in a grade book, on a computer, on a test, on a "change of grade" form, or on other official academic records of the college that relate to grades.

Electronic Devices: Examples of the improper use of electronic devices (such as personal computer, tablet, cell phone, and other devices) include but are not limited to:

- Unauthorized access, modification, use, creation or destruction of data stored on electronic devices;
- Selling or giving away all or part of the information on electronic devices that will be used as graded material;
- Sharing an electronic device while leaving answers on display or in memory.

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. Allowing another student to copy work. Group collaboration on individual assignments without the instructor's permission. Using a writing service or having someone else write a paper on the student's behalf.

Attempts to engage in any of the academic conduct described above or the facilitation of any of this academic conduct by
The preceding forms of academic dishonesty are stated in general terms. The individual schools may deem it appropriate to supplement the present statement of policy with specific interpretations that relate its terms and provisions to the individual programs of the schools. In addition, the individual schools are responsible for implementing programs to educate faculty, staff, and students in the requirements of this policy and to answer any questions that may arise regarding specific interpretations of this policy.

**Academic Honesty Policy Awareness**

Faculty and appropriate staff are asked to join in educating students about academic honesty, while students are expected to acquaint themselves with the policy.

**Faculty:** Faculty should familiarize themselves with the policy 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 policy; 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 to investigate and report any violation of the policy that comes to their attention.

**Students:** Students are expected to acquaint themselves with the academic integrity policy; familiarize themselves with the syllabi of individual courses, which may contain more specific guidelines for citing material, working in groups, etc.; seek timely clarification from instructors on any aspect of a course or the policy about which they have questions or confusion; and to encourage their peers to uphold the standards of academic honesty.

**Administrators:** Administrators should endorse the policy 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 policy.

**Academic Honesty and Process for Violation**

**General Provisions**

This policy applies to all students enrolled in University College. This policy applies to all academic conduct in the broadest sense, including submitted drafts, final coursework, research, comprehensive examinations, and the preparation of theses or dissertations. The faculty member is responsible for initiating the procedures in this policy. The term "faculty member" includes any individual or board with responsibility for a class, project, or activity. Other University employees, such as graduate or teaching assistants, are expected to bring any suspected cases of academic dishonesty to the attention of the responsible faculty member, who will proceed with this policy's procedures.

**Process for Violation of Policy**

The process, including the resolution of any violation of academic honesty, initially rests within the school in which the course in question resides. For first-time, less egregious violations, the process primarily involves a discussion between the faculty member and student.

1. When a faculty member learns of a possible violation of academic honesty, the instructor must file an incident report via the SNHU CARE homepage. Submitting this incident report serves as a record in the student’s file and provides a means for tracking any repeat violations.
2. The faculty member must discuss the issue with the appropriate department chair or equivalent and associate dean. The dean’s office may elevate the matter to the academic conduct board based on the complexity or seriousness of the allegation.
3. When the matter is understood to be a first-time, less egregious violation, the associate dean sends notification to the student (no later than five business days after the faculty member became aware of the suspected occurrence), notifying the student of the academic dishonesty violation and scheduling an appointment between the student and reporting faculty member to discuss responsibility for the charges. The email provides the student with the academic honesty policy and serves as a reminder of the student's rights and responsibilities.
4. During the instructor’s discussion with the student,
   1. If the faculty member determines that the violation was an unintentional mistake rather than a purposeful act of dishonesty, the instructor may use the occasion to educate the student about standards of academic honesty. For example, the faculty member may require the student to correct the original assignment or submit a substitute assignment.
   2. If the faculty member determines that the violation was an intentional act of dishonesty, the instructor may decide to assign a lower or failing grade for the assignment, assign a failing grade for the course, etc. (See sanctioning guide in this policy.)
   3. In both circumstances, the faculty member must inform the associate dean of the meeting’s outcome. In a follow-up email to the student, the associate dean shares the responsibility of any assigned sanctions, and the student’s right to appeal. If the student does not appeal the charge within five business days, the faculty member’s decision is deemed final.
5. If the student initiates an appeal, the associate dean will review the appeal within 10 business days. An appeal must demonstrate one or more of the following bases for appeal and explain in detail the support for each basis:
   1. New Information is now available that was not available at the time of the violation. This information may have been sufficient to alter the original decision. This new evidence will be considered only if it is clear that the
Sanctions for Academic Misconduct

The University response represents a progression in which punitive measures increase as the severity or frequency of a behavior increases. A student’s disciplinary standing is active for a length of time (a semester, year, or more) depending on the nature of the incident.

For violations that relate to academic courses or documentation related to academic work, the following levels guide the conduct process. The faculty member, associate dean, and director of community standards tentatively determine levels prior to the hearing and then affirm them prior to sanctioning, if the student is found responsible. The tentatively determined level may change based on the information presented.

More than one of the sanctions listed may be imposed for any violation.
When assigning probation or suspension, the summer semester does not count toward the number of semesters assigned. Students remain on probation or suspension during any University breaks (e.g., summer, winter, spring break) that fall during an assigned sanction.

**Academic Hearing Levels and Sanctions:**

**Level 1**

Prohibited academic conduct that occurs because of a student’s inexperience or lack of knowledge regarding the principles of academic integrity. These involve a small proportion (e.g., < 20%) of the total course work, are not extensive, and/or occur on a minor assignment

- **Academic Sanction** (academic conduct board will recommend faculty assign one of the following):
  - “0” on the assignment
  - Make-up assignment (with student receiving only 50% of the earned credit)
  - Conduct Sanction (academic conduct board will assign one or more of the following):
    - Community service
    - Other sanctions to make amends for the academic misconduct (e.g., stress management seminar, skills development seminar, alternative research paper)
  - Disciplinary Standing (academic conduct board will assign one of the following):
    - One semester of University probation

**Level 2**

Prohibited academic conduct characterized by dishonesty of a more serious nature or that affects a more significant proportion (e.g., 20<50%) of the course work

- **Academic Sanction** (academic conduct board will recommend faculty assign one of the following):
  - “0” on the assignment or examination (grade must be used in calculation of final grade [i.e., this grade cannot be dropped, if applicable])
  - One letter-grade reduction in the final grade (e.g., B+ to C+, B to C, B‐ to C‐)
  - Conduct Sanction (academic conduct board will assign one or more of the following):
    - Community service
    - Other sanctions to make amends for the academic misconduct (e.g., stress management seminar, skills development seminar, alternative research paper)
  - Disciplinary Standing (academic conduct board will assign one of the following):
    - One semester or more of University probation

**Level 3**

Prohibited academic conduct includes dishonesty that affects a major (e.g., > or = 50%) or essential portion of work done to meet course or program requirements and/or involves premeditation, OR those where the respondent has previously been found responsible for a Level 1 or Level 2 violation (i.e., second offense). Such cases will automatically go to an academic conduct hearing.

- **Academic Sanction** (academic conduct board will recommend faculty assign one of the following):
  - D in the course (this would be the highest grade that the student can achieve in the course); or an F, if the course is a pass/fail course
  - F in the course
  - Failure of program requirement
  - Conduct Sanction (academic conduct board will assign one or more of the following):
    - Community service
    - Other sanctions to make amends for the misconduct (e.g., stress management seminar, skills development seminar, alternative research paper)
  - Disciplinary Standing (academic conduct board will assign one of the following):
    - One semester or more of University suspension
    - University probation until 30 days prior to graduation from the University or until the student separates from the University

**Level 4**

Prohibited academic conduct represents the most serious breaches of academic integrity and will automatically go to an academic conduct hearing.

- **Academic Sanction** (academic conduct board will recommend faculty assign one of the following):
  - F in the course
  - Failure of program requirement
  - Disciplinary Standing (academic conduct board will assign the following):
    - Dismissal from the University

**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 Policy

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. Unauthorized distribution of copyrighted material, including unlawful peer-to-peer file sharing, is a violation of University policy and may subject the infringing individual to disciplinary action, and also civil and/or criminal penalties described below.

Allegations of copyright infringement by SNHU users that comply with the Digital Millennium Copyright Act, Title II, Section 512 (c) (3) (“DMCA”) will be investigated. The University’s designated DMCA 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:
SNHU DMCA Take-Down Procedure:

In compliance with the Digital Millennium Copyright Act, Southern New Hampshire University adopts the following procedure for the removal of infringing materials. As stated above, the University reserves the right to modify this response procedure on a case by case basis provided that the requirements of the law are met.

1. All DMCA notices shall be sent to the University’s designated agent listed above. The agent will review the notice to ensure that it contains all elements required by Section 512(c)(3)(A) of the DMCA.
2. The designated agent shall acknowledge receipt of the claim to the complainant. If the notice provided does not substantially comply with the requirements of the DMCA, the agent shall attempt to contact the sender to notify of the non-compliant notice.
3. The designated agent shall coordinate the University’s response, maintain records of notices and offenses, and assure all incidents are processed in accordance with the law. The actions of the agent shall protect the rights of intellectual property owners, while also respecting the rights of those accused of infringement. The agent shall consult the University’s General Counsel regarding any questions of applicable law.
4. Upon receipt of a complaint, the designated agent shall work with a representative of the Information Security team to ensure the prompt removal of all infringing material. The agent will take reasonable steps to ensure such action does not negatively impact activities essential to the University’s mission.
5. When a compliant counter-notice is received, the designated agent will ensure that the material is restored in accordance with the provisions of the DMCA.
6. Southern New Hampshire University may take steps to terminate access and exercise other disciplinary action in response to valid copyright infringement claims, particularly with regard to claims of repeat infringement.
7. Questions regarding this procedure should be directed to the University’s designated agent listed above.

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.

Unlawful File-Sharing

Southern New Hampshire University strictly prohibits unlawful peer-to-peer file sharing, and has instituted a File Sharing Policy and Network Acceptable Use Policy, which prohibit illegal sharing over the University’s network. Students who engage in illegal downloading or unauthorized distribution of copyrighted materials over the University’s networks will be subject to disciplinary action and may have their network privileges suspended or terminated.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than $750 and not more than $30,000 per work infringed. For “willful” infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

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.

This policy document outlines SNHU's plan to comply with these requirements.

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 are required to adhere to a Network Acceptable Use Policy that prohibits use of University computing resources for copyright infringement and a Copyright Policy that specifically addresses the University's position on copyright laws and file sharing.
2. Every fall we send an email to all students regarding illegal distribution of copyrighted materials.
3. SNHU's policies and procedures concerning the Digital Millennium Copyright Act and our response to infringement claims are published on the University web site.
4. Southern New Hampshire's library staff have provided extensive educational materials regarding copyright rights and responsibilities, which can be viewed here.

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 firewall and network monitoring technologies enable bandwidth-shaping technology to both block network access to known sites/services employed in the unauthorized distribution of copyrighted materials. 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. In addition, SNHU takes appropriate disciplinary action against community members who violate its rules and policies governing file-sharing and copyright. Disciplinary procedures may include, but are not limited to, referral to student affairs or human resources with possible sanctions including suspension or termination of network privileges for repeat infringers.

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 available at https://www.wheretowatch.com. In addition, Educause maintains a comprehensive list of Legal Downloading Resources at https://www.educause.edu/legalcontent. 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 assess the extent to which our anti-piracy efforts are succeeding. 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, and make changes or updates deemed necessary.

Inclusivity & Non-Discrimination

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

- Respect the varied histories, identities, ideas, and experiences of all people.
Respect the diversity of all social groups, including race, ethnicity, sex, gender identity, gender expression, nationality, veteran status, sexual orientation, ability, age, religion, socio-economic class, and all intersections.

Reject bigotry and discrimination of all forms, including harassment, bullying, hate speech, and non-compliance with preferred names and gender pronoun requests.

Accusations of discrimination on our campus may result in serious disciplinary action. Students are encouraged to report incidents that compromise the inclusivity and civility of our academic environments to their professors and / or to their School Dean, as follows.

- The School of Education: Belknap 100; 629-4675
- The School of Business: Webster 101; 644-3153
- The School of Arts and Sciences: Frost 103; 645-9692
- The Dean of Student Success (Exploratory Studies students): Exeter 59; 645-9630

Definitions of Types of Discrimination

Harassment
- Intentional (though sometimes subtle) intimidation, aggression, and / or coercion based on discrimination against perceived differences.

Bullying
- Intentional physical and or verbal aggression that involves an imbalance of power. Bullying may include teasing and insults intended to belittle, ostracize, and / or harm another, based on perceptions of inferiority or weakness.

Hate Speech
- Any speech, gesture, writing, or display that encourages violence or prejudice against an individual or group based on perceived membership with a social identity (often a subordinate identity) group.

Bigotry
- Intolerance towards those perceived as different or holding different views, including the refusal to comply with preferred names and / or preferred pronouns.

Incidents and Protocols: Students who feel that their classrooms are not inclusive are encouraged to adhere to protocol for voicing their concerns, as follows:

Student Complaints about Students: If a student feels that another student has violated the classroom Inclusivity and Non-Discrimination Policy, the student should request a meeting with their professor.

The professor will:
1. Hear and discuss the student’s complaint within seven days of receiving meeting request.
2. Review with the student the definitions of types of discrimination (listed on this policy).
3. Develop, within seven days, an appropriate response to the complaint, using one or both of the following methods:
   1. Work with the student(s) to resolve the complaint. *The professor may consult with their school Dean, the Vice President of Academic Affairs, the President’s Commission for LGBTQ+ Advocacy and / or with SNHU’s Chief Diversity Officer, in order to develop recommendations and / or educational resources relevant to the incident.
   2. Prepare a SNHU Cares ticket, in order to advocate for further intervention and support. *The SNHU Cares team will coordinate next steps and dictate follow up procedures with the student.

Student Complaints about Faculty: If a student feels a professor has violated the classroom Inclusivity and Non-Discrimination Policy, the student should request a meeting with their professor to discuss the incident. The student may request that others are present, including but not limited to other students, the Associate Dean, or the school Dean. If the student is uncomfortable discussing the matter directly, they may contact their school Dean or in the case the Dean is unavailable, the Associate Dean. *Students who have not declared a major may request a meeting with the Dean of Student Success.

The Dean will:
1. Hear and discuss the student’s complaint within seven days of receiving meeting request.
2. Review with the student the definitions of types of discrimination (listed on this policy).
3. Develop an appropriate response to the complaint, within seven days. *The Dean may consult with the Vice President of Academic Affairs, the President’s Commission for LGBTQ+ Advocacy and / or with SNHU’s Chief Diversity Officer to inform an appropriate response to the complaint.
4. Meet as soon as possible with the student to discuss the response / recommendations as permitted by relevant laws and policies.

Appeal Process: Students who disagree with their professor's response / resolution to their complaints may submit appeals to their school Dean (or in the case the Dean is unavailable, to the Associate Dean) who will then follow the above protocol. Students who disagree with their Dean’s response / resolution to their complaints may submit appeals to the Vice President of Academic Affairs (VPAA), located in ACC 107, 645-9695. Within seven days of receiving a student’s appeal, the VPAA will involve the student’s school Dean to support or revise the response, as follows:
If the VPAA supports the response, the Dean is responsible for follow through on the recommended action within seven days.

If the VPAA revises the response, the Dean is responsible for follow through on the revised action within seven days. *The VPAA may consult with the President’s Commission for LGBTQ+ Advocacy, SNHU’s Chief Diversity Officer and/or Human Resources, in order to develop recommendations and/or educational resources relevant to the incident.

If the VPAA decides that the incident warrants more serious adjudication, the VPAA will consult with other institutional officers, as needed.

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 Nearnet and NSF acceptable use policies.

Definition: The Southern New Hampshire University network (SNHUnet) includes all computer and communication hardware, software and accounts owned by Southern New Hampshire University.

1. Every computer account issued by Southern New Hampshire University remains the property of Southern New Hampshire University. The person to whom the account is issued is responsible for the account and its use. This responsibility continues until the person is no longer a student 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:
   1. illegal purposes;
   2. transmitting threatening, obscene or harassing materials;
   3. 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);
   4. profit-making from the selling of services and/or the sale of network access;
   5. excessive private or personal business.

3. The following activities are specifically prohibited:
   1. tampering with Southern New Hampshire University-owned computer or communication hardware and software;
   2. defining and/or changing IP addresses on any machine;
   3. intercepting or attempting to intercept e-mail and file transfers;
   4. originating or attempting to originate mail from someone else;
   5. 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:
   1. loss of access to computer resources
   2. required repayment of funds expended in unauthorized use
   3. expulsion from the university
   4. termination of employment
   5. 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 Information Technology Solutions Department.

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.

**Academic Advisor Assignment**

All new students are advised by a professional advisor in the Academic Advising Office.

- Students new to college will be advised by a professional advisor for their first year.
- Transfer students are advised by a professional advisor for their first semester.

After this initial transition, students will be 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 advisor once their major has been declared. While all students have an assigned academic advisor, the Academic Advising Office services, including academic planning and program changes, are available to all campus undergraduate students.

**Peer Advising**

Peer Advising Leaders (PALs) are trained student members of the Academic Advising Office. Peer Advising Leaders are available to answer general advising questions. Peer Advising Leaders also assist with orientation activities and provide outreach, education and programming for students.

**Office Mission**

Through active partnership and advocacy, we educate and empower students through the process of academic advising. In collaboration with faculty, staff, and the greater community, we are committed to teaching students to explore opportunities and engage with campus resources. We aim to establish an inclusive environment where all students can thrive and to support and challenge students to take ownership as self-directed learners who map a realistic academic and personal plan.

**Office Goals**

- Provide responsive, accessible, student-centered advising where decision making responsibility rests with students
- Encourage students to become self-aware, proactive, and intentional decision-makers
- Educate students and advisors about campus policies, procedures, and program requirements
- Mentor students to embrace personal success, failures, and growth to create a unique narrative of their past, present, and future
- Support faculty and staff advisors campus wide through resources and education that aim to inspire excellent advising

**ADA/504 Grievances**
Southern New Hampshire University has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by the Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (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 the following:

ADA/504 Compliance
adacompliance@snhu.edu
Phone: 603.645.9664
Fax: 603.645.9717

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 briefly describe the alleged violations of the regulations. 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 after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)

4. The ADA/504 Compliance Officer or his/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 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 must be made within 10 working days to the ADA/504 Compliance Officer who will involve other university officials as deemed necessary.

8. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person’s pursuit of other remedies such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department: http://www.ada.gov/filing_complaint.htm

Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

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

Dorothy S. Rogers Career Development Center

The Career & Professional Development Center assists students with career planning during and after their college careers. Career planning is critical for all graduates who are 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.

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

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

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

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

**Requirements for Completion**

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

**Admissions Procedures**

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

**Transitional Bridge Program**

This program consists of ENG 070, ENG 071, ENG 072, ENG 073. This series of four integrated courses prepares international students for the academic tasks required in American university undergraduate coursework.
• Only students who have applied and been accepted conditionally into undergraduate school may enroll in the ENG 070-73 series.
• The ENG 070-73 series, if required, must be taken during the first term of undergraduate school.

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

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

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. Located in the Library Learning Commons building, 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 244,000 paper and electronic books; 2,600 streaming videos; online access to theses and dissertations; more than 190 proprietary databases; 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.

In 2014, Shapiro Library moved into the 52,000 square foot Library Learning Commons building. The new Learning Commons building provides a center of learning that meets the needs of today's students and their collaborative, social learning style while conveniently providing more services in one location. Located at the center of campus, the Library Learning Commons provides a beautiful, state of the art facility for students to conduct their academic work. In addition to housing library services, the Learning Commons also houses an IT help desk, The Learning Center, a café, and the Innovation Lab & Makerspace. The mission of the Innovation Lab & Makerspace is to support SNHU students, faculty, and staff in exploring new technologies, learning new skills, and developing innovation. Equipment in the space includes 3D printers, a laser cutter and engraving system, Alienware computers, Apple quad-core and dual GPU Mac computers, and a large format printer. Workshops are regularly held to train students on the use of this equipment and are open to all students, regardless of major. For more information visit: http://libguides.snhu.edu/makerspace.

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.

The library's online gateway can be accessed from the university's portal at 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, and the Master of Science in Teaching English as a Foreign Language Program (MS-TEFL). For information on the MS-TEFL program, 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

The center provides video recording and streaming of events, sound, lighting, and video post-production for use in classroom instruction and group functions. Internal and external marketing videos are produced here, as well as classroom and conference room layout design and installation. The Media Services Center also provides cable TV quality assurance to the main SNHU campus.
Office of Disability Services

Procedure for Students Requesting Disability Support Services

Southern New Hampshire University is dedicated to providing equal access to students with documented disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

The University prohibits unlawful discrimination on the basis of disability, and takes action to prevent such discrimination by providing reasonable accommodations to eligible students with 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 this choice; however, we encourage individuals with a disability to self-disclose to the Office of Disability Services and provide necessary information. The Office of Disability Services will assist in the process of identifying accommodation needs.

It is the responsibility of a student with disabilities to complete the following steps to be considered for accommodations at SNHU.

1. Contact the Office of Disability Services (ODS)
   1. disabilityservices@snhu.edu
   2. 603-644-3118
   3. On campus students may complete a Voluntary Disclosure Form
2. Review and submit the Disability Verification Form.
3. Complete intake interview with assigned Disability Specialist (in person, by phone, or via email) to discuss documentation and accommodation history to determine one's disability status and the need for particular accommodations. These determinations are made on a case-by-case basis.
4. If approved for accommodations at SNHU, students with disabilities are responsible for meeting, by phone or in person, with their assigned Disability Specialist at the beginning of each term/semester to review appropriate accommodations and update as needed. Students with disabilities are also expected to follow established procedures for specific accommodations. These procedures will be discussed at the student's meeting at the beginning of each term/semester.

Accommodations & Services

The procedures and guidelines of the Office of Disability Services (ODS) are developed to address disability-related subjects. Note that housing or meal plan accommodations are not applicable to College for America students. Some of the most frequent subjects are listed below:

1. Reasonable accommodations are made to provide academic, programmatic and physical access. Examples of program accommodations include sign language interpreters, CART providers, accessible text formats, and testing accommodations. Physical access refers to building, classroom and residence hall accessibility.
2. Personal services and personal aides (PCA) are not ADA/504 accommodations and are not provided by the University.
3. Special Housing Requests: Accommodations for housing, if approved, address the needs of the documented disability and not a specific location or roommate request. In order to be considered for a housing accommodation, a student must submit the Housing Accommodation Request Procedure and Forms to the Office of Disability Services.
4. Meal Plan Accommodations: In order to accurately and equitably evaluate meal plan accommodation requests based on medical or disability related conditions, Meal Plan Accommodation Request Procedure and Forms must be submitted to the Office of Disability Services to establish the existence of the condition and substantiate the need for the accommodations.

ADA/504 Grievances

Students, staff, faculty, or members of the public who believe they have been denied appropriate disability related accommodations, including appropriate auxiliary aids and services may field a grievance with Southern New Hampshire University.

View the ADA/504 Grievances policy.

Student Rights & Responsibilities

Rights

- To not be denied access due to a disability, according to the law
- To receive reasonable accommodations that provide equal opportunity
- To have access to auxiliary aids/assistive technology as available to other students
- To not be counseled toward “more restrictive career objectives”
- To receive assistance from the Office of Disability Services in removing physical, academic and attitudinal barriers
- To not be discriminated against due to a disability or receive any retaliatory discrimination, as protected by law

Responsibilities

- To identify to the Office of Disability Services
The Learning Center

The Learning Center is committed to assisting 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. Additional innovative 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, 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, writing 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 programs called Second Start and Commit to Success. Second Start is a semester-long workshop series with built-in assisted study sessions and frequent faculty contact. The Commit to Success program involves intensive professional mentoring as well as frequent faculty contact, structured study hours, and working with a peer mentor. The Scholastic Standing Committee or the director of The Learning Center refers students to both programs.

- **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.
Individualized Major (BS)

Program Description

A true, UC-wide IMP would allow students to pull relevant courses from throughout our Schools—and even our Colleges and beyond—to create majors and minors that directly address their academic and career-preparation needs. How it works Students may elect to create an IMP at any time until they complete 60 credit hours. The process for the creation of an IMP is as follows: 1. The student identifies an appropriate full-time faculty member who is willing to oversee and help the student throughout the major or minor; this faculty mentor would serve as the point person for the student’s academic program. The mentor also gives the individualized major/minor an academic home in an appropriate Department and School. It is the student’s responsibility to ask the faculty member to serve as mentor. Mentors must be approved by their Department Chairs, who will consider availability, appropriateness of background and expertise, and other factors. If no faculty members are willing and able to serve as the mentor, the IMP cannot be approved. 2. Working with the faculty mentor, representatives from the Career Development Center, the Office of the University Registrar, Career Services, alumni in relevant fields, professors from relevant departments, and others, the student develops the curriculum for the individualized major or minor. Please see “Curriculum Parameters” below for specifics. 3. The student and the faculty mentor submit the curriculum to the faculty member’s Department Chair for consideration. The Department Chair weighs the appropriateness and academic rigor of the curriculum and approves only those proposals that meet SHNU academic expectations. 4. If approved by the Chair, the proposal goes to the Dean for further consideration. 5. Finally, the proposal is submitted to the VPAA, who has the ultimate responsibility for ensuring rigor. 6. Once the proposal is fully approved, the student works closely with the faculty mentor throughout the program’s duration to ensure that the curriculum is followed and to make any changes that are needed. Students are strongly encouraged to consult frequently with a professional advisor as well. Changes to the curriculum must be approved by the Mentor, Chair, Dean, and VPAA as well. Curriculum parameters The curriculum for majors must include the full General Education program, and both majors and minors must include courses in an appropriate range of 100- to 400-level offerings. It is the responsibility of the faculty mentors to ensure strong academic rigor throughout the program, and they should report the curriculum and rationale to the Department and School for discussion. At least two-thirds of the courses should come from UC’s existing course catalog, but some independent studies can be crafted to fill gaps. An essential requirement for all IMPs would be the involvement of appropriate faculty members capable of teaching the courses and independent studies. Proposals that fall too far outside the expertise of our existing faculty will be declined. The curriculum can include online courses from COCE, and some courses can also come from other institutions if they offer courses that more fully align with the IMP curriculum. SNHU participates in a large consortium of institutions that allow the free exchange of credits; courses taken at institutions outside SNHU consortia can often be brought in through a normal transfer process. The curriculum for Individualized Majors should break down along these guidelines: ● General Education: 45 credit hours. ● Major: 33 to 45 credits. ● Minor: 15 credits. (These can be standard or individualized minors.) ● Free electives: remainder. Individualized Minors can be more flexible. The development of the curriculum must also include an Information Resource Plan, developed in collaboration with Library faculty. Other policies: ● For prospective students, we can encourage participation in the IMP, but we cannot guarantee availability in advance. The support of a faculty mentor and the Chair, Dean, and VPAA is required. If that can be arranged prior to matriculation, the student can arrive with the IMP in place. ● Because serving as the mentor for an IMP would require significant time and energy, no faculty member should serve as the mentor for more than three IMPs at any given time. ● Students graduating with an individualized major will be noted in University records as having earned an “IMP major in X.” ● Deans will receive frequent updates regarding the students requesting IMPs. ● Students are encouraged to work with the Study Abroad office to build study-abroad opportunities into their IMPs.

Program Requirements

General Education Courses
45 Total Credits
  ● 45 credits from: General Education

Major Courses
45 Total Credits
  ● Complete all of the following
    ○ 45 credits.
    ○ Note: students can design a major containing 33 to 45 credits. Depending on the number of credits chosen in the major, the number of credits required in the free electives will make up the remainder to equal a total of 120 overall program credits.

Free Electives
30 Total Credits
  ● 30 credits.

Grand Total Credits: 120
General Education

Program Description

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions. The General Education program is spread across all four years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Integration Clusters in which students study one critical theme from a variety of interdisciplinary perspectives. ** Please refer to your Program Evaluation or your Academic Advisor for specific course information. **

Program Requirements

Foundation Courses
12 Total Credits

- Complete all of the following
  
  **English (FENG)**
  - Complete:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)

  **Southern New Hampshire University (FSNH)**
  - Complete all of the following
    - 1 of the following:
      - SNHU101 - SNHU 101: First-Year Seminar (1)
      - SNHU202 - SNHU Experience: Transition to SNHU (1)
  - Complete:
    - SNHU303 - SNHU Experience: Life after SNHU (1)
    - SNHU404 - SNHU Experience: Gen Ed Capstone (1)

  **Mathematics (FMAT)**
  - Complete all of the following
    - 1 of the following:
      - MAT101 - Culinary Mathematics (3)
      - MAT106 - Math for Elementary Education I (3)
      - MAT206 - Math for Elementary Education II (3)
      - MAT130 - Applied Finite Mathematics (3)
      - MAT135 - The Heart of Mathematics
      - MAT140 - Precalculus (3)
      - MAT160 - Introduction to Game Theory (3)
      - MAT210 - Applied Calculus I (3)
      - MAT211 - Applied Calculus II (3)
      - MAT225 - Calculus I: Single-Variable Calculus (3)
      - MAT230 - Discrete Mathematics (3)
      - MAT238 - Inferential Statistics with Algebra (3)
      - MAT240 - Applied Statistics (3)
      - MAT275 - Calculus II: Integration & Series (3)
      - MAT299 - Mathematical Proof and Problem Solving (3)

- NOTE: MAT 101 is for Culinary majors only.
- NOTE: MAT 106 and MAT 206 are for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors only.

Exploration Courses
24 Total Credits

- Complete all of the following
  
  These requirements focus on students’ development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines. Students must take at least one (1) 100-, 200-, and 300-level Exploration course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course. Courses taken as Exploration Courses may not also count as Major Courses.
  
  - NOTE: Students must choose two (2) courses from each of the Exploration Areas with a maximum of one (1) course per subgroup.

  **Fine Arts and Humanities (EFAH)**
Complete 2 of the following

**Group A**

1 of the following:
- FAS226 - Digital Photography (3)
- FAS260 - History of Architecture (3)
- FAS270 - Introduction to Film History (3)
- FAS301 - Film and American Culture (3)
- FAS302 - Gender and Film (3)
- FAS320 - History of Design (3)
- FAS326 - History of Photography (3)
- FAS335 - Romanticism to Impressionism (3)
- FAS342 - Modernism (3)
- FAS345 - Contemporary Art (3)
- FAS365 - Arts Management (3)
- FAS370 - American Art (3)
- FAS380 - Women, Art and Society
- HUM201 - Intro to Humanities I (3)
- HUM202 - Intro to Humanities II (3)
- MUS223 - Appreciation and History of Music (3)

**Group B**

1 of the following:
- HON201 - Interdisciplinary Studies I (3)
- HON202 - Interdisciplinary Studies II (3)
- LIT229 - World Mythology (3)
- LIT231 - Nature Writers (3)
- LIT233 - Banned Books (3)
- LIT235 - War Literature (3)
- LIT237 - Young Adult Literature (3)
- LIT239 - Literature and the Mind (3)
- LIT241 - Crime Literature (3)
- LIT243 - Pop Fiction (3)
- LIT300 - Literary Theory (3)
- LIT306 - Medieval Literature (3)
- LIT309 - Romance, Revolutions, and the Birth of The Novel (3)
- LIT310 - Victorian Literature (3)
- LIT311 - Modern British Literature (3)
- LIT312 - Early American Literature (3)
- LIT313 - The American Renaissance (3)
- LIT314 - American Realism and Naturalism (3)
- LIT315 - Twentieth Century American Literature and Beyond (3)
- LIT317 - European Literature (3)
- LIT318 - World Literature (3)
- LIT319 - Shakespeare (3)
- LIT323 - Studies in Drama (3)
- LIT325 - Studies in the Novel (3)
- LIT327 - Studies in Poetry (3)
- LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
- LIT330 - Gender and Text (3)
- LIT335 - Major Author Studies (3)
- LIT345 - Postcolonial Encounters (3)
- LIT350 - The Black Literary Tradition (3)
- LIT450 - Seminar in American Literature (3)
- LIT451 - Seminar in British Literature (3)
- LIT452 - Seminar in Global Literature (3)

**Group C**

1 of the following:
- HIS101 - The Ancient World: Exploring the Past (3)
- HIS102 - The Medieval World: Exploring the Past (3)
- HIS103 - The Early Modern World: Exploring the Past (3)
- HIS104 - The Modern World: Exploring the Past (3)
- HIS109 - Western Civilization to 1500 (3)
- HIS110 - Western Civilization Since 1500 (3)
- HIS220 - Modern European History: 1890-Present (3)
- HIS222 - War and Society: Antiquity to 1800 (3)
- HIS223 - Modern War and Society (3)
- HIS235 - Modern Russia (3)
- HIS238 - Modern Germany: 1871 - Present (3)
- HIS240 - World War I (3)
- HIS241 - World War II (3)
- HIS242 - The Cold War (3)
- HIS245 - United States History since 1945 (3)
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- HIS249 - The Common Good (3)
- HIS254 - Civil Rights Movement (3)
- HIS259 - Silk Roads and Samurai (3)
- HIS260 - Modern China (3)
- HIS264 - Modern Japan (3)
- HIS270 - American Environmental History (3)
- HIS301 - World History and Culture (3)
- HIS308 - Case Studies in Revolution (3)
- HIS309 - Dictators in the Modern Era (3)
- HIS330 - Civil War and Reconstruction (3)
- HIS338 - Young America (3)
- HIS357 - American Slavery (3)
- HON201 - Interdisciplinary Studies I (3)
- HON202 - Interdisciplinary Studies II (3)

Group D
- 1 of the following:
  - HON201 - Interdisciplinary Studies I (3)
  - HON202 - Interdisciplinary Studies II (3)
  - PHL111 - Introduction to Critical Thinking (3)
  - PHL210 - Introduction to Philosophy (3)
  - PHL212 - Introduction to Ethics (3)
  - PHL220 - Death and the Meaning of Life (3)
  - PHL222 - Happiness and the Good Life (3)
  - PHL230 - Religions of the World (3)
  - PHL316 - Business Ethics (3)
  - PHL363 - Environmental Ethics (3)

Social and Behavioral Sciences (ESBS)
- Complete 2 of the following

Group A
- Complete all of the following
  - 1 of the following:
    - ATH111 - Introduction to Cultural Anthropology (3)
    - SOC112 - Introduction to Sociology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC317 - Sociology of the Family (3)
    - SOC320 - Sociology of Gender (3)
    - SOC324 - Sociology of Crime and Violence (3)
    - SOC328 - Sociology of Aging (3)
    - SOC330 - Sociology of Minority Relations (3)
    - SOC333 - Sport and Society (3)
    - SPT333 - Sport, Society, and Ethics (3)

NOTE: Students may take only one of the following two courses, SOC 333 and SPT 333.

Group B
- Complete all of the following
  - 1 of the following:
    - ECO101 - Economics of Social Issues (3)
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)
    - ECO375 - Economics of Professional Sports In the U.S. (3)

NOTE: Students may take only one of the following two courses, ECO 375 and SPT 375.

Group C
- 1 of the following:
  - ENV100 - Introduction to Sustainability (3)
  - ENV322 - Environment and Development (3)
  - ENV372 - Sustainability Strategies for Business (3)
  - ENV445 - Sustainability Capstone Experience (3)
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)
  - POL319 - US Environmental Law and Politics (3)

Group D
- 1 of the following:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)
  - PSY216 - Psychology of Personality (3)
  - PSY257 - Social Psychology (3)

Science, Technology, and Mathematics (ESTM)
- Complete 2 of the following

Group A
- 1 of the following:
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- BIO101 - Principles of Biology (3)
- BIO202 - Field Ornithology (3)
- BIO210 - Introduction to Anatomy and Physiology (3)
- BIO215 - People, Places, and Plagues (3)
- BIO305 - Animal Rights and Ethical Issues (3)
- BIO340 - Human Health and the Environment (3)
- CHM101 - Fundamentals of Chemistry (3)
- ENV100 - Introduction to Sustainability (3)
- ENV219 - Environmental Issues (3)
- ENV372 - Sustainability Strategies for Business (3)
- ENV445 - Sustainability Capstone Experience (3)
- GEO200 - World Geography (3)
- PHY101 - Principles of Physics (3)
- SCI212 - Principles of Physical Science I (3)
- SCI215 - Contemporary Health (3)
- SCI218 - Natural Resources (3)
- SCI219 - Environmental Issues (3)
- SCI220 - Energy and Society (3)
- SCI251 - Natural Sciences I (3)
- SCI252 - Natural Sciences II (3)

**Group B**
- 1 of the following:
  - GAM207 - Information Technology and Digital Games (3)
  - IT100 - Introduction to Information Technology (3)
  - IT135 - Interactive Scripting in Virtual Environment (3)
  - IT205 - Digital Music (3)
  - IT209 - Introduction to Robotics (3)
  - IT210 - Business Systems Analysis and Design (3)
  - IT270 - Web Site Design (3)

**Group C**
- Complete all of the following
- 1 of the following:
  - MAT106 - Math for Elementary Education I (3)
  - MAT130 - Applied Finite Mathematics (3)
  - MAT135 - The Heart of Mathematics
  - MAT140 - Precalculus (3)
  - MAT160 - Introduction to Game Theory (3)
  - MAT206 - Math for Elementary Education II (3)
  - MAT210 - Applied Calculus I (3)
  - MAT211 - Applied Calculus II (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT230 - Discrete Mathematics (3)
  - MAT238 - Inferential Statistics with Algebra (3)
  - MAT240 - Applied Statistics (3)
  - MAT260 - Cryptology (3)
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)
  - PHL214 - Formal Logic (3)

**NOTE**: MAT 106 and MAT 206 are for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors only.

**General Education Electives (EGED)**
- Complete all of the following
- 2 of the following:
  - COM126 - Introduction to Mass Communication (3)
  - COM212 - Public Speaking (3)
  - COM220 - Intercultural Communication (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - DEV260 - Family and Culture (3)
  - EDU232 - Young Adult Literature (3)
  - EDU245 - Literature for Children and Young Adolescents (3)
  - EDU255 - Robotics in K-12 Education (3)
  - ENG220 - Business Communication (3)
  - ENG350 - The English Language (3)
  - HOS220 - Geography of Global Cultures (3)
  - INT113 - Introduction to International Business (3)
  - LAR111 - Elementary Arabic and Culture I (3)
  - LAR112 - Elementary Arabic and Culture II
  - LAS111 - Elementary American Sign Language I (3)
  - LAS112 - Elementary American Sign Language II (3)
  - LFR111 - Beginning French I (3)
Integration Clusters

9 Total Credits

Complete 1 of the following

Choose three (3) courses from a minimum of two (2) subjects from any one (1) Integration Cluster.

**America (IAME)**

- Complete all of the following
  - 9 credits from the following:
    - ECO201 - Microeconomics (3)
    - ECO375 - Economics of Professional Sports In the U.S. (3)
    - EDU232 - Young Adult Literature (3)
    - FAS301 - Film and American Culture (3)
    - FAS370 - American Art (3)
    - HIS245 - United States History since 1945 (3)
    - HIS254 - Civil Rights Movement (3)
    - HIS270 - American Environmental History (3)
    - HIS308 - Case Studies in Revolution (3)
    - HIS330 - Civil War and Reconstruction (3)
    - HIS338 - Young America (3)
    - HIS357 - American Slavery (3)
    - JUS101 - Introduction to Criminal Justice (3)
    - POL210 - American Politics (3)
    - SNHU490 - General Education Internship (3)

- NOTE: Students may take only one of the following two courses, ECO 375 and SPT 375.

**Diversity (IDIV)**

- 9 credits from the following:
  - ECO101 - Economics of Social Issues (3)
  - FAS302 - Gender and Film (3)
  - FAS380 - Women, Art and Society
  - HIS254 - Civil Rights Movement (3)
  - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
  - LIT330 - Gender and Text (3)
  - LIT350 - The Black Literary Tradition (3)
  - PHL230 - Religions of the World (3)
  - SOC112 - Introduction to Sociology (3)
  - SOC320 - Sociology of Gender (3)
  - SOC328 - Sociology of Aging (3)
  - SOC330 - Sociology of Minority Relations (3)
  - SNHU490 - General Education Internship (3)

**Environmental Sustainability and Human Societies (IESH)**

- 9 credits from the following:
  - BIO340 - Human Health and the Environment (3)
  - ENV100 - Introduction to Sustainability (3)
  - ENV219 - Environmental Issues (3)
  - ENV372 - Sustainability Strategies for Business (3)
  - ENV445 - Sustainability Capstone Experience (3)
  - GEO200 - World Geography (3)
  - HIS270 - American Environmental History (3)
  - LIT231 - Nature Writers (3)
  - POL319 - US Environmental Law and Politics (3)
  - SCI219 - Environmental Issues (3)
  - SNHU490 - General Education Internship (3)

**Ethics (IETH)**

- Complete all of the following
  - 9 credits from the following:
    - ECO101 - Economics of Social Issues (3)
    - ENV219 - Environmental Issues (3)
    - HIS249 - The Common Good (3)
Global Culture (IGCU)
- 9 credits from the following:
  - COM220 - Intercultural Communication (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - FAS260 - History of Architecture (3)
  - HIS235 - Modern Russia (3)
  - HIS238 - Modern Germany: 1871 - Present (3)
  - HIS260 - Modern China (3)
  - HIS264 - Modern Japan (3)
  - HIS301 - World History and Culture (3)
  - HOS220 - Geography of Global Cultures (3)
  - LAR111 - Elementary Arabic and Culture I (3)
  - LAR112 - Elementary Arabic and Culture II
  - LAS111 - Elementary American Sign Language I (3)
  - LAS112 - Elementary American Sign Language II (3)
  - LFR111 - Beginning French I (3)
  - LFR112 - Beginning French II (3)
  - LIT229 - World Mythology (3)
  - LMN111 - Elementary Mandarin Language/Culture I (3)
  - LMN112 - Elementary Mandarin Language/Culture II
  - LSP111 - Beginning Spanish I (3)
  - LSP112 - Beginning Spanish II (3)
  - MUS223 - Appreciation and History of Music (3)
  - PHL230 - Religions of the World (3)
  - SNHU490 - General Education Internship (3)
  - SPT465 - Global Sport Business (3)

Global Society (IGSO)
- 9 credits from the following:
  - ATH111 - Introduction to Cultural Anthropology (3)
  - ATH200 - Native History and Culture (3)
  - COM220 - Intercultural Communication (3)
  - ECO322 - International Economics (3)
  - ECO360 - The Rise of Modern Asia (3)
  - GEO200 - World Geography (3)
  - HIS249 - The Common Good (3)
  - INT113 - Introduction to International Business (3)
  - INT221 - Global Financial System (3)
  - INT316 - Cultural & Political Environment of International Business (3)
  - JUS305 - International Criminal Justice (3)
  - PHL230 - Religions of the World (3)
  - SNHU490 - General Education Internship (3)
  - SOC112 - Introduction to Sociology (3)
  - SOC213 - Sociology of Social Problems (3)

I, Robot (IIRO)
- 9 credits from the following:
  - EDU255 - Robotics in K-12 Education (3)
  - GAM205 - Introduction to Games (3)
  - GAM207 - Information Technology and Digital Games (3)
  - GAM210 - History of Digital Games (3)
  - GAM450 - Artificial Intelligence (3)
  - IT135 - Interactive Scripting in Virtual Environment (3)
  - IT209 - Introduction to Robotics (3)
  - IT450 - Artificial Intelligence (3)
  - MAT260 - Cryptology (3)
  - PHL214 - Formal Logic (3)
  - PSY300 - Biopsychology (3)
  - PSY305 - Cognitive Psychology (3)
  - SNHU490 - General Education Internship (3)
Popular Culture (IPOC)
- 9 credits from the following:
  - COM126 - Introduction to Mass Communication (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - FAS270 - Introduction to Film History (3)
  - FAS301 - Film and American Culture (3)
  - FAS320 - History of Design (3)
  - FAS326 - History of Photography (3)
  - FAS345 - Contemporary Art (3)
  - GAM205 - Introduction to Games (3)
  - GAM210 - History of Digital Games (3)
  - IT205 - Digital Music (3)
  - IT270 - Web Site Design (3)
  - MKT265 - Social Media & Marketing Communications (3)
  - MUS223 - Appreciation and History of Music (3)
  - SNHU490 - General Education Internship (3)

War and Peace (IWAP)
- 9 credits from the following:
  - ATH111 - Introduction to Cultural Anthropology (3)
  - ECO322 - International Economics (3)
  - ENV219 - Environmental Issues (3)
  - FAS342 - Modernism (3)
  - HIS223 - Modern War and Society (3)
  - HIS240 - World War I (3)
  - HIS241 - World War II (3)
  - HIS242 - The Cold War (3)
  - HIS249 - The Common Good (3)
  - HIS330 - Civil War and Reconstruction (3)
  - LIT318 - World Literature (3)
  - LIT345 - Postcolonial Encounters (3)
  - PHL230 - Religions of the World (3)
  - POL211 - International Relations (3)
  - SCI219 - Environmental Issues (3)
  - SNHU490 - General Education Internship (3)

Wellness (IWEL)
- Complete all of the following
  - 9 credits from the following:
    - BIO210 - Introduction to Anatomy and Physiology (3)
    - BIO215 - People, Places, and Plagues (3)
    - FIN250 - Personal Financial Planning (3)
    - PHL212 - Introduction to Ethics (3)
    - PSY211 - Lifespan Development (3)
    - SCI215 - Contemporary Health (3)
    - SNHU490 - General Education Internship (3)
    - SOC317 - Sociology of the Family (3)
    - SOC333 - Sport and Society (3)
    - SPT333 - Sport, Society, and Ethics (3)

  - NOTE: Students may take only one of the following two courses, SOC 333 and SPT 333.

Grand Total Credits: 45
Individualized Major (BA)

Program Description

A true, UC-wide IMP would allow students to pull relevant courses from throughout our Schools—and even our Colleges and beyond—to create majors and minors that directly address their academic and career-preparation needs. How it works: Students may elect to create an IMP at any time until they complete 60 credit hours. The process for the creation of an IMP is as follows: 1. The student identifies an appropriate full-time faculty member who is willing to oversee and help the student throughout the major or minor; this faculty mentor would serve as the point person for the student’s academic program. The mentor also gives the individualized major/minor an academic home in an appropriate Department and School. It is the student’s responsibility to ask the faculty member to serve as mentor. Mentors must be approved by their Department Chairs, who will consider availability, appropriateness of background and expertise, and other factors. If no faculty members are willing and able to serve as the mentor, the IMP cannot be approved. 2. Working with the faculty mentor, representatives from the Career Development Center, the Office of the University Registrar, Career Services, alumni in relevant fields, professors from relevant departments, and others, the student develops the curriculum for the individualized major or minor. Please see “Curriculum Parameters” below for specifics. 3. The student and the faculty mentor submit the curriculum to the faculty member’s Department Chair for consideration. The Department Chair weighs the appropriateness and academic rigor of the curriculum and approves only those proposals that meet SHNU academic expectations. 4. If approved by the Chair, the proposal goes to the Dean for further consideration. 5. Finally, the proposal is submitted to the VPAA, who has the ultimate responsibility for ensuring rigor. 6. Once the proposal is fully approved, the student works closely with the faculty mentor throughout the program’s duration to ensure that the curriculum is followed and to make any changes that are needed. Students are strongly encouraged to consult frequently with a professional advisor as well. Changes to the curriculum must be approved by the Mentor, Chair, Dean, and VPAA as well. Curriculum parameters: The curriculum for majors must include the full General Education program, and both majors and minors must include courses in an appropriate range of 100- to 400-level offerings. It is the responsibility of the faculty mentors to ensure strong academic rigor throughout the program, and they should report the curriculum and rationale to the Department and School for discussion. At least two-thirds of the courses should come from UC’s existing course catalog, but some independent studies can be crafted to fill gaps. An essential requirement for all IMPs would be the involvement of appropriate faculty members capable of teaching the courses and independent studies. Proposals that fall too far outside the expertise of our existing faculty will be declined. The curriculum can include online courses from COCE, and some courses can also come from other institutions if they offer courses that more fully align with the IMP curriculum. SNHU participates in a large consortium of institutions that allow the free exchange of credits; courses taken at institutions outside SNHU consortia can often be brought in through a normal transfer process. The curriculum for Individualized Majors should break down along these guidelines: • General Education: 45 credit hours. • Major: 33 to 45 credits. • Minor: 15 credits. (These can be standard or individualized minors.) • Free electives: remainder. Individualized Minors can be more flexible. The development of the curriculum must also include an Information Resource Plan, developed in collaboration with Library faculty. Other policies: • For prospective students, we can encourage participation in the IMP, but we cannot guarantee availability in advance. The support of a faculty mentor and the Chair, Dean, and VPAA is required. If that can be arranged prior to matriculation, the student can arrive with the IMP in place. • Because serving as the mentor for an IMP would require significant time and energy, no faculty member should serve as the mentor for more than three IMPs at any given time. • Students graduating with an individualized major will be noted in University records as having earned an “IMP major in X.” • Deans will receive frequent updates regarding the students requesting IMPs. • Students are encouraged to work with the Study Abroad office to build study-abroad opportunities into their IMPs.

Program Requirements

General Education Courses
45 Total Credits

• 45 credits from: General Education

Major Courses
45 Total Credits

• Complete all of the following
  • 45 credits.
  • Note: students can design a major containing 33 to 45 credits. Depending on the number of credits chosen in the major, the number of credits required in the free electives will make up the remainder to equal a total of 120 overall program credits.

Free Electives
30 Total Credits

• 30 credits.

Grand Total Credits: 120
Individually Designed Major (BA)

Program Description
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.

Program Requirements
General Education Courses
45 Total Credits
  ♦ 45 credits from: General Education

Arts and Sciences Courses
9 Total Credits
  ♦ 9 credits.

Major Courses
42 Total Credits
  ♦ Complete all of the following
    ♦ 27 credits from the following:
      ♦ Field of Study
    ♦ 15 credits from the following:
      ♦ Field of Study within the range of course numbers 200 - 499

Free Electives
24 Total Credits
  ♦ 24 credits.

Grand Total Credits: 120

Military Minor

Program Description
This minor is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement. Students need to maintain a minimum GPA of a 2.0 in order to participate and need to maintain full-time status. Interested students should work with the Office of the University Registrar to determine eligibility.

Program Requirements
Required Courses
16 Total Credits
  ♦ Complete:
    ♦ MILT113 - Introduction to ROTC (2)
    ♦ MILT114 - Introduction to ROTC II (2)
    ♦ MILT201 - Self/Team Development I (2)
    ♦ MILT202 - Individual/Team Military Tactics (2)
    ♦ MILT301 - Leading Small Organizations I (4)
    ♦ MILT302 - Leading Small Organizations II (4)

Grand Total Credits: 16
College of Engineering, Technology and Aeronautics

Aeronautical Engineering (BS)

Program Description
The Aeronautical Engineering program prepares students for professional careers in civilian and military aviation; including aircraft piloting, design, development and testing of aircraft and aircraft systems. The program includes a five-semester design sequence within which students work in teams applying theories learned in the classroom to transform concepts into functioning designs that they will build and operate. In addition to the design sequence, CETA offers students the opportunity to plan and conduct their own flight tests. The College maintains an instrumented light aircraft flown by professional pilots to provide students with in-flight experience; allow them to participate as flight test engineers, using a specially designed data collection system to record key flight parameters; and perform post-flight data analysis. CETA students have the ability to select at least one concentration from the following: Composite Materials, Mechanical Systems, Propulsion Systems, Robotics, Thermal-Fluid Systems, and Unmanned Aerial Vehicles. Students will have the opportunity to be involved in different clubs and organizations, such as student chapters of the American Institute of Aeronautics and Astronautics (AIAA), the American Society of Mechanical Engineers (ASME), and Sigma Gamma Tau, the national aerospace engineering honor society.

Program Requirements
General Education Courses
46 Total Credits

- Complete all of the following
  - 46 credits from: General Education

  Must include:
  - CHM101 - Fundamentals of Chemistry (3)
  - EG110 - Engineering Design I (3)
  - EG498 - Capstone Design I (3)
  - EG499 - Capstone Design II (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT225L - Calculus I: Single-Variable Calculus Lab
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT275L - Calculus II: Integration & Series Lab
  - MAT330 - Differential Equations (3)
  - PHY215 - Physics I (3)
  - PHY215L - Physics I Lab (1)
  - SOC335 - Technology and Society (3)

- NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

Engineering Core
19 Total Credits

- Complete all of the following
  - Complete:
    - EG207 - Instrumentation & Measurements (3)
    - EG316 - Electrical Engineering (3)
    - EG333 - Control Systems Analysis (3)
    - MAT325 - Calculus III: Multivariable Calculus (3)
    - MAT350 - Applied Linear Algebra (3)
    - MAT350LE - Applied Linear Algebra-Engineering Lab
    - PHY216 - Physics II (3)
    - PHY216L - Physics II Lab (1)

- NOTE: All Engineering Core courses require a minimum grade of C-.

Major Courses
42 Total Credits

- Complete all of the following
  - Complete:
    - EG112 - Engineering Design II (3)
    - EG200 - Statics (3)
    - EG201 - Fluid Mechanics (3)
    - EG202 - Mechanics of Materials I (3)
    - EG203 - Dynamics (3)
    - EG208 - Materials Science (3)
    - EG209 - Thermodynamics I (3)
EG308 - Gas Dynamics (3)
EG314 - Aerodynamics (3)
EG326 - Aircraft Structures (3)
EG330 - Propulsion (3)
EG412 - Aircraft Design I (3)
EG418 - Flight Dynamics I (Performance) (3)
EG419 - Flight Dynamics II/Stability/Control (3)

Note: All Engineering Major courses require a minimum grade of C-.

Concentration(s) and Free Electives
15 Total Credits

- Complete all of the following
  - Students must declare one (1) concentration, but may declare two (2) concentrations. If a student completes the Robotics Concentration for 9 credits, they may choose a second concentration or complete 6 credits of free electives. If a student chooses Composite Materials, Mechanical Systems, Thermal Fluid Systems, or Unmanned Aerial Vehicle for 6 credits, they may also take Robotics for 9 credits, another concentration for 6 credits and 3 credits of free electives, or 9 credits of free electives.
  - 15 credits.
  - Note: All Concentration courses require a minimum grade of C-.

Grand Total Credits: 122

Aeronautical Engineering (BS) - Composite Materials (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits

- Complete all of the following
  - Complete:
    - EG409 - Composite Materials (3)
    - EG411 - Composite Processing (3)
  - Note: EG 208 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6

Aeronautical Engineering (BS) - Mechanical Systems (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits

- Complete all of the following
  - Complete:
    - EG341 - Design of Machine Components (3)
    - EG350 - Advanced Dynamics of Mechanical Systems (3)
  - Note: EG 310 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6
Aeronautical Engineering (BS) - Robotics (Concentration)

**Concentration Requirements**

Concentration Courses
9 Total Credits

- Complete:
  - EG424 - Industrial Robots (3)
  - EG426 - Mobile Robots (3)
  - MAT350 - Applied Linear Algebra (3)

Grand Total Credits: 9

Aeronautical Engineering (BS) - Thermal-Fluid Systems (Concentration)

**Concentration Requirements**

Concentration Courses
6 Total Credits

- Complete all of the following
  - Complete:
    - EG410 - Heat Transfer (3)
    - EG420 - Design of Thermo-Fluid Systems (3)
  - NOTE: EG 209 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6

Aeronautical Engineering (BS) - Unmanned Aerial Vehicle (Concentration)

**Concentration Requirements**

Concentration Courses
6 Total Credits

- Complete all of the following
  - Complete:
    - EG335 - Fundamentals of Systems Engineering (3)
    - EG430 - Unmanned Aerial Vehicle Analysis and Design (3)
  - NOTE: EG 419 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6
Air Traffic Management (BS)

Program Description

The Air Traffic Management Program prepares students for professional careers as air traffic control specialists with the Federal Aviation Administration (FAA). The program emphasizes general academic preparation, business management skills and specialized knowledge of air traffic control and aviation management. We are one of thirty-six (36) nationally recognized programs by the Federal Aviation Administration (FAA) as part of the Air Traffic Collegiate Training Initiative (AT-CTI). The purpose of AT-CTI is to include collegiate aviation programs as the primary means of meeting the future needs of the national air space system for air traffic control. Graduates of our program are eligible to bypass the Air Traffic Basics Course, which is the first five weeks of qualification training at the FAA Academy in Oklahoma City. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
27 Total Credits

- Complete all of the following
  - 27 credits from: Integrated Business Core
    - Must include:
      - AM201 - Aviation Law (3)
    - Except:
      - BUS205 - Foundations of Business Law (2)
      - OL105 - Foundations of Management (2)
    - NOTE: Air Traffic Management students must only take 2 credits of SB 405.

Major Courses
36 Total Credits

- Complete all of the following
  - Complete:
    - AE205 - Aircraft Operations (3)
    - AE306 - Human Factors of Flight (3)
    - AE498 - Aviation Safety Capstone (3)
    - AM340 - Airport & Airspace Capacity Management (3)
    - AM340L - Airport & Airspace Capacity Management Lab (1)
    - AT110 - Fundamentals of Air Traffic Control (3)
    - AT210 - Air Traffic Control Tower Operations (3)
    - AT210L - Air Traffic Control Tower Operating Lab (1)
    - AT310 - Airspace and Air Traffic Systems (3)
    - AT310L - Air Space/Air Traffic Management Lab (1)
    - AT315 - AT Management/Operating Environment (3)
    - AT315L - AT Management/Operating Environmental Lab (1)
    - AT410 - Sector Resource Management (3)
    - AT410L - Sector Resource Management Lab (1)
    - AT415 - AT Management/AS Mod/Poli/DM (3)
    - AT415L - AT Management/AS Mod/Poli/DM Lab (1)
  - NOTE: All Air Traffic Management Major courses require a minimum grade of C-.

Electives
15 Total Credits

- 15 credits.

Grand Total Credits: 123
Program Description

The Aviation Management program combines general academic preparation with the development of business management skills and the specialized knowledge of the unique aspects of aviation business. Graduates of this program will have skills in communications, quantitative reasoning, and critical thinking; the understanding of general business practices; and the knowledge of the aviation industry. Program Objective Students in the Aviation Management degree program pursue tracks designed for work in the general aviation industry, the airline industry or at airports. Typically, graduates begin at entry level operations positions and use their educational qualifications and backgrounds to move into jobs with supervisory responsibilities or staff positions. In addition, graduates have the general education and business background to make them particularly well qualified for master’s degree programs in business, public administration, or law. The Aviation Management major prepares students for careers in a wide variety of fields, and includes specialized courses and experiences that enhance the student’s opportunities for entry into the aviation field. This is accomplished by strongly emphasizing the importance of general education as well as a core of traditional business courses, and then complementing these with courses and experiences in the aviation industry that help the graduate to quickly become a productive member of an aviation organization.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education

  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Integrated Core
27 Total Credits

- Complete all of the following
  - 27 credits from: Integrated Business Core

  Must include:
  - AM201 - Aviation Law (3)

  Except:
  - BUS205 - Foundations of Business Law (2)
  - OL105 - Foundations of Management (2)

  NOTE: Students must take 2 credits of SB 405.

Major Courses
27-28 Total Credits

- Complete all of the following
  - NOTE: All Aviation Management Major courses require a minimum grade of C-.
  - Complete:
    - AE205 - Aircraft Operations (3)
    - AE306 - Human Factors of Flight (3)
    - AM205 - Aircraft Operating Economics (3)
    - AM220 - Airport Operations (3)
    - 1 of the following:
      - AE498 - Aviation Safety Capstone (3)
      - AM410 - Trends/Current Problems in Aviation Management (3)
      - AM445 - Aviation Policy Seminar (3)
      - AM480 - Internship in Aviation Management (3)

  NOTE: Students in the Airline Operations Specialization must choose between AE 498, AM 410, and AM 480.

Specializations

- Complete 1 of the following
  - General & Corporate Aviation Management
    - Complete:
      - AM215 - General Aviation Operations (3)
      - AM330 - Business & Corporate Aviation (3)
      - FIN330 - Corporate Finance (3)
      - OL320 - Entrepreneurship (3)
  - Airline Operations
    - Complete:
      - AM320 - Air Carrier Operation (3)
      - AM404 - Studies/International Aerospace (3)
      - AM445 - Aviation Policy Seminar (3)
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- OL318 - Employee and Labor Relations (3)

Airport Management
- Complete:
  - AM320 - Air Carrier Operation (3)
  - AM340 - Airport & Airspace Capacity Management (3)
  - AM340L - Airport & Airspace Capacity Management (1)
  - AM360 - Airport Planning and Management (3)
  - OL318 - Employee and Labor Relations (3)

Free Electives
21 Total Credits
- 21 credits.

Grand Total Credits: 120 - 121

Computer Science (BS)

Program Description
The Computer Science Program prepares students professional careers in the development of software for various industrial and service applications. The program focuses on algorithm development, programming, architecture design, and networks; using relevant industry/service-based projects to apply the basic concepts and theories in computer science. In addition to computer science and mathematics courses, Students begin programming the during their freshman year, and conclude the spring semester by implementing a team-based software development project. This academic study and intensive project-based learning approach continues throughout the four-year program and culminates in a senior capstone software development project or an industry or government internship experience. CETA supports student participation in the annual Consortium for Computing Sciences in Colleges – Northeastern Region (CCSCNE) Conference, where students have the opportunity to present posters on their projects and compete in programming challenges. The College also funds undergraduate student research projects, guided by faculty members, in areas such as mobile application development and outcome assessment software tools. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Program Requirements

General Education Courses
48 Total Credits
- Complete all of the following
  - 45 credits from: General Education
- Must include:
  - CS113 - Introduction to Programming (3)
  - CS113L - Intro to Programming Lab (1)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT225L - Calculus I: Single-Variable Calculus Lab
  - MAT230 - Discrete Mathematics (3)
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT275L - Calculus II: Integration & Series Lab
  - MAT350 - Applied Linear Algebra (3)
  - MAT350LC - Applied Linear Algebra-Computer Science Lab
  - PHY215 - Physics I (3)
  - PHY215L - Physics I Lab (1)
  - PHY216 - Physics II (3)
  - PHY216L - Physics II Lab (1)
  - SOC335 - Technology and Society (3)
- 1 of the following:
  - EDU255 - Robotics in K-12 Education (3)
  - GAM205 - Introduction to Games (3)
  - GAM207 - Information Technology and Digital Games (3)
  - GAM210 - History of Digital Games (3)
  - GAM450 - Artificial Intelligence (3)
  - IT135 - Interactive Scripting in Virtual Environment (3)
  - IT209 - Introduction to Robotics (3)
  - IT450 - Artificial Intelligence (3)
  - MAT260 - Cryptology (3)
  - PHL214 - Formal Logic (3)
  - PSY300 - Biopsychology (3)
  - PSY305 - Cognitive Psychology (3)

Major Courses
Complete all of the following

CS112 - Discrete Mathematics II (3)
CS114 - Intro to Software Engineering (3)
CS114L - Introduction to Software Engineering Lab (1)
CS203L - Sophomore Software Engineering Lab I (2)
CS204L - Sophomore Software Engineering Lab II (2)
CS217 - Data Structure and Algorithms (3)
CS218 - Data Structure and Algorithms II (3)
CS219 - Computer Architecture I (3)
CS303L - Junior Software Engineering Lab I (2)
CS304L - Junior Software Engineering Lab II (2)
CS312 - Algorithms (3)
CS317 - Computer Networks (3)
CS321 - Programming Language Concepts (3)
CS361 - Computer Software and Operating Systems (3)
IT251 - Introduction to Unix/Linux Operating System (3)

Capstone

Complete 1 of the following

CS413 - Software Engineering Project I (3)
CS414 - Software Engineering Project II (3)

6 credits from the following:

CS445 - Computer Science Internship (3-6)

6 credits from the following:

CS490 - Computer Science Internship (3-6)

Major Electives

12 Total Credits

Complete all of the following

12 credits from the following:

CS231 - Database Systems (3)
CS328 - Embedded Systems (3)
CS409 - 3D Game Programming (3)
CS411 - Artificial Intelligence (3)
CS425 - Systems Architecture (3)
CS427 - Computer Graphics (3)
CS435 - Advanced Computer Graphics/Algorithms (3)
EE301 - Digital Circuits (3)
EE301L - Digital Circuits Lab (1)
EG424 - Industrial Robots (3)
EG426 - Mobile Robots (3)

NOTE: Courses containing labs must be taken together.

Free Electives

15 Total Credits

15 credits.

Grand Total Credits: 120
Construction Management (BS)

Program Description
The Construction Management Program prepares students for a broad range of professional careers within the construction industry including residential, commercial, and industrial sectors, as well as infrastructure and heavy construction. The program focuses on the application of business, management, and engineering principles to the construction of buildings and large-scale infrastructures. Construction management represents an industry that brings together private businesses, public entities, and trades to create and build projects. CETA students will gain knowledge in computer applications and graphics, surveying, project management, construction materials, construction law and contracts. This will enable them to approach construction decisions with an informed consideration of global and societal contexts and consequences, especially those decisions that might have an economic or environmental impact on an area. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Program Requirements
General Education Courses
46 Total Credits
- 46 credits from: General Education
  - Must include:
    - CHM101 - Fundamentals of Chemistry (3)
    - CM410 - Advanced Estimating and Bid Analysis (3)
    - CM415 - Construction Planning and Scheduling (3)
    - CM498 - Senior Capstone Project (3)
    - ECO201 - Microeconomics (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - PHY215 - Physics I (3)
    - PHY215L - Physics I Lab (1)
    - PSY108 - Introduction to Psychology (3)

Integrated Core
26 Total Credits
- 26 credits from: Integrated Business Core
  - Except:
    - BUS205 - Foundations of Business Law (2)
    - QSO205 - Business Operations Management (2)

Major Courses
39 Total Credits
- Complete:
  - CM100 - Fundamentals of Building Construction (3)
  - CM115 - Construction Plan Reading and Building Codes (3)
  - CM120 - Computer Graphics Applications for Construction (3)
  - CM230 - Construction Surveying (3)
  - CM250 - Heavy Construction Equipment (3)
  - CM320 - Construction Methods and Materials (3)
  - CM370 - Construction Estimating and Scheduling (3)
  - CM375 - Mechanical, Electrical and HVAC Building Systems (3)
  - CM380 - Construction Law and Contracts (3)
  - CM390 - Materials Testing and Quality Control (3)
  - CM400 - Construction Project Management & Safety (3)
  - EG200 - Statics (3)
  - EG202 - Mechanics of Materials I (3)

Free Electives
9 Total Credits
- 9 credits.

Grand Total Credits: 120

Electrical and Computer Engineering (BS)
**Program Description**

The Electrical and Computer Engineering Program prepares students for professional careers in the design, development, and integration of electronic and computer components and equipment in a wide range of industries; including telecommunications and networking, computer hardware, aerospace, automotive, and medical instrumentation. The program includes a three-semester design sequence within which students work in teams applying theories learned in the classroom to transform concepts into functioning designs that they will build and operate. The program provides a strong foundation in materials, circuit design, and component and system applications; and emphasizes component to system level design to enhance student experience in integrating systems and hardware and software interfaces. CETA students have the ability to select at least one concentration from the following: Control Systems, Network Security, Programming, Robotics, and Wireless Technology. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

**Program Requirements**

**General Education Courses**

46 Total Credits

- Complete all of the following
  - 46 credits from: General Education

  Must include:
  - CHM101 - Fundamentals of Chemistry (3)
  - EG110 - Engineering Design I (3)
  - EG498 - Capstone Design I (3)
  - EG499 - Capstone Design II (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT225L - Calculus I: Single-Variable Calculus Lab
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT275L - Calculus II: Integration & Series Lab
  - MAT330 - Differential Equations (3)
  - PHY215 - Physics I (3)
  - PHY215L - Physics I Lab (1)
  - SOC335 - Technology and Society (3)

- NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

**Engineering Core**

19 Total Credits

- Complete all of the following
  - Complete:
    - EG207 - Instrumentation & Measurements (3)
    - EG316 - Electrical Engineering (3)
    - EG333 - Control Systems Analysis (3)
    - MAT325 - Calculus III: Multivariable Calculus (3)
    - MAT350 - Applied Linear Algebra (3)
    - MAT350L - Applied Linear Algebra-Engineering Lab
    - PHY216 - Physics II (3)
    - PHY216L - Physics II Lab (1)

- NOTE: All Engineering Core courses require a minimum grade of C-.

**Major Courses**

44 Total Credits

- Complete all of the following
  - Complete:
    - CS111 - Discrete Mathematics I (3)
    - CS113 - Introduction to Programming (3)
    - CS113L - Intro to Programming Lab (1)
    - CS114 - Intro to Software Engineering (3)
    - CS114L - Introduction to Software Engineering Lab (1)
    - CS219 - Computer Architecture I (3)
    - CS317 - Computer Networks (3)
    - CS328 - Embedded Systems (3)
    - EE201 - Signals and Systems (3)
    - EE210 - Continuous and Discrete System (3)
    - EE210L - Continuous & Discrete Systems Lab (1)
    - EE220 - Electromagnetics (3)
    - EE301 - Digital Circuits (3)
    - EE301L - Digital Circuits Lab (1)
    - EE320 - Digital Signal Processing (3)
    - EE325 - Probabilistic Methods in Electrical and Computer Engineering (3)
    - EE330 - Analog Electronics (3)
    - EE330L - Analog Electronics (1)
Concentration(s) and Free Electives
18 Total Credits

◆ Complete all of the following
  ◆ Students must declare one (1) concentration, but may declare two (2) concentrations. If a student completes the Robotics Concentration for 9 credits, they may choose a second concentration or complete 6 credits of free electives. If a student chooses Control Systems, Network Security, Programming, or Wireless for 6 credits, they may also take Robotics for 9 credits, another concentration for 6 credits and 3 credits of free electives, or 9 credits of free electives.
  ◆ 18 credits.
  ◆ NOTE: All Concentration courses require a minimum grade of C-.

Grand Total Credits: 127

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Electrical and Computer Engineering (BS) - Control Systems (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits

◆ Complete all of the following
  ◆ Complete:
    ◆ CS361 - Computer Software and Operating Systems (3)
    ◆ EG426 - Mobile Robots (3)
  ◆ NOTE: CS 328 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6

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Electrical and Computer Engineering (BS) - Network Security (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits

◆ Complete all of the following
  ◆ Complete:
    ◆ EE310 - Communication Systems (3)
    ◆ EE420 - Computer Network Security (3)
  ◆ NOTE: CS 317 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6

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Electrical and Computer Engineering (BS) - Programming (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits

◆ Complete all of the following
  ◆ Complete:
    ◆ CS217 - Data Structure and Algorithms (3)
    ◆ CS218 - Data Structure and Algorithms II (3)
  ◆ NOTE: CS 114 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6
Electrical and Computer Engineering (BS) - Robotics (Concentration)

Concentration Requirements
Concentration Courses
9 Total Credits
- Complete:
  - EG424 - Industrial Robots (3)
  - EG426 - Mobile Robots (3)
  - MAT350 - Applied Linear Algebra (3)

Grand Total Credits: 9

Electrical and Computer Engineering (BS) - Wireless (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits
- Complete all of the following
  - Complete:
    - EE310 - Communication Systems (3)
    - EE410 - Wireless Technology and System (3)
  - NOTE: CS 317 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6

Mechanical Engineering (BS)

Program Description
The Mechanical Engineering Program prepares students for professional careers in the design, development, and manufacture of mechanical systems in a wide variety of industries. The program includes a five-semester design sequence within which students work in teams applying theories learned in the classroom to transform concepts into functioning designs that they will build and operate. The program provides a strong foundation in electro-mechanical systems, programming and control systems, robotics and machine vision, thermo-fluid systems, power/energy systems, lean manufacturing, and advanced materials. Within the design sequence, mechanical engineering students work with their aeronautical engineering peers to collect and analyze flight data. CETA students have the ability to select at least one concentration from the following: Composite Materials, Propulsion Systems, and Robotics. Students will have the opportunity to be involved in different clubs and organizations, such as student chapters of the American Institute of Aeronautics and Astronautics (AIAA) and the American Society of Mechanical Engineers (ASME).

Program Requirements
General Education Courses
46 Total Credits
- Complete all of the following
  - 46 credits from: General Education
    - Must include:
      - CHM101 - Fundamentals of Chemistry (3)
      - EG110 - Engineering Design I (3)
      - EG498 - Capstone Design I (3)
      - EG499 - Capstone Design II (3)
      - MAT225 - Calculus I: Single-Variable Calculus (3)
      - MAT225L - Calculus I: Single-Variable Calculus Lab
      - MAT275 - Calculus II: Integration & Series (3)
      - MAT275L - Calculus II: Integration & Series Lab
      - MAT330 - Differential Equations (3)
      - PHY215 - Physics I (3)
      - PHY215L - Physics I Lab (1)
      - SOC335 - Technology and Society (3)
NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

Engineering Core
19 Total Credits

- Complete all of the following
  - Complete:
    - EG207 - Instrumentation & Measurements (3)
    - EG316 - Electrical Engineering (3)
    - EG333 - Control Systems Analysis (3)
    - MAT325 - Calculus III: Multivariable Calculus (3)
    - MAT350 - Applied Linear Algebra (3)
    - MAT350LE - Applied Linear Algebra-Engineering Lab
    - PHY216 - Physics II (3)
    - PHY216L - Physics II Lab (1)

  - NOTE: All Engineering Core courses require a minimum grade of C-.

Major Courses
45 Total Credits

- Complete all of the following
  - Complete:
    - EG112 - Engineering Design II (3)
    - EG200 - Statics (3)
    - EG201 - Fluid Mechanics (3)
    - EG202 - Mechanics of Materials I (3)
    - EG203 - Dynamics (3)
    - EG208 - Materials Science (3)
    - EG209 - Thermodynamics I (3)
    - EG310 - Engineering Design III (3)
    - EG318 - Thermodynamics II (3)
    - EG325 - Mechanics of Materials II (3)
    - EG341 - Design of Machine Components (3)
    - EG350 - Advanced Dynamics of Mechanical Systems (3)
    - EG390 - Experiment Design and Analysis (3)
    - EG410 - Heat Transfer (3)
    - EG420 - Design of Thermo-Fluid Systems (3)

  - NOTE: All Engineering Major courses require a minimum grade of C-.

Concentration(s) and Free Electives
15 Total Credits

- Complete all of the following
  - Students must declare one (1) concentration, but may declare two (2) concentrations. If a student completes the Robotics Concentration for 9 credits, they may choose a second concentration or complete 6 credits of free electives. If a student chooses Composite Materials or Propulsion Systems for 6 credits, they may also take Robotics for 9 credits, another concentration for 6 credits and 3 credits of free electives, or 9 credits of free electives.
  - 15 credits.
  - NOTE: All Concentration courses require a minimum grade of C-.

Grand Total Credits: 125

Mechanical Engineering (BS) - Composite Materials (Concentration)

Concentration Requirements

Concentration Courses
6 Total Credits

- Complete all of the following
  - Complete:
    - EG409 - Composite Materials (3)
    - EG411 - Composite Processing (3)

  - NOTE: EG 208 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6
Mechanical Engineering (BS) - Propulsion Systems (Concentration)

Concentration Requirements
Concentration Courses
6 Total Credits

- Complete all of the following
  - Complete:
    - EG308 - Gas Dynamics (3)
    - EG330 - Propulsion (3)

  NOTE: EG 318 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: 6

Mechanical Engineering (BS) - Robotics (Concentration)

Concentration Requirements
Concentration Courses
9 Total Credits

- Complete:
  - EG424 - Industrial Robots (3)
  - EG426 - Mobile Robots (3)
  - MAT350 - Applied Linear Algebra (3)

Grand Total Credits: 9

School of Arts and Sciences
American Studies (Minor)

Program Description

A student may earn a minor in American Studies by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
- 5 of the following:
  - FAS301 - Film and American Culture (3)
  - FAS370 - American Art (3)
  - HIS245 - United States History since 1945 (3)
  - HIS254 - Civil Rights Movement (3)
  - HIS270 - American Environmental History (3)
  - HIS330 - Civil War and Reconstruction (3)
  - HIS332 - Colonial New England (3)
  - HIS338 - Young America (3)
  - HIS357 - American Slavery (3)
  - LIT312 - Early American Literature (3)
  - LIT313 - The American Renaissance (3)
  - LIT314 - American Realism and Naturalism (3)
  - LIT315 - Twentieth Century American Literature and Beyond (3)
  - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
  - LIT335 - Major Author Studies (3)
  - LIT350 - The Black Literary Tradition (3)
  - LIT450 - Seminar in American Literature (3)
  - POL210 - American Politics (3)
  - POL305 - State and Local Government (3)
  - POL306 - The American Legal Tradition (3)
  - POL319 - US Environmental Law and Politics (3)

- Maximum 3 courses per subject.

Grand Total Credits: 15
Applied Mathematics (Minor)

Program Description

The Applied Mathematics Minor at SNHU is devoted to learning and understanding the mathematical methods and reasoning involved in solving real-world problems, including problems in business, the social sciences and the natural sciences. A student may earn a minor in Applied Mathematics by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following

  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT240 - Applied Statistics (3)
    - MAT350 - Applied Linear Algebra (3)

- 3 credits from subject(s): MAT, excluding:
  - MAT101 - Culinary Mathematics (3)
  - MAT106 - Math for Elementary Education I (3)
  - MAT130 - Applied Finite Mathematics (3)
  - MAT140 - Precalculus (3)
  - MAT206 - Math for Elementary Education II (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT240 - Applied Statistics (3)
  - MAT350 - Applied Linear Algebra (3)
  - MAT360 - Statistics and Probability for Teachers (3)
  - MAT362 - Algebra for Teachers (3)

- 3 credits from subject(s): MAT within the range of course number 200 - 499, excluding:
  - MAT206 - Math for Elementary Education II (3)
  - MAT360 - Statistics and Probability for Teachers (3)
  - MAT362 - Algebra for Teachers (3)

Grand Total Credits: 15
Art History (Minor)

Program Description

A student may earn a minor in Art History by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - HUM201 - Intro to Humanities I (3)
    - HUM202 - Intro to Humanities II (3)
  - 3 of the following:
    - FAS110 - Introductory Drawing (3)
    - FAS226 - Digital Photography (3)
    - FAS260 - History of Architecture (3)
    - FAS270 - Introduction to Film History (3)
    - FAS301 - Film and American Culture (3)
    - FAS302 - Gender and Film (3)
    - FAS303 - Golden Age of Film Comedy (3)
    - FAS305 - Digital Documentary Photography (3)
    - FAS320 - History of Design (3)
    - FAS326 - History of Photography (3)
    - FAS335 - Romanticism to Impressionism (3)
    - FAS342 - Modernism (3)
    - FAS345 - Contemporary Art (3)
    - FAS365 - Arts Management (3)
    - FAS370 - American Art (3)
    - FAS380 - Women, Art and Society

Grand Total Credits: 15

Bachelor of Arts in Law and Politics (BA)

Program Description

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. NOTE: There is an accelerated version of this program. The B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU offers qualified students a unique opportunity to earn both a bachelor’s degree from SNHU and a J.D. from any of certain ABA-approved law schools in six years rather than the usual (and more expensive) seven years. Collaborative agreements between SNHU and these schools allow students to count a year’s worth of law-school courses toward the requirements of the B.A., thus shortening by a year the time normally required to earn both degrees. Students enrolled in the B.A. in Law and Politics (Pre-J.D. Accelerated) apply as juniors rather than as seniors for admission to their choice of law schools participating in the program. If admitted, students spend what otherwise would have been their senior year at SNHU taking courses at the law school. After successfully completing those courses, students are awarded the B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU, then spend two more years at the law school fulfilling the remaining J.D. requirements. Although students fulfill the final 30 credits of their B.A. requirements at the law school, they must earn at least 60 of the credits counted toward the B.A. at SNHU.

Program Outcomes

1. Articulate a theoretically coherent conception of law and politics as distinct but related phenomena, and a theoretically and philosophically coherent conception of the public good
2. Analyze a contemporary national, sub-national, international, or foreign dilemma at the nexus of law and politics and its implications for the public good using tools derived from the social sciences and other relevant fields
3. Identify strategies of political participation that individuals could use to help to resolve that dilemma in the service of the
Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education

Must include:
- GEO200 - World Geography (3)
- MAT240 - Applied Statistics (3)
- POL210 - American Politics (3)

Arts and Sciences Courses
9 Total Credits

- Complete all of the following
  - Complete:
    - HIS104 - The Modern World: Exploring the Past (3)
  - 1 of the following:
    - HIS220 - Modern European History: 1890-Present (3)
    - HIS223 - Modern War and Society (3)
    - HIS242 - The Cold War (3)
    - HIS245 - United States History since 1945 (3)
    - HIS301 - World History and Culture (3)
    - HIS308 - Case Studies in Revolution (3)
    - HIS309 - Dictators in the Modern Era (3)

  - 1 of the following:
    - ENV100 - Introduction to Sustainability (3)
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)

Major Courses
15 Total Credits

- Complete:
  - POL211 - International Relations (3)
  - POL306 - The American Legal Tradition (3)
  - POL326 - World Legal Traditions (3)
  - SCS224 - Social Science Research Methods (3)
  - SCS444 - Capstone Colloquium (3)

Major Electives
18 Total Credits

- 18 credits from the following:
  - POL301 - U.S. Foreign Policy (3)
  - POL305 - State and Local Government (3)
  - POL314 - Political Theory (3)
  - POL317 - Campaigns and Elections (3)
  - POL319 - US Environmental Law and Politics (3)
  - POL322 - Environment and Development (3)
  - POL324 - Congress and the Legislative Process (3)
  - POL336 - Advocacy and the Law (3)
  - POL349 - Comparative Environmental Law and Sustainable Development (3)
  - POL362 - The American Presidency (3)
  - POL375 - Weapons of Mass Destruction (3)
  - POL376 - Genocide and International Justice (3)
  - POL377 - Intelligence and National Security (3)
  - POL410B - Seminar in Washington, D.C.: Politics Seminar (3)
  - POL413A - Semester in Washington, D.C.: Pre-Law Field Experience (12)
  - POL413B - Semester in Washington, D.C.: Pre-Law Seminar (3)

Free Electives
33 Total Credits

- 33 credits.

Grand Total Credits: 120
Behavioral Neuroscience (Minor)

Program Description
The Behavioral Neuroscience minor provides students an opportunity to gain interdisciplinary insights about how the brain functions at both molecular and behavioral levels, as well as the interactions that occur in between. Behavioral neuroscience has become a hub of the physical, behavioral and social sciences. For example, psychological research has increasingly made use of the terminology and brain scanning technologies from the neuroscience. Behavioral neuroscience has also informs other disciplines as well, from art to marketing. A student may earn a minor in Behavioral Neuroscience by successfully completing the following courses:

Program Requirements
Prerequisite Courses
Complete:
- PSY108 - Introduction to Psychology (3)

Required Courses
Complete all of the following
- BIO210 - Introduction to Anatomy and Physiology (3)
- BIO210L - Anatomy and Physiology Lab (1)
- BIO320 - Neuroscience (3)
- PSY300 - Biopsychology (3)
- 2 of the following:
  - BIO325 - Animal Behavior (3)
  - PSY225 - Health Psychology (3)
  - PSY307 - Sensation and Perception (3)

Grand Total Credits: 19

Biology (Minor)

Program Description
The problems societies face around the world today, such as epidemics and outbreaks, the rise of antibiotic resistance, and the loss of biodiversity, require solutions that incorporate scientific skills and knowledge. This program will provide students in any major with valuable knowledge of biology to add to their area of focus. It is also suitable for students who wish to pursue further study in the life sciences to meet requirements for graduate school admission.

Program Requirements
Required Courses
Complete all of the following
- BIO120 - General Biology I (3)
- BIO120L - General Biology I Lab (1)
- BIO121 - General Biology II (3)
- BIO121L - General Biology II Lab (1)
- BIO215 - People, Places, and Plagues (3)
- 2 of the following:
  - BIO202 - Field Ornithology (3)
  - BIO312 - Zoology (3)
  - BIO314 - Introductory Botany (3)
  - BIO325 - Animal Behavior (3)
  - BIO330 - Conservation Biology (3)
  - BIO340 - Human Health and the Environment (3)
  - CHM200 - Environmental Chemistry (3)

Grand Total Credits: 17
Clinical Mental Health Counseling (MS)

Program Description

Students seeking the Master of Science must earn a minimum of 63 or 66 credits with a GPA of 3.0 or better on the 4.0 scale, including completion of an approved 100 hours of practicum and two to three 300-hour 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 SNHU.

Program Requirements

Foundation Courses
0 Total Credits

- Complete all of the following
  - Complete:
    - PCMH600 - Overview of Clinical MH & SA Counseling (3)
    - PCMH610 - Helping Relationships & Clinical Clinical Counseling Techniques (3)
    - PCMH615A - Practicum (seminar and Field Experience) (0.5)
    - PCMH615B - Practicum (seminar and Field Experience) (0.5)
    - PCMH621 - Treatment Planning in Clinical MH & SA Counseling (3)
    - PCMH650A - Internship I (1.5)
    - PCMH650B - Internship I (1.5)
    - PCMH680 - Diagnosis, Assessment & Psychopathology (3)

- NOTE: Foundation Courses do not count towards the grand total of program credits.

Major Courses
9 Total Credits

- Complete 1 of the following
  - Child Clinical Specialization Courses
    - Complete:
      - PCMH635 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family (3)
      - PCMH636 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family) (3)
      - PCMH689 - Early Childhood and Infant Mental Health (3)
  - Adult Clinical Specialization Courses
    - Complete:
      - PCMH645 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult (3)
      - PCMH646 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult) (3)
      - PCMH692 - Elders: Mental Health and Addictions (3)

Advanced Major Courses
38 Total Credits

- Complete:
  - PCMH605 - Measurement & Testing (3)
  - PCMH662A - Internship II (1.5)
  - PCMH662B - Internship II (1.5)
  - PCMH665 - Program Evaluation and Systems Research (3)
  - PCMH666 - Professional Counseling Orientation & Ethics (3)
  - PCMH670 - Organizational Leadership & System Change (3)
  - PCMH675 - Mental Health, Addictions and Family Systems (3)
  - PCMH676 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan (3)
  - PCMH682 - Human Growth & Development (3)
  - PCMH683 - Group Process (3)
  - PCMH685 - Social and Cultural Foundations (3)
  - PCMH686 - Career and Lifestyle Development (3)
  - PCMH688 - Clinical Counseling Theories (3)
  - PCMH690A - Master's Project (1)
  - PCMH690B - Master's Project (1)

Grand Total Credits: 47
Communication (BA)

Program Description
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.

Program Outcomes
1. Design, develop, and deliver professional quality oral, written, and visual communications that are coherent, technically sound, and appropriately adapted to specific audiences and contexts.
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape communication across interpersonal, group, and organizational settings.
3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of communication messages.
4. Evaluate and respond to complex problems associated with the design, development, and delivery of communication messages through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders.
5. Apply professional, ethical, and socially and culturally sensitive communication practices across interpersonal, group, organizational, and intercultural settings.

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education

Arts and Sciences Courses
9 Total Credits
- Complete all of the following
  - Complete:
    - ENG220 - Business Communication (3)
  - 6 credits from:
    - GRA310 - Digital Graphic Design for the Web (3)
    - POL210 - American Politics (3)
    - PSY257 - Social Psychology (3)
    - SCI219 - Environmental Issues (3)
    - SOC328 - Sociology of Aging (3)

Subject(s): HIS within the range of course numbers 100-199
- NOTE: Students may only take one (1) HIS course from the 100 level.

Major Courses
33 Total Credits
- Complete:
  - COM126 - Introduction to Mass Communication (3)
  - COM212 - Public Speaking (3)
  - COM227 - Public Relations (3)
  - COM230 - Graphics and Layout in Print Media (3)
  - COM232 - Desktop Publishing (3)
  - COM235 - Introduction to Journalism (3)
  - COM244 - Digital Video Production: Level I (3)
  - COM310 - Social Media (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - COM322 - Advanced Public Speaking (3)
  - COM430 - Organizational Communications (3)

Free Electives
33 Total Credits
- 33 credits.

Grand Total Credits: 120
Communication (Minor)

Program Description
A student may earn a minor in Communication by successfully completing the following courses:

Program Requirements
Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - COM126 - Introduction to Mass Communication (3)
    - COM212 - Public Speaking (3)
  - 9 credits from subject(s): COM

Grand Total Credits: 15

Communication and Interactive Digital Media with concentration in Digital Media - FUA (BA)

Program Description
This program is designed for students wishing to apply for a Bachelors of Arts in Communication & Interactive Digital Media through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Communication & Interactive Digital Media at Florence University of the Arts and selecting one of three concentrations in Digital Media, E-Publishing, or Visual Communication. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA’s General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements
Transfer Requirements
90 Total Credits

- Complete all of the following
  - 90 credits.
    - Student must transfer 90 credits from the Communication & Interactive Digital Media program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses
21 Total Credits

- Complete all of the following
  - 21 credits from: General Education
    Must include:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)
    - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
    - Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).
    - Two (2) General Education courses must be from Science, Technology, and Mathematics (ESTM).

Integration Cluster
9 Total Credits

- Complete all of the following
  - 9 credits.
    - With their advisor, students must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies.

Grand Total Credits: 120
Communication and Interactive Digital Media with concentration in E-Publishing - FUA (BA)

**Program Description**

This program is designed for students wishing to apply for a Bachelors of Arts in Communication & Interactive Digital Media through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Communication & Interactive Digital Media at Florence University of the Arts and selecting one of three concentrations in Digital Media, E-Publishing, or Visual Communication. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

**Program Requirements**

**Transfer Requirements**

90 Total Credits

- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Communication & Interactive Digital Media program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

**General Education Courses**

21 Total Credits

- Complete all of the following
  - 21 credits from: General Education
    - Must include:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
      - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
      - Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).
      - Two (2) General Education courses must be from Science, Technology, and Mathematics (ESTM).

**Integration Cluster**

9 Total Credits

- Complete all of the following
  - 9 credits.
  - With their advisor, students must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies.

**Grand Total Credits:** 120
Communication and Interactive Digital Media with concentration in Visual Communication - FUA (BA)

Program Description
This program is designed for students wishing to apply for a Bachelors of Arts in Communication & Interactive Digital Media through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Communication & Interactive Digital Media at Florence University of the Arts and selecting one of three concentrations in Digital Media, E-Publishing, or Visual Communication. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements
Transfer Requirements
90 Total Credits
- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Communication & Interactive Digital Media program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses
21 Total Credits
- Complete all of the following
  - 21 credits from: General Education
    - Must include:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
  - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  - Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).
  - Two (2) General Education courses must be from Science, Technology, and Mathematics (ESTM).

Integration Cluster
9 Total Credits
- Complete all of the following
  - 9 credits.
  - With their advisor, students must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies.

Grand Total Credits: 120
Creative Writing (Minor)

Program Description
A student may earn a minor in Creative Writing by successfully completing the following courses:

Program Requirements
Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)
  - 1 of the following:
    - COM235 - Introduction to Journalism (3)
    - ENG220 - Business Communication (3)
    - ENG480 - Independent Study (3)

Grand Total Credits: 15

Creative Writing and English (BA)

Program Description
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 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 of 5-10 pages 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.

Program Outcomes
1. Apply techniques and terminology essential to analyzing (and appreciating) literary form, genre, structure, and style
2. Produce creative works in a variety of genres (fiction, non-fiction, poetry, drama, screenwriting), employing the conventions and techniques of those genres
3. Produce a body of advanced work in the student’s chosen genre, reflecting a culmination of the student’s workshop training and the beginning of professionalization

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education

Arts and Sciences Courses
9 Total Credits
Complete all of the following
- Complete:
  - HUM201 - Intro to Humanities I (3)
  - HUM202 - Intro to Humanities II (3)
- 3 credits from:
  - COM212 - Public Speaking (3)
  - PHL210 - Introduction to Philosophy (3)
Subject(s): HIS within the range of course numbers 100-199

Major Courses
24 Total Credits

- Complete all of the following
  - Complete:
    - ENG226 - Introduction to Creative Writing (3)
    - ENG340 - Context of Writing: Writers/Publishing (3)
    - ENG350 - The English Language (3)
    - ENG431 - Advanced Creative Writing (3)
    - LIT300 - Literary Theory (3)
    - LIT319 - Shakespeare (3)
  - 3 credits from subject(s): LIT within the range of course numbers 200 - 299
  - 3 credits from subject(s): LIT within the range of course numbers 400 - 499

Major Electives or choose a Concentration
9 Total Credits

- 3 of the following:
  - ENG326 - Genre Writing Workshop (3)
  - ENG327 - Playwriting Workshop (3)
  - ENG328 - Poetry Writing Workshop (3)
  - ENG329 - Fiction Writing Workshop (3)
  - ENG330 - Nonfiction Writing Workshop (3)

Free Electives
33 Total Credits

- 33 credits.

Grand Total Credits: 120

Creative Writing and English (BA) - Fiction Writing (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - ENG329 - Fiction Writing Workshop (3)
  - 9 credits from the following:
    - ENG431 - Advanced Creative Writing (3)

Grand Total Credits: 12

Creative Writing and English (BA) - Non-Fiction Writing (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - ENG330 - Nonfiction Writing Workshop (3)
  - 9 credits from the following:
    - ENG431 - Advanced Creative Writing (3)

Grand Total Credits: 12
Crime and Criminology (Certificate)

Program Description
For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

Program Requirements
Required Courses
12 Total Credits

- Complete all of the following
  - 1 of the following:
    - JUS101 - Introduction to Criminal Justice (3)
    - POL306 - The American Legal Tradition (3)
  - Complete:
    - JUS215 - The Victim and the Justice System (3)
  - 2 of the following:
    - JUS211 - Organized Crime (3)
    - JUS305 - International Criminal Justice (3)
    - JUS309 - White Collar Crime (3)
    - JUS429 - Terrorism (3)
    - JUS468 - Crimes Against Children (3)
    - PSY205 - Forensic Psychology (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY310 - Criminal Psychology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC324 - Sociology of Crime and Violence (3)
    - SOC326 - Sociology of Deviant Behavior (3)

Grand Total Credits: 12
Cultural Studies with concentration in Art History - FUA (BA)

Program Description
This program is designed for students wishing to apply for a Bachelors of Arts in Cultural Studies through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Cultural Studies at Florence University of the Arts and selecting one of two concentrations in Fine Arts or Art History. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements
Transfer Requirements
90 Total Credits
- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Cultural Studies program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses
21 Total Credits
- Complete all of the following
  - 21 credits from: General Education
    Must include:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)
- One (1) General Education course must be from Fine Arts and Humanities (EFAH).
- Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).
- Two (2) General Education courses must be from Science, Technology, and Mathematics (ESTM).

Integration Cluster
9 Total Credits
- Complete all of the following
  - 9 credits.
  - With their advisor, students must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies.

Grand Total Credits: 120
Cultural Studies with concentration in Fine Arts - FUA (BA)

Program Description

This program is designed for students wishing to apply for a Bachelors of Arts in Cultural Studies through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Cultural Studies at Florence University of the Arts and selecting one of two concentrations in Fine Arts or Art History. The program may be completed in four years: 3 at FUA (90 credits including 12 credits within FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements

Transfer Requirements

90 Total Credits

- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Cultural Studies program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses

21 Total Credits

- Complete all of the following
  - 21 credits from General Education
  - Must include:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)
  - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  - Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).
  - Two (2) General Education courses must be from Science, Technology, and Mathematics (ESTM).

Integration Cluster

9 Total Credits

- Complete all of the following
  - 9 credits.
  - With their advisor, students must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies.

Grand Total Credits: 120
Digital Media Video Production (Minor)

Program Description

A Digital Media and Video Production minor would enable a student to combine specialized knowledge within their major with theoretic and practical knowledge of video production to create documentary, commercial, or promotional videos.

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - COM244 - Digital Video Production: Level I (3)
    - FAS270 - Introduction to Film History (3)
  - 3 of the following:
    - COM344 - Digital Video Production: Level II (3)
    - COM345 - Animation and Visual Effects (3)
    - COM454 - Documentary Video Production (3)
    - COM455 - Commercial Video Production (3)
    - ENG230 - Writing for Film (3)
    - FAS301 - Film and American Culture (3)
    - FAS302 - Gender and Film (3)
    - FAS303 - Golden Age of Film Comedy (3)

Grand Total Credits: 15

English Language & Literature (Minor)

Program Description

A student may earn a minor in English Language and Literature by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - 6 credits from subject(s): LIT within the range of course numbers 200 - 299
  - 6 credits from subject(s): LIT within the range of course numbers 300 - 399
  - 3 credits from subject(s): LIT within the range of course numbers 400 - 499

Grand Total Credits: 15

English Language and Literature (BA)

Program Description

Turn your passion for reading and writing into a career. Gain the communication and research skills needed in the workplace today. Learn to think critically and write effectively. Welcome to SNHU's BA in English language and literature program. The BA in English language and literature degree opens up several career possibilities beyond the traditional roles of writers and teachers. English language and literature majors also go on to become lawyers, politicians, marketing communication professionals, historians, museum curators, and nonprofit directors, just to name a few. Classes are generally small. The literature courses, for example, average about 20 students and the writing courses just about 15 students. This allows professors to keep the classes lively and highly interactive. You won’t ever find yourself sitting in a huge auditorium, struggling to follow along with a lecture. In fact, some of the most unique learning opportunities might take place out of the classroom. Because of SNHU’s ideal location in the heart of New England, the birthplace of American literature, professors often build in visits to historic literary sites such as Walden Pond to add depth to the subject matter. The program includes an extensive overview of American and British literature and a sampling of world literature. You’ll also be required to take courses in linguistics, literary theory, and Shakespeare. Optional courses include 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).

Program Outcomes
1. Critical and Creative Thinking - Identify and analyze ambiguity; Interpret implicit meaning; Assess the reasoning in arguments by others; Support interpretations with textual evidence.

2. Cultural Literacy - Differentiate between an author’s historical period and place within a literary movement; Assess and critique the influence of cultural categories of race, class, gender, and orientation; Integrate a variety of historical perspectives into analysis of contemporary issues; Articulate orally and in writing the culturally important role of literature in different historical periods.

3. Literary Analysis - Employ critical methods and terminology to analyze literary form, genre, structure, and style; Incorporate theoretical perspectives into interpretation of texts; Demonstrate skills of literary analysis through written and oral presentations.

4. Analytical Writing - Develop an engaging literary analysis that develops an original thesis through a logical, organized argument that emphasizes close reading of the text; Integrate critical thinking, cultural knowledge, and critical analysis with (at 300-level and higher) research and documentation of secondary sources.

5. Collaboration - Demonstrate an ability to work with peers on collaborative projects; Utilize oral and written communication skills in a group dynamic.

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education

Arts and Sciences Courses
9 Total Credits
- Complete all of the following
  - Complete:
    - HUM201 - Intro to Humanities I (3)
    - HUM202 - Intro to Humanities II (3)
  - 3 credits from subject(s): HIS within the range of course numbers 100 - 299

Major Courses
33 Total Credits
- Complete all of the following
  - Complete:
    - ENG350 - The English Language (3)
    - LIT300 - Literary Theory (3)
    - LIT319 - Shakespeare (3)
  - 3 credits from subject(s): LIT within the range of course numbers 200 - 299
  - 9 credits from subject(s): LIT within the range of course numbers 300 - 399
  - 3 credits from subject(s): LIT within the range of course numbers 400 - 499
  - 3 credits from subject(s): ENG, or LIT within the range of course numbers 300 - 499
  - Complete 1 of the following
    - 6 credits from the following:
      - LIT485 - Senior Thesis in Literature (3)
    - 6 credits from subject(s): LIT within the range of course number 300 - 499, excluding:
      - LIT485 - Senior Thesis in Literature (3)

Free Electives
33 Total Credits
- 33 credits.

Grand Total Credits: 120

Environmental Science (BS)

Program Description
In today’s world, it’s essential to go green. Nowhere is this task more urgent than in developing countries, where the implementation of Western development models has created serious environmental challenges. The B.S. in Environmental Science and Sustainability (International) at SNHU provides international students with the knowledge, skills, and practical experience needed to meet these challenges sustainably in governments, nongovernmental organizations, and businesses worldwide. 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. 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 science and sustainability courses with the American students enrolled in the ordinary 4-year version of the program, immersing themselves
not just in the content of their coursework, but also in American culture and university life.

**Program Outcomes**

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of solutions to environmental problems
2. Analyze intersections of the human and natural world drawing upon an understanding of the structures and functions of ecological systems and processes
3. Propose practical solutions that address the complexity of environmental problems by employing interdisciplinary approaches
4. Articulate a personal ethical framework that integrates environmental science concepts, principles, and practical experiences
5. Apply various technological and field-based methods to the study of the environment
6. Design and execute projects that effectively integrate the scientific method and quantitative and qualitative research methods (including laboratory procedures) as applied to questions related to the natural environment

**Program Requirements**

**General Education Courses**
- 45 Total Credits
  - 45 credits from: General Education
    - Must include:
      - MAT240 - Applied Statistics (3)
      - PHY101 - Principles of Physics (3)

**Arts and Sciences Courses**
- 9 Total Credits
  - Complete:
    - GEO200 - World Geography (3)
    - HIS270 - American Environmental History (3)
    - PHL363 - Environmental Ethics (3)

**Major Courses**
- 27 Total Credits
  - Complete:
    - BIO120 - General Biology I (3)
    - BIO120L - General Biology I Lab (1)
    - BIO315 - Ecological Principles and Field Methods (3)
    - CHM120 - General Chemistry I (3)
    - CHM120L - General Chemistry I Lab (1)
    - ENV101 - Environmental Science (3)
    - ENV111 - Environmental Science Compass (1)
    - ENV220 - GIS, Field Methods and Technology (3)
    - ENV250 - Environmental Science Research Methods (3)
    - ENV440 - Senior Seminar (3)
    - PHY105 - Geology (3)

**Electives or choose a Concentration**
- 12 Total Credits
  - 12 credits from subject(s): BIO, CHM, ENV, or SCI within the range of course numbers 200 - 399

**Free Electives**
- 27 Total Credits
  - 27 credits.

**Grand Total Credits**: 120
Environmental Science (BS) - Compliance and Sustainability (Concentration)

**Concentration Requirements**

Concentration Courses  
12 Total Credits

- Complete all of the following
  - Complete:
    - ENV100 - Introduction to Sustainability (3)
  - 1 of the following:
    - POL319 - US Environmental Law and Politics (3)
    - POL349 - Comparative Environmental Law and Sustainable Development (3)
  - 6 credits from the following:
    - ENV322 - Environment and Development (3)
    - ENV361 - Environmental Impact and Site Assessment (3)
    - ENV372 - Sustainability Strategies for Business (3)
    - ENV373 - LEED Green Associate Credential (1)
    - ENV374 - OSHA General Industry Outreach Training (1 - 3)
    - ENV375 - Hazardous Waste Coordinator Certificate (1)
    - POL319 - US Environmental Law and Politics (3)
    - POL349 - Comparative Environmental Law and Sustainable Development (3)
    - SCI373 - Regional Sustainability Field Study (3)
    - SOC318 - Sustainable Communities (3)
    - SOC373 - Regional Sustainability Field Study (3)

- POL 329 is also an option for the above selections. This course is no longer available through University College.
- **NOTE:** Students may take only one of the following two courses, SCI 373 and SOC 373.

Grand Total Credits: 12

Environmental Science (BS) - Energy and Natural Resources (Concentration)

**Concentration Requirements**

Concentration Courses  
13 Total Credits

- Complete all of the following
  - Complete:
    - CHM121 - General Chemistry II (3)
    - CHM121L - General Chemistry II Lab (1)
  - 3 of the following:
    - CHM200 - Environmental Chemistry (3)
    - ENV305 - Global Climate Change (3)
    - SCI218 - Natural Resources (3)
    - SCI220 - Energy and Society (3)
    - SCI333 - Waste: Sources, Reduction, & Remediation (3)
    - SCI373 - Regional Sustainability Field Study (3)
    - SOC373 - Regional Sustainability Field Study (3)

- **NOTE:** Students may take only one of the following two courses, SCI 373 and SOC 373.

Grand Total Credits: 13
Environmental Science (BS) - Wildlife and Conservation Biology (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - BIO121 - General Biology II (3)
    - BIO121L - General Biology II Lab (1)
  - 3 of the following:
    - BIO202 - Field Ornithology (3)
    - BIO312 - Zoology (3)
    - BIO314 - Introductory Botany (3)
    - BIO325 - Animal Behavior (3)
    - BIO330 - Conservation Biology (3)

Grand Total Credits: 13

Environmental Studies (Minor)

Program Description

This course of study is designed for students who are not pursuing an environmental degree. As environmental concerns become more relevant, a minor in Environmental Studies can enhance one’s education and expand career opportunities. A student may earn a minor in Environmental Studies by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - PHL363 - Environmental Ethics (3)
    - SCI219 - Environmental Issues (3)
  - 3 of the following:
    - ENV305 - Global Climate Change (3)
    - GEO200 - World Geography (3)
    - HIS270 - American Environmental History (3)
    - LIT231 - Nature Writers (3)
    - SOC318 - Sustainable Communities (3)

Grand Total Credits: 15
European Culture (Minor)

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - 2 of the following:
    - LIT309 - Romance, Revolutions, and the Birth of The Novel  (3)
    - LIT310 - Victorian Literature  (3)
    - LIT317 - European Literature  (3)
    - LIT311 - Modern British Literature  (3)
  - 3 of the following:
    - FAS335 - Romanticism to Impressionism  (3)
    - FAS342 - Modernism  (3)
    - HIS235 - Modern Russia  (3)
    - HIS238 - Modern Germany: 1871 - Present  (3)
    - LFR311 - French Civilization and Culture  (3)
    - LIT309 - Romance, Revolutions, and the Birth of The Novel  (3)
    - LIT310 - Victorian Literature  (3)
    - LIT311 - Modern British Literature  (3)
    - LIT317 - European Literature  (3)
    - MUS223 - Appreciation and History of Music  (3)

Grand Total Credits: 15
Fiction (MFA)

Program Description

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 manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

Program Outcomes

1. Complete a fiction manuscript of professional quality, suitable for submission to editors
2. Understand literary concepts necessary for teaching composition and creative writing and for working in publishing

Program Requirements

Major Courses

60 Total Credits

- Complete:
  - MFA501F - Summer Residency I Fiction (3)
  - MFA502F - Winter Residency I Fiction (3)
  - MFA503F - Summer Residency II Fiction (3)
  - MFA504F - Winter Residency II Fiction (3)
  - MFA510 - MFA Workshop: Fiction Writing I (12)
  - MFA511 - MFA Workshop: Fiction Writing II (12)
  - MFA512 - Graduate Fiction Workshop III (12)
  - MFA513 - Graduate Fiction Workshop IV (12)

Grand Total Credits: 60
Game Art and Development (BA)

Program Description

Whether it’s creating lifelike characters, imagining rich virtual game worlds or designing creatures from another planet, SNHU’s major in Game Art and Development can get you on your way to working in the fast-paced, exciting world of video game art. This BA program balances fundamental skill development with advanced training in the techniques used by industry professionals today. Students learn and apply principles used in video game art asset creation such as 3D modeling, lighting, shading, anatomy illustration, digital painting, 3D mesh topology, texturing and rigging. Courses mirror the standard workflow pipeline used in industry for the production of art assets for multiple video game platforms, including web, console, PC and mobile. You’ll graduate with a vast toolkit of skills and a body of work for your portfolio. SNHU Game Art and Development graduate have found employment as: Character Artist Environment Artist Level Designer World Builder Designers Technical Artist Weapons Artist 3-D Generalist 3-D product modelers UI/UX artist Texture Artist

Program Outcomes

1. Design and develop professional quality digital game and interactive media elements that combine technical and aesthetic design principles to create engaging and dynamic experiences
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape the design, development, and interpretation of digital games and interactive media
3. Evaluate, select, and effectively apply tools and technology commonly used in the design and production of digital games and other interactive media
4. Evaluate and respond to complex problems associated with the design and development of digital games through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Optimize the design of interactive media elements to the strengths and limitations of the processes and techniques used in the production of digital games

Program Requirements

General Education Courses 45 Total Credits

� 45 credits from: General Education

   Must include:
   ● BIO210 - Introduction to Anatomy and Physiology (3)
   ● PSY108 - Introduction to Psychology (3)

Arts and Sciences Courses 9 Total Credits

   ● Complete:
     ● ENG226 - Introduction to Creative Writing (3)
     ● FAS110 - Introductory Drawing (3)
     ● LIT229 - World Mythology (3)

MajorCourses 33 Total Credits

   ● Complete:
     ● GRA105 - Concept Art and Color Theory (3)
     ● GRA201 - Intro to Digital Sculpting (3)
     ● GRA202 - 3-D Modeling and Animation (3)
     ● GRA211 - Interactive Animation (3)
     ● GRA212 - 3-D Character Animation (3)
     ● GRA215 - Texturing for Games (3)
     ● GRA311 - Environment Design (3)
     ● GRA401 - Character Design (3)
     ● GRA402 - Creature Design (3)
     ● GRA440 - 3-D Art and Design (3)
     ● FAS310 - Illustration (3)

Free Electives 33 Total Credits

   ● 33 credits.

Grand Total Credits: 120
Game Art and Development (Minor)

Program Description
A student may earn a minor in Game Art and Development by successfully completing the following courses:

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - GRA220 - Introduction to Digital Imaging (3)

Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - GRA201 - Intro to Digital Sculpting (3)
    - GRA202 - 3-D Modeling and Animation (3)
    - GRA212 - 3-D Character Animation (3)
    - GRA311 - Environment Design (3)
- 1 of the following:
  - GRA401 - Character Design (3)
  - GRA402 - Creature Design (3)

Grand Total Credits: 18
Game Programming and Development (BS)

**Program Outcomes**

1. Create, execute, and document clear and effective code in a variety of programming languages and game engines relevant to professional game development
2. Integrate methods and techniques for creating realistic, dynamic gameplay experiences, including game AI, game physics, 2D and 3D graphics, and interface design
3. Articulate and solve complex logic problems associated with programming interactive game systems
4. Apply effective, industry-standard design, production, and testing techniques through all phases of game development
5. Adhere to the standards and expectations of the professional game development community, especially regarding effective communication, respect for all people and cultures, ethical decision-making, and the ability to function effectively as a member of a team
6. Research, develop, and contribute to advances and trends within the field of game programming

**Program Requirements**

**General Education Courses**

45 Total Credits

- 45 credits from: General Education
  - Must include:
    - MAT210 - Applied Calculus I (3)
    - PHY101 - Principles of Physics (3)
    - PSY108 - Introduction to Psychology (3)

**Arts and Sciences Courses**

9 Total Credits

- Complete:
  - COM212 - Public Speaking (3)
  - ENG220 - Business Communication (3)
  - MAT350 - Applied Linear Algebra (3)

**Major Courses**

42 Total Credits

- Complete all of the following
  - Complete:
    - GAM110 - Game Programming I (3)
    - GAM220 - Game Programming II (3)
    - GAM312 - Scripting for Games (3)
    - GAM345 - Algorithms and Data Structures for Games (3)
    - GAM350 - Multiplayer Video Game Development (3)
    - GAM405 - Artificial Intelligence for Games (3)
    - GAM415 - Graphics Game Engine (3)
    - GAM495 - Game Programming Capstone (3)
    - GRA202 - 3-D Modeling and Animation (3)
    - GRA210 - Fundamentals of Game Design (3)
    - GRA211 - Interactive Animation (3)
    - GRA315 - Game Design and Production (3)
    - GRA317 - Studio Environment (3)
  - 3 credits from:
    - COM230 - Graphics and Layout in Print Media (3)
    - GRA220 - Introduction to Digital Imaging (3)
    - IT205 - Digital Music (3)
    - IT210 - Business Systems Analysis and Design (3)
    - IT315 - Object Oriented Analysis and Design (3)
    - IT330 - Database Design and Management (3)
    - IT340 - Network and Telecommunication Management (3)

Subject(s): GAM within the range of course numbers 300-499

**Free Electives**

24 Total Credits

- 24 credits.

Grand Total Credits: **120**
Game Programming and Development (Minor)

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - GAM110 - Game Programming I (3)
    - GAM211 - Interactive Animation (3)
    - GAM220 - Game Programming II (3)
    - GAM312 - Scripting for Games (3)
  - 1 of the following:
    - GAM345 - Algorithms and Data Structures for Games (3)
    - GAM350 - Multiplayer Video Game Development (3)
    - GAM405 - Artificial Intelligence for Games (3)
    - GAM415 - Graphics Game Engine (3)

Grand Total Credits: 15

Gender Studies (Minor)

Program Description

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).

Program Requirements

Required Courses
15 Total Credits

- 5 of the following:
  - DEV260 - Family and Culture (3)
  - FAS302 - Gender and Film (3)
  - FAS380 - Women, Art and Society
  - LIT330 - Gender and Text (3)
  - PSY319 - Social Development: Child and Adolescent (3)
  - PSY331 - Human Sexuality
  - SOC320 - Sociology of Gender (3)
  - SOC330 - Sociology of Minority Relations (3)

Grand Total Credits: 15
Graphic Design (Minor)

Program Description
A student may earn a minor in Graphic Design by successfully completing the following courses in addition to the degree requirements of the student's major:

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - GRA220 - Introduction to Digital Imaging (3)

Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - COM230 - Graphics and Layout in Print Media (3)
    - COM232 - Desktop Publishing (3)
    - GRA310 - Digital Graphic Design for the Web (3)
    - GRA470 - User Interface and Experience (3)
  - 3 credits from subject(s): FAS within the range of course numbers 300 - 499

Grand Total Credits: 18

Graphic Design and Media Arts (BA)

Program Description
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.

Program Outcomes
1. Design, develop, adapt, and present professional quality graphic and media works that articulate a clear, coherent message using appropriate and effective technical and aesthetic design principles
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape how graphic and media messages are interpreted
3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of graphic and media works
4. Evaluate and respond to complex problems associated with the design, development, and delivery of graphic and visual media through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Apply professional, ethical, and socially and culturally sensitive practices to the design and development of visual media elements

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - FAS226 - Digital Photography (3)
    - IT270 - Web Site Design (3)

Arts and Sciences Courses
9 Total Credits
Complete all of the following
  Complete:
  - COM212 - Public Speaking (3)
  - 3 credits from subject(s): FAS within the range of course numbers 200 - 499
  - 3 credits from subject(s): HIS within the range of course numbers 200 - 499

Major Courses
33 Total Credits

Complete all of the following
  Complete:
  - COM128 - Language and Practice of Media Arts (3)
  - COM230 - Graphics and Layout in Print Media (3)
  - COM232 - Desktop Publishing (3)
  - GRA101 - Basic Design and Color Theory (3)
  - GRA220 - Introduction to Digital Imaging (3)
  - GRA310 - Digital Graphic Design for the Web (3)
  - GRA340 - Typography (3)
  - GRA410 - Advanced Digital Graphic Design for Web (3)
  - GRA420 - Advanced Digital Imaging (3)
  - GRA470 - User Interface and Experience (3)

  - 1 of the following:
    - FAS320 - History of Design (3)
    - FAS326 - History of Photography (3)

Free Electives
33 Total Credits

  33 credits.

Grand Total Credits: **120**
History (BA)

Program Description
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.

Program Outcomes
1. Demonstrate knowledge of the development of human societies by analyzing and interpreting a variety of sources that provide evidence to support an argument about the past
2. Utilize critical thinking skills for formulating effective analysis of appropriate primary and secondary sources
3. Develop historical perspectives and arguments and express those arguments in effective and applicable formats
4. Practice civic engagement through the application of history in the public realm
5. Analyze multiple historical and theoretical viewpoints effectively through an open-minded, empathetic perspective on the past

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education

Arts and Sciences Courses
9 Total Credits
- Complete all of the following
  - Complete:
    - COM212 - Public Speaking (3)
  - 1 of the following:
    - FAS342 - Modernism (3)
    - FAS370 - American Art (3)
    - HUM201 - Intro to Humanities I (3)
    - HUM202 - Intro to Humanities II (3)
    - MUS223 - Appreciation and History of Music (3)
- 3 credits from subject(s): LIT within the range of course numbers 200 - 399

Major Courses
33 Total Credits
- Complete all of the following
  - 2 of the following:
    - HIS101 - The Ancient World: Exploring the Past (3)
    - HIS102 - The Medieval World: Exploring the Past (3)
    - HIS103 - The Early Modern World: Exploring the Past (3)
    - HIS104 - The Modern World: Exploring the Past (3)
  - Complete:
    - HIS340 - Making History (3)
    - HIS460 - History Research Seminar (Capstone) (3)
- 21 credits from subject(s): HIS within the range of course numbers 200 - 499

Free Electives
33 Total Credits
- 33 credits.

Grand Total Credits: 120
History (Minor)

Program Description

A student may earn a minor in History by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - 6 credits from subject(s): HIS within the range of course numbers 100 - 199
  - 9 credits from subject(s): HIS within the range of course numbers 200 - 499

Grand Total Credits: 15

Interactive Storytelling for Games (Minor)

Program Description

Many contemporary digital games create immersive, engaging experiences for players through the effective development of story and narrative. The interactive nature of games, however, challenges the author-centric approach of conventional fiction writing. The minor in Interactive Storytelling is designed to introduce students to techniques and challenges specific to the interactive medium of the digital game. Students complete coursework emphasizing both theoretical and practical perspectives and apply their learning in hands-on creative assignments.

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - ENG226 - Introduction to Creative Writing (3)
    - GAM215 - World-Building for Games (3)
    - GAM315 - Interactive Storytelling (3)
  - 2 of the following:
    - GAM210 - History of Digital Games (3)
    - ENG230 - Writing for Film (3)
    - ENG327 - Playwriting Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)

Grand Total Credits: 15
Justice Studies (AS)

Program Description
The Associate in 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.

Program Outcomes
1. Graduates of the Justice Studies program will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice.
2. Graduates of the Justice Studies program will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers.
3. Graduates of the Justice Studies program will be socially responsible citizens and professionals who are ethically informed and culturally aware.

Program Requirements
General Education Courses
22 Total Credits

- Complete all of the following
  - 12 credits from: General Education
    - Must include:
      - COM212 - Public Speaking (3)
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
      - IT100 - Introduction to Information Technology (3)
    - 1 of the following:
      - MAT130 - Applied Finite Mathematics (3)
      - MAT140 - Precalculus (3)
      - MAT210 - Applied Calculus I (3)
      - MAT230 - Discrete Mathematics (3)
      - MAT240 - Applied Statistics (3)
    - 1 of the following:
      - SNHU101 - SNHU 101: First-Year Seminar (1)
      - SNHU202 - SNHU Experience: Transition to SNHU (1)
    - NOTE: Transfer students must take SNHU 202.
  - 6 credits from subject(s): ATH, BIO, CHM, COM, ENG, FAS, GEO, GOV, GRA, HIS, HON, LFR, LIT, LSP, MAT, PHL, PHY, POL, PSY, SCI, or SOC within the range of course numbers 100 - 499

Major Courses
33 Total Credits

- Complete all of the following
  - Complete:
    - IT210 - Business Systems Analysis and Design (3)
    - JUS101 - Introduction to Criminal Justice (3)
    - JUS102 - American Policing (3)
    - JUS103 - Correctional Systems (3)
    - JUS104 - Introduction to Security (3)
    - JUS215 - The Victim and the Justice System (3)
    - JUS261 - Judicial Administration (3)
    - JUS375 - Criminal Law (3)
    - JUS455 - Legal Traditions (3)
  - 6 credits from subject(s): JUS

Free Electives
6 Total Credits

- 6 credits.

Grand Total Credits: 61

Justice Studies (BS)
Southern New Hampshire University's Bachelor of Science in Justice Studies presents a systematic vision of the justice system and exposes its majors to the panoply of careers, theories and applications, agencies and institutions that comprise American justice. The B.S. in Justice Studies consists of a core and a series of tracks which allows students to tailor the program toward their career goals. The core lays out the essential knowledge base for Justice Studies majors and reviews the fundamentals of legal and social science research, provides overview courses on the system at large, and instructs on criminal law and correctional systems. The B.S. in Justice Studies emphasizes the full range of justice functions, from policing to corrections, from law to private sector justice. The B.S. in Justice Studies delivers the "professional" perspective in the educational environment, preparing students for future careers in the justice sector.

Program Outcomes

1. Graduates of the Justice Studies program will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Graduates of the Justice Studies program will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Graduates of the Justice Studies program will be socially responsible citizens and professionals who are ethically informed and culturally aware

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education

Arts and Sciences Courses
9 Total Credits

- Complete:
  - PHL210 - Introduction to Philosophy (3)
  - PSY108 - Introduction to Psychology (3)
  - SOC112 - Introduction to Sociology (3)

Major Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - JUS101 - Introduction to Criminal Justice (3)
    - JUS261 - Judicial Administration (3)
    - JUS305 - International Criminal Justice (3)
    - JUS375 - Criminal Law (3)
    - JUS455 - Legal Traditions (3)
  - 1 of the following:
    - JUS224 - Legal and Justice Research Methods (3)
    - PSY224 - Research II: Scientific Investigations (3)
    - SCS224 - Social Science Research Methods (3)

Major Electives or choose a Concentration
24 Total Credits

- Complete all of the following
  - Crime and Criminology
    - 6 credits from the following:
      - JUS211 - Organized Crime (3)
      - JUS215 - The Victim and the Justice System (3)
      - JUS309 - White Collar Crime (3)
      - JUS429 - Terrorism (3)
      - JUS468 - Crimes Against Children (3)
      - PSY205 - Forensic Psychology (3)
      - PSY215 - Abnormal Psychology (3)
      - PSY310 - Criminal Psychology (3)
      - SOC213 - Sociology of Social Problems (3)
      - SOC324 - Sociology of Crime and Violence (3)
      - SOC326 - Sociology of Deviant Behavior (3)
  - Law and Legal Process
    - Complete all of the following
      - 6 credits from the following:
        - BUS206 - Business Law I (3)
        - BUS307 - Business Law II (3)
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- JUS325 - Law, Justice and Family (3)
- JUS331 - Juvenile Justice System (3)
- JUS376 - Criminal Procedure (3)
- JUS395 - The Death Penalty (3)
- JUS485 - Forensic Law (3)
- JUS496 - Administrative Law (3)
- JUS497 - Law and Evidence (3)
- POL316 - Legal Reasoning and the Constitution (3)

- May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Policing and Law Enforcement
- Complete all of the following
  - 6 credits from the following:
    - JUS102 - American Policing (3)
    - JUS103 - Correctional Systems (3)
    - JUS104 - Introduction to Security (3)
    - JUS111 - Introduction to Criminalistics (3)
    - JUS201 - Criminal Investigation (3)
    - JUS202 - Industrial and Retail Security (3)
    - JUS345 - Probation and Parole (3)
    - JUS394 - Problems in Policing (3)
    - JUS465 - Police Organization and Management (3)
    - JUS466 - Homeland Security (3)

- May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Electives
- Complete all of the following
  - 6 credits from the following:
    - ACC421 - Auditing and Forensic Accounting (3)
    - COM448 - Media Ethics and Law (3)
    - HOS416 - Legal Issues in the Hospitality and Tourism Industry (3)
    - INT309 - Legal Environment of International Business (3)
    - JUS400 - Foreign Study in Criminal Justice (3-12)
    - JUS480 - Independent Study in Law and Justice (3)
    - JUS498 - Criminal Justice Internship (0-12)
    - PHL212 - Introduction to Ethics (3)
    - PHL214 - Formal Logic (3)
    - POL210 - American Politics (3)
    - POL305 - State and Local Government (3)
    - POL306 - The American Legal Tradition (3)
    - POL319 - US Environmental Law and Politics (3)
    - POL326 - World Legal Traditions (3)
    - POL336 - Advocacy and the Law (3)
    - SPT307 - Sport Law (3)

- May also include ACC 423, ACC 425, ACC 427, JUS 479, PAD 330, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Free Electives
24 Total Credits
- Complete all of the following
  - 24 credits.
  - NOTE: Students with a concentration must only complete 12 credits of free electives.

Grand Total Credits: 120

Justice Studies (BS) - Crime and Criminology (Concentration)

Concentration Requirements
- Complete all of the following
  - Crime and Criminology
    - 18 credits from the following:
      - JUS211 - Organized Crime (3)
      - JUS215 - The Victim and the Justice System (3)
### Police and Law Enforcement
- Complete all of the following
  - 6 credits from the following:
    - JUS102 - American Policing (3)
    - JUS103 - Correctional Systems (3)
    - JUS104 - Introduction to Security (3)
    - JUS111 - Introduction to Criminalistics (3)
    - JUS201 - Criminal Investigation (3)
    - JUS202 - Industrial and Retail Security (3)
    - JUS345 - Probation and Parole (3)
    - JUS394 - Problems in Policing (3)
    - JUS465 - Police Organization and Management (3)
    - JUS466 - Homeland Security (3)
  - May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

### Law and Legal Process
- Complete all of the following
  - 6 credits from the following:
    - BUS206 - Business Law I (3)
    - BUS307 - Business Law II (3)
    - JUS325 - Law, Justice and Family (3)
    - JUS331 - Juvenile Justice System (3)
    - JUS376 - Criminal Procedure (3)
    - JUS395 - The Death Penalty (3)
    - JUS485 - Forensic Law (3)
    - JUS496 - Administrative Law (3)
    - JUS497 - Law and Evidence (3)
    - POL316 - Legal Reasoning and the Constitution (3)
  - May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

### Justice Studies Electives
- Complete all of the following
  - 6 credits from the following:
    - ACC421 - Auditing and Forensic Accounting (3)
    - COM448 - Media Ethics and Law (3)
    - HOS416 - Legal Issues in the Hospitality and Tourism Industry (3)
    - INT309 - Legal Environment of International Business (3)
    - JUS400 - Foreign Study in Criminal Justice (3 - 12)
    - JUS480 - Independent Study in Law and Justice (3)
    - JUS498 - Criminal Justice Internship (0 - 12)
    - PHL212 - Introduction to Ethics (3)
    - PHL214 - Formal Logic (3)
    - POL210 - American Politics (3)
    - POL305 - State and Local Government (3)
    - POL306 - The American Legal Tradition (3)
    - POL319 - US Environmental Law and Politics (3)
    - POL326 - World Legal Traditions (3)
    - POL336 - Advocacy and the Law (3)
    - SPT307 - Sport Law (3)
  - May also include ACC 423, ACC 425, ACC 427, JUS 479, PAD 330, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: **36**
Concentration Requirements

Concentration Courses
36 Total Credits

- Complete all of the following **Law and Legal Process**
  - Complete all of the following
    - 18 credits from the following:
      - BUS206 - Business Law I (3)
      - BUS307 - Business Law II (3)
      - JUS325 - Law, Justice and Family (3)
      - JUS331 - Juvenile Justice System (3)
      - JUS376 - Criminal Procedure (3)
      - JUS395 - The Death Penalty (3)
      - JUS485 - Forensic Law (3)
      - JUS496 - Administrative Law (3)
      - JUS497 - Law and Evidence (3)
      - POL316 - Legal Reasoning and the Constitution (3)
    - May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

- Complete all of the following **Police and Law Enforcement**
  - 6 credits from the following:
    - JUS102 - American Policing (3)
    - JUS103 - Correctional Systems (3)
    - JUS104 - Introduction to Security (3)
    - JUS111 - Introduction to Criminalistics (3)
    - JUS201 - Criminal Investigation (3)
    - JUS202 - Industrial and Retail Security (3)
    - JUS345 - Probation and Parole (3)
    - JUS394 - Problems in Policing (3)
    - JUS465 - Police Organization and Management (3)
    - JUS466 - Homeland Security (3)
  - May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

- Complete all of the following **Crime and Criminology**
  - 6 credits from the following:
    - JUS211 - Organized Crime (3)
    - JUS215 - The Victim and the Justice System (3)
    - JUS309 - White Collar Crime (3)
    - JUS429 - Terrorism (3)
    - JUS468 - Crimes Against Children (3)
    - PSY205 - Forensic Psychology (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY310 - Criminal Psychology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC324 - Sociology of Crime and Violence (3)
    - SOC326 - Sociology of Deviant Behavior (3)

- Complete all of the following **Justice Studies Electives**
  - 6 credits from the following:
    - ACC421 - Auditing and Forensic Accounting (3)
    - COM448 - Media Ethics and Law (3)
    - HOS416 - Legal Issues in the Hospitality and Tourism Industry (3)
    - INT309 - Legal Environment of International Business (3)
    - JUS400 - Foreign Study in Criminal Justice (3 - 12)
    - JUS480 - Independent Study in Law and Justice (3)
    - JUS498 - Criminal Justice Internship (0 - 12)
    - PHL212 - Introduction to Ethics (3)
    - PHL214 - Formal Logic (3)
    - POL210 - American Politics (3)
    - POL305 - State and Local Government (3)
    - POL306 - The American Legal Tradition (3)
    - POL319 - US Environmental Law and Politics (3)
    - POL326 - World Legal Traditions (3)
    - POL336 - Advocacy and the Law (3)
    - SPT307 - Sport Law (3)
May also include ACC 423, ACC 425, ACC 427, JUS 479, PAD 330, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: 36

Justice Studies (BS) - Policing and Law Enforcement (Concentration)

Concentration Requirements

Concentration Courses
36 Total Credits

- Complete all of the following
  - Police and Law Enforcement
    - Complete all of the following
      - 18 credits from the following:
        - JUS102 - American Policing (3)
        - JUS103 - Correctional Systems (3)
        - JUS104 - Introduction to Security (3)
        - JUS111 - Introduction to Criminalistics (3)
        - JUS201 - Criminal Investigation (3)
        - JUS202 - Industrial and Retail Security (3)
        - JUS345 - Probation and Parole (3)
        - JUS394 - Problems in Policing (3)
        - JUS465 - Police Organization and Management (3)
        - JUS466 - Homeland Security (3)

      - May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

- Crime and Criminology
  - 6 credits from the following:
    - JUS211 - Organized Crime (3)
    - JUS215 - The Victim and the Justice System (3)
    - JUS309 - White Collar Crime (3)
    - JUS429 - Terrorism (3)
    - JUS468 - Crimes Against Children (3)
    - PSY205 - Forensic Psychology (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY310 - Criminal Psychology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC324 - Sociology of Crime and Violence (3)
    - SOC326 - Sociology of Deviant Behavior (3)

- Law and Legal Process
  - 6 credits from the following:
    - BUS206 - Business Law I (3)
    - BUS307 - Business Law II (3)
    - JUS325 - Law, Justice and Family (3)
    - JUS331 - Juvenile Justice System (3)
    - JUS376 - Criminal Procedure (3)
    - JUS395 - The Death Penalty (3)
    - JUS485 - Forensic Law (3)
    - JUS496 - Administrative Law (3)
    - JUS497 - Law and Evidence (3)
    - POL316 - Legal Reasoning and the Constitution (3)

  - May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Justice Studies Electives

- Complete all of the following
  - 6 credits from the following:
    - ACC421 - Auditing and Forensic Accounting (3)
    - COM448 - Media Ethics and Law (3)
    - HOS416 - Legal Issues in the Hospitality and Tourism Industry (3)
    - INT309 - Legal Environment of International Business (3)
    - JUS400 - Foreign Study in Criminal Justice (3 - 12)
    - JUS480 - Independent Study in Law and Justice (3)
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- JUS498 - Criminal Justice Internship (0 - 12)
- PHL212 - Introduction to Ethics (3)
- PHL214 - Formal Logic (3)
- POL210 - American Politics (3)
- POL305 - State and Local Government (3)
- POL306 - The American Legal Tradition (3)
- POL319 - US Environmental Law and Politics (3)
- POL326 - World Legal Traditions (3)
- POL336 - Advocacy and the Law (3)
- SPT307 - Sport Law (3)

May also include ACC 423, ACC 425, ACC 427, JUS 479, PAD 330, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: 36

Justice Studies (BS) - Terrorism and Homeland Security (Concentration)

Concentration Requirements

Concentration Courses
36 Total Credits

- Complete all of the following

  Terrorism and Homeland Security
  - Complete:
    - JUS104 - Introduction to Security (3)
    - JUS202 - Industrial and Retail Security (3)
    - JUS429 - Terrorism (3)
    - JUS466 - Homeland Security (3)

Crime and Criminology
- Complete all of the following
  - 6 credits from the following:
    - JUS211 - Organized Crime (3)
    - JUS215 - The Victim and the Justice System (3)
    - JUS309 - White Collar Crime (3)
    - JUS468 - Crimes Against Children (3)
    - PSY205 - Forensic Psychology (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY310 - Criminal Psychology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC324 - Sociology of Crime and Violence (3)
    - SOC326 - Sociology of Deviant Behavior (3)

Police and Law Enforcement
- Complete all of the following
  - 6 credits from the following:
    - JUS102 - American Policing (3)
    - JUS103 - Correctional Systems (3)
    - JUS111 - Introduction to Criminalistics (3)
    - JUS201 - Criminal Investigation (3)
    - JUS345 - Probation and Parole (3)
    - JUS394 - Problems in Policing (3)
    - JUS465 - Police Organization and Management (3)

May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Law and Legal Process
- Complete all of the following
  - 6 credits from the following:
    - BUS206 - Business Law I (3)
    - BUS307 - Business Law II (3)
    - JUS325 - Law, Justice and Family (3)
    - JUS331 - Juvenile Justice System (3)
    - JUS376 - Criminal Procedure (3)
    - JUS395 - The Death Penalty (3)
    - JUS485 - Forensic Law (3)
    - JUS496 - Administrative Law (3)
    - JUS497 - Law and Evidence (3)
    - POL316 - Legal Reasoning and the Constitution (3)
May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Justice Studies Electives
- Complete all of the following:
  - 6 credits from the following:
    - ACC421 - Auditing and Forensic Accounting (3)
    - COM448 - Media Ethics and Law (3)
    - HOS416 - Legal Issues in the Hospitality and Tourism Industry (3)
    - INT309 - Legal Environment of International Business (3)
    - JUS400 - Foreign Study in Criminal Justice (3 - 12)
    - JUS480 - Independent Study in Law and Justice (3)
    - JUS498 - Criminal Justice Internship (0 - 12)
    - PHL212 - Introduction to Ethics (3)
    - PHL214 - Formal Logic (3)
    - POL210 - American Politics (3)
    - POL305 - State and Local Government (3)
    - POL306 - The American Legal Tradition (3)
    - POL319 - US Environmental Law and Politics (3)
    - POL326 - World Legal Traditions (3)
    - POL336 - Advocacy and the Law (3)
    - SPT307 - Sport Law (3)

May also include ACC 423, ACC 425, ACC 427, JUS 479, PAD 330, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: 36

Justice Studies (Minor)

Program Description
A student may earn a minor in Justice Studies by successfully completing the following courses:

Program Requirements
Required Courses
15 Total Credits
- Complete all of the following
  - 1 of the following:
    - JUS101 - Introduction to Criminal Justice (3)
    - POL306 - The American Legal Tradition (3)
  - Complete:
    - JUS455 - Legal Traditions (3)
    - 9 credits from subject(s): JUS

Grand Total Credits: 15
Law and Legal Process (Certificate)

Program Description
For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

Program Requirements
Required Courses
12 Total Credits

- Complete all of the following
  - 1 of the following:
    - JUS101 - Introduction to Criminal Justice (3)
    - POL306 - The American Legal Tradition (3)
  - Complete:
    - JUS261 - Judicial Administration (3)
  - 2 of the following:
    - BUS206 - Business Law I (3)
    - BUS307 - Business Law II (3)
    - JUS325 - Law, Justice and Family (3)
    - JUS331 - Juvenile Justice System (3)
    - JUS376 - Criminal Procedure (3)
    - JUS395 - The Death Penalty (3)
    - JUS485 - Forensic Law (3)
    - JUS496 - Administrative Law (3)
    - JUS497 - Law and Evidence (3)
    - POL210 - American Politics (3)
    - POL305 - State and Local Government (3)
    - POL316 - Legal Reasoning and the Constitution (3)

Grand Total Credits: 12

Law and Politics II (BA)

Program Description
In developed countries like the United States, law and politics are closely intertwined. At the same time, 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.

Program Outcomes
1. Articulate a theoretically coherent conception of law and politics as distinct but related phenomena, and a theoretically and philosophically coherent conception of the public good
2. Analyze a contemporary national, sub-national, international, or foreign dilemma at the nexus of law and politics and its implications for the public good using tools derived from the social sciences and other relevant fields
3. Identify strategies of political participation that individuals could use to help to resolve that dilemma in the service of the public good, whether as legal or political professionals, private citizens, or both

Program Requirements
Transfer Requirements
60 Total Credits

- Complete all of the following
  - NOTE: This program is only for international students who must have 60 approved university credits, 3.0 out of 4.0 GPA, and acceptable TOEFL and IELTS scores. Students must also transfer in a POL-210 course equivalent as
part of the admission requirement. If the student is transferring credits from a university that does not offer an introductory American politics course, they must take POL 210 at SNHU in the summer term immediately preceding their first fall term on the SNHU campus.

- 60 credits.

General Education Courses
12 Total Credits

- 12 credits from: General Education

  Must include:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)
  - MAT240 - Applied Statistics (3)
  - SNHU202 - SNHU Experience: Transition to SNHU (1)
  - SNHU303 - SNHU Experience: Life after SNHU (1)
  - SNHU404 - SNHU Experience: Gen Ed Capstone (1)

Arts and Sciences Courses
9 Total Credits

- Complete all of the following
  - Complete:
    - HIS104 - The Modern World: Exploring the Past (3)
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
    - ENV100 - Introduction to Sustainability (3)
  - 1 of the following:
    - HIS220 - Modern European History; 1890-Present (3)
    - HIS223 - Modern War and Society (3)
    - HIS242 - The Cold War (3)
    - HIS245 - United States History since 1945 (3)
    - HIS301 - World History and Culture (3)
    - HIS308 - Case Studies in Revolution (3)
    - HIS309 - Dictators in the Modern Era (3)

Major Courses
21 Total Credits

- Complete:
  - GEO200 - World Geography (3)
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)
  - POL306 - The American Legal Tradition (3)
  - POL326 - World Legal Traditions (3)
  - SCS224 - Social Science Research Methods (3)
  - SCS444 - Capstone Colloquium (3)

Major Electives
15 Total Credits

- 15 credits from the following:
  - POL301 - U.S. Foreign Policy (3)
  - POL305 - State and Local Government (3)
  - POL314 - Political Theory (3)
  - POL317 - Campaigns and Elections (3)
  - POL319 - US Environmental Law and Politics (3)
  - POL322 - Environment and Development (3)
  - POL324 - Congress and the Legislative Process (3)
  - POL336 - Advocacy and the Law (3)
  - POL349 - Comparative Environmental Law and Sustainable Development (3)
  - POL362 - The American Presidency (3)
  - POL375 - Weapons of Mass Destruction (3)
  - POL376 - Genocide and International Justice (3)
  - POL377 - Intelligence and National Security (3)

Free Electives
9 Total Credits

- 9 credits.
Law and Politics Pre J.D. (BA)

Program Description

Whether you’re fascinated by politics or intrigued by the law, the study of 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 provides 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 legal and political contexts, as well as the ability to communicate effectively, both orally and in writing, on topics of legal and political concern. These skills are essential for legal and political professionals, and are transferable to many other professional fields, but are especially useful for students who plan to apply to law school as a stepping stone to a career in the practice of law. The B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU offers qualified students a unique opportunity to earn both a bachelor’s degree from SNHU and a J.D. from any of certain ABA-approved law schools in six years rather than the usual (and more expensive) seven years. Collaborative agreements between SNHU and these schools allow students to count a year’s worth of law-school courses toward the requirements of the B.A., thus shortening by a year the time normally required to earn both degrees. Students enrolled in the B.A. in Law and Politics (Pre-J.D. Accelerated) apply as juniors rather than as seniors for admission to their choice of law schools participating in the program. If admitted, students spend what would otherwise have been their senior year at SNHU taking courses at the law school. After successfully completing those courses, students are awarded the B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU, then spend two more years at the law school fulfilling the remaining J.D. requirements. Although students fulfill the final 30 credits of their B.A. requirements at the law school, they must earn at least 60 of the credits counted toward the B.A. at SNHU.

Program Outcomes

1. Articulate a theoretically coherent conception of law and politics as distinct but related phenomena, and a theoretically and philosophically coherent conception of the public good
2. Analyze a contemporary national, sub-national, international, or foreign dilemma at the nexus of law and politics and its implications for the public good using tools derived from the social sciences and other relevant fields
3. Identify strategies of political participation that individuals could use to help to resolve that dilemma in the service of the public good, whether as legal or political professionals, private citizens, or both

Program Requirements

Transfer Requirements
30 Total Credits
- Complete all of the following
  - Transfer from J.D. program at Vermont Law School or J.D. program at Western New England University School of Law.
  - 30 credits.

General Education Courses
45 Total Credits
- 45 credits from: General Education
  - GEO200 - World Geography (3)
  - MAT240 - Applied Statistics (3)

Arts and Sciences Courses
9 Total Credits
- Complete all of the following
  - Complete:
    - HIS104 - The Modern World: Exploring the Past (3)
  - 1 of the following:
    - HIS220 - Modern European History: 1890-Present (3)
    - HIS223 - Modern War and Society (3)
    - HIS242 - The Cold War (3)
    - HIS245 - United States History since 1945 (3)
    - HIS301 - World History and Culture (3)
    - HIS308 - Case Studies in Revolution (3)
    - HIS309 - Dictators in the Modern Era (3)
  - 1 of the following:
    - ENV100 - Introduction to Sustainability (3)
Major Courses
18 Total Credits

- Complete:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)
  - POL306 - The American Legal Tradition (3)
  - POL326 - World Legal Traditions (3)
  - SCS224 - Social Science Research Methods (3)
  - SCS444 - Capstone Colloquium (3)

Major Electives
12 Total Credits

- 12 credits from the following:
  - POL301 - U.S. Foreign Policy (3)
  - POL305 - State and Local Government (3)
  - POL314 - Political Theory (3)
  - POL317 - Campaigns and Elections (3)
  - POL319 - US Environmental Law and Politics (3)
  - POL322 - Environment and Development (3)
  - POL324 - Congress and the Legislative Process (3)
  - POL336 - Advocacy and the Law (3)
  - POL349 - Comparative Environmental Law and Sustainable Development (3)
  - POL362 - The American Presidency (3)
  - POL375 - Weapons of Mass Destruction (3)
  - POL376 - Genocide and International Justice (3)
  - POL377 - Intelligence and National Security (3)

Free Electives
6 Total Credits

- 6 credits.

Grand Total Credits: 120
Liberal Arts (AA)

Program Description
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.

Program Requirements
General Education Courses
28 Total Credits

- Complete all of the following
  - 24 credits from: General Education

  Must include:
  - COM212 - Public Speaking (3)
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)
  - HUM201 - Intro to Humanities I (3)
  - HUM202 - Intro to Humanities II (3)
  - IT100 - Introduction to Information Technology (3)

- Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).

- 1 of the following:

  - MAT130 - Applied Finite Mathematics (3)
  - MAT135 - The Heart of Mathematics
  - MAT140 - Precalculus (3)
  - MAT210 - Applied Calculus I (3)
  - MAT211 - Applied Calculus II (3)
  - MAT230 - Discrete Mathematics (3)
  - MAT240 - Applied Statistics (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)

- 1 of the following:

  - SNHU101 - SNHU 101: First-Year Seminar (1)
  - SNHU202 - SNHU Experience: Transition to SNHU (1)

  NOTE: Transfer students must take SNHU 202.

Major Courses
12 Total Credits

- Complete all of the following
  - 3 credits from subject(s): HIS
  - 3 credits from subject(s): LIT
  - 3 credits from subject(s): PHL
  - 3 credits from subject(s): SCI

Liberal Arts Electives
6 Total Credits

- 6 credits from subject(s): ATH, BIO, CHM, COM, ENG, FAS, GAM, GEO, GRA, HIS, HON, JUS, LAR, LAS, LFR, LIT, LMN, LSP, MAT, MUS, PHL, PHY, POL, PSY, SCI, SCS, or SOC

Free Electives
15 Total Credits

- 15 credits.

Grand Total Credits: 61
Liberal Arts (BA)

Program Description
This is a degree aimed at a student population from abroad. It is a 3+1 program for students who are earning a major at their home institution and want simultaneously to earn a degree from the U.S. It is possible to do so at Southern New Hampshire University through a BA in Liberal Arts. The student enters the program with 90 credits from an approved institution abroad and adds 31 credits from SNHU to complete a 121-credit degree as a Liberal Arts major.

Program Outcomes
1. Analyze artifacts representing various local, national, and/or global cultures
2. Practice the systematic study of social relations, human experiences, and patterns of change
3. Reason and solve quantitative and qualitative problems
4. Demonstrate proficiency of the conventions of Standard English including grammar, spelling, punctuation and mechanics
5. Employ oral presentation skills, including the use of appropriate verbal and nonverbal skills
6. Locate relevant information using multiple modes of inquiry
7. Identify a developing sense of self as a learner
8. Distinguish the practical and intellectual characteristics of a liberal arts discipline
9. Appraise the value of multiple perspectives in order to work in complex and diverse environments

Program Requirements
Transfer Requirements
90 Total Credits

• Complete all of the following
  • NOTE: This program is only for international students who must have 90 approved university credits, 3.0 out of 4.0 GPA, and acceptable TOEFL and IELTS scores.
  • 90 credits.

Foundation Courses
0 Total Credits

• Complete:
  • ENG070 - Academic Writing and Research Skills (3)
  • ENG071 - Critical Reading Skills (3)
  • ENG072 - Grammar Workshop (3)
  • ENG099I - Fundamentals of Writing for International Students (3)

General Education Courses
19 Total Credits

• Complete all of the following
  • 19 credits from: General Education

  Must include:
  ■ ENG120 - College Composition I (3)
  ■ ENG200 - Sophomore Seminar (3)
  ■ SNHU404 - SNHU Experience: Gen Ed Capstone (1)
  • One (1) General Education course must be from Mathematics (FMAT).
  • One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  • One (1) General Education course must be from Social and Behavioral Sciences (ESBS).
  • One (1) General Education course must be from Science, Technology, and Mathematics (ESTM).

Concentration Courses
12 Total Credits

• 12 credits from the following:
  An approved subject with a minimum of two (2) courses within in the range of course numbers 200 - 499

Grand Total Credits: 121

Mathematics (BA)

Program Description
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.

**Program Outcomes**

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of solutions to mathematical problems
2. Apply mathematical reasoning, analysis, and problem-solving to complex, real world problems including problems in the natural and social sciences
3. Construct and defend clear, rigorous, and logical mathematical proofs
4. Analyze and accurately solve mathematical problems across a variety of mathematical areas including calculus, differential equations, linear algebra, abstract algebra and real analysis

**Program Requirements**

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - MAT230 - Discrete Mathematics (3)
    - MAT240 - Applied Statistics (3)

Arts and Sciences Courses
9 Total Credits

- 9 credits from the following:
  - CHM101 - Fundamentals of Chemistry (3)
  - COM230 - Graphics and Layout in Print Media (3)
  - COM341 - Technical Writing (3)
  - ENG330 - Nonfiction Writing Workshop (3)
  - FAS226 - Digital Photography (3)
  - GAM110 - Game Programming I (3)
  - GAM211 - Interactive Animation (3)
  - GAM312 - Scripting for Games (3)
  - GAM330 - Physics for Games (3)
  - GAM405 - Artificial Intelligence for Games (3)
  - GAM415 - Graphics Game Engine (3)
  - GEO200 - World Geography (3)
  - GRA220 - Introduction to Digital Imaging (3)
  - HIS101 - The Ancient World: Exploring the Past (3)
  - HIS102 - The Medieval World: Exploring the Past (3)
  - PHL214 - Formal Logic (3)
  - PHY101 - Principles of Physics (3)
  - PHY105 - Geology (3)
  - POL375 - Weapons of Mass Destruction (3)
  - SCI220 - Energy and Society (3)

Major Courses
24 Total Credits

- Complete:
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT330 - Differential Equations (3)
  - MAT350 - Applied Linear Algebra (3)
  - MAT415 - Abstract Algebra (3)
  - MAT470 - Real Analysis (3)

Major Electives
9 Total Credits

- 9 credits from subject(s): MAT, excluding:
  - MAT101 - Culinary Mathematics (3)
  - MAT106 - Math for Elementary Education I (3)
### Mathematics (Minor)

#### Program Description

The Mathematics Minor at SNHU is devoted to learning and understanding computational problems in calculus as well as proof and problem solving in pure mathematics. The Mathematics Minor has the following learning outcomes: Demonstrate the capacity to solve computational problems in calculus. Demonstrate the capacity to write proofs and problem solve in pure mathematics. A student may earn a minor in Mathematics by successfully completing the following courses:

#### Program Requirements

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAT225 - Calculus I: Single-Variable Calculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT230 - Discrete Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT299 - Mathematical Proof and Problem Solving</td>
<td>3</td>
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<tr>
<td>1 of the following:</td>
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<tr>
<td>MAT415 - Abstract Algebra</td>
<td>3</td>
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<tr>
<td>MAT470 - Real Analysis</td>
<td>3</td>
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<tr>
<td>3 credits from subject(s): MAT, excluding:</td>
<td></td>
</tr>
<tr>
<td>MAT101 - Culinary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT106 - Math for Elementary Education I</td>
<td>3</td>
</tr>
<tr>
<td>MAT130 - Applied Finite Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MAT140 - Precalculus</td>
<td>3</td>
</tr>
<tr>
<td>MAT206 - Math for Elementary Education II</td>
<td>3</td>
</tr>
<tr>
<td>MAT360 - Statistics and Probability for Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MAT362 - Algebra for Teachers</td>
<td>3</td>
</tr>
</tbody>
</table>

**Grand Total Credits:** 15
Middle School Mathematics (Minor)

Program Description

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. A student may earn a minor in Middle School Mathematics by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - MAT206 - Math for Elementary Education II (3)
    - MAT230 - Discrete Mathematics (3)
    - MAT299 - Mathematical Proof and Problem Solving (3)
  - 2 of the following:
    - MAT360 - Statistics and Probability for Teachers (3)
    - MAT361 - Geometry for Teachers (3)
    - MAT362 - Algebra for Teachers (3)
    - EDU441 - Math Education Research and Practice (3)

Grand Total Credits: 15
Middle School Mathematics Education (BA)

**Program Description**
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.

**Program Outcomes**
1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students’ access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders;

**Program Requirements**

**General Education Courses**
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - MAT106 - Math for Elementary Education I (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)

**Major Courses**
70 Total Credits
- Complete all of the following
  - Complete:
    - DEV106 - Child Development (3)
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU220 - Teaching in the Middle School (3)
    - EDU425 - Literacy Strategies Secondary Education (3)
    - EDU435 - Learning with Technology (3)
    - EDU490 - Student Teaching and Seminar (12)
    - EDU497 - Ethics in Secondary Teaching (2)
    - EDU498 - Seminar in Mathematics Education (1)
    - MAT230 - Discrete Mathematics (3)
    - MAT299 - Mathematical Proof and Problem Solving (3)
    - MAT360 - Statistics and Probability for Teachers (3)
    - MAT361 - Geometry for Teachers (3)
    - MAT362 - Algebra for Teachers (3)
    - MAT450 - History of Math and Math Education (3)
    - SPED106 - Children with Exceptionalities (3)
  - 6 credits from the following:
    - EDU376 - Mathematics Teaching Methods (3 - 6)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)

**Free Electives**
5 Total Credits
- 5 credits.

Grand Total Credits: 120
Modern Society (Minor)

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - 1 of the following:
    - FAS335 - Romanticism to Impressionism (3)
    - FAS342 - Modernism (3)
  - 2 of the following:
    - LIT311 - Modern British Literature (3)
    - LIT315 - Twentieth Century American Literature and Beyond (3)
    - LIT345 - Postcolonial Encounters (3)
  - 2 of the following:
    - HIS235 - Modern Russia (3)
    - HIS238 - Modern Germany: 1871 - Present (3)
    - HIS260 - Modern China (3)
    - HIS264 - Modern Japan (3)
    - HIS309 - Dictators in the Modern Era (3)

Grand Total Credits: 15

Music (Minor)

Program Description

A student may earn a minor in Music by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - MUS223 - Appreciation and History of Music (3)
  - 3 credits from the following:
    - MUS 323 or contact your advisor.
  - 9 credits from the following:
    - IT205 - Digital Music (3)
    - MUS130 - Chorus (0 - 3)
    - MUS140 - Instrumental Music Ensemble (0 - 3)
    - MUS250 - Private Music Lessons (1)

Grand Total Credits: 15
Non-Fiction (MFA)

Program Description

Contact: Prof. Benjamin Nugent, Director 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 manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student’s fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

Program Outcomes

1. Complete a nonfiction manuscript of professional quality, suitable for submission to editors
2. Understand literary concepts necessary for teaching composition and creative writing and for working in publishing

Program Requirements

Major Courses
60 Total Credits

- Complete:
  - MFA501NF - Summer Residency I Nonfiction (3)
  - MFA502NF - Winter Residency I Nonfiction (3)
  - MFA503NF - Summer Residency II Nonfiction (3)
  - MFA504NF - Winter Residency II Nonfiction (3)
  - MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (12)
  - MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (12)
  - MFA522 - Graduate Nonfiction Workshop III (12)
  - MFA523 - Graduate Nonfiction Workshop IV (12)

Grand Total Credits: 60

Philosophy (Minor)

Program Description

A student may earn a minor in Philosophy by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- 15 credits from subject(s): PHL

Grand Total Credits: 15
Policing and Law Enforcement (Certificate)

Program Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

Program Requirements

Required Courses

12 Total Credits

- Complete all of the following
  - 1 of the following:
    - JUS101 - Introduction to Criminal Justice (3)
    - POL306 - The American Legal Tradition (3)
  - Complete:
    - JUS102 - American Policing (3)
  - 2 of the following:
    - JUS104 - Introduction to Security (3)
    - JUS201 - Criminal Investigation (3)
    - JUS202 - Industrial and Retail Security (3)
    - JUS345 - Probation and Parole (3)
    - JUS394 - Problems in Policing (3)
    - JUS465 - Police Organization and Management (3)
    - JUS466 - Homeland Security (3)

Grand Total Credits: 12
Political Science (Minor)

Program Description

The Political Science minor at Southern New Hampshire University provides students with a theoretical and practical foundation in the art and science of politics. It emphasizes the development of critical-thinking and analytical skills in political contexts, as well as the ability to communicate effectively both orally and in writing on topics of political concern. A student may earn a minor in Political Science by completing the following courses:

Program Requirements

Prerequisite Courses
3 Total Credits

- Complete:
  - MAT240 - Applied Statistics (3)

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - POL210 - American Politics (3)
    - POL211 - International Relations (3)
    - SCS224 - Social Science Research Methods (3)
    - POL314 - Political Theory (3)
  - NOTE: Students may take POL 313 in place of POL 314. It is only available through the College of Online and Continuing Education.
  - 1 of the following:
    - POL305 - State and Local Government (3)
    - POL306 - The American Legal Tradition (3)
    - POL324 - Congress and the Legislative Process (3)
    - POL362 - The American Presidency (3)
  - May also include POL 309, POL 327, POL 328, and POL 364. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: 18
Pre-Law (Certificate)

Program Description

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) 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

21 Total Credits

- Complete all of the following

  - Complete:
    - POL210 - American Politics (3)
    - POL306 - The American Legal Tradition (3)
    - POL336 - Advocacy and the Law (3)

- 4 of the following:
  - BUS206 - Business Law I (3)
  - BUS307 - Business Law II (3)
  - JUS261 - Judicial Administration (3)
  - JUS375 - Criminal Law (3)
  - JUS376 - Criminal Procedure (3)
  - JUS497 - Law and Evidence (3)
  - POL319 - US Environmental Law and Politics (3)
  - POL326 - World Legal Traditions (3)
  - POL349 - Comparative Environmental Law and Sustainable Development (3)
  - SPT307 - Sport Law (3)

- NOTE: These courses must be in addition to the courses counted toward the Major course requirements.

Grand Total Credits: 21
Professional Writing (Minor)

Program Description
A student may earn a minor in Professional Writing by completing the following courses:

Program Requirements
Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - COM235 - Introduction to Journalism (3)
    - COM435 - Feature Writing (3)
    - ENG220 - Business Communication (3)
    - ENG350 - The English Language (3)
  - 1 of the following:
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)
    - ENG480 - Independent Study (3)

Grand Total Credits: 15

Psychology (BA)

Program Description
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.

Program Outcomes
1. Assimilate classic and current research within the field of psychology by developing detailed literature reviews and presentations
2. Gather, organize, and analyze acquired knowledge within the field of psychology as evidenced in an e-compendium
3. Develop a conference-level deliverable depicting theoretical or empirical research and how it fits a larger body of knowledge in the research literature of Psychology
4. Evaluate the appropriate research method(s) to use for the problem examined in a theoretical or empirical research project
5. Describe informed conclusions that align with selected research designs and statistical analyses used in an original research project
6. Analyze multifaceted ethical issues associated with the core content areas of psychology as evidenced through the creation of informed consent forms and the use of ethical reasoning applied to dilemmas in research, teaching, counseling, and assessment

Program Requirements
General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - MAT240 - Applied Statistics (3)

Arts and Sciences Courses
9 Total Credits

- Complete all of the following
Complete:
- BIO210 - Introduction to Anatomy and Physiology (3)

2 of the following:
- JUS101 - Introduction to Criminal Justice (3)
- JUS325 - Law, Justice and Family (3)
- JUS468 - Crimes Against Children (3)
- JUS485 - Forensic Law (3)
- POL210 - American Politics (3)
- POL306 - The American Legal Tradition (3)
- SCI215 - Contemporary Health (3)
- SOC213 - Sociology of Social Problems (3)
- SOC317 - Sociology of the Family (3)
- SOC320 - Sociology of Gender (3)
- SOC326 - Sociology of Deviant Behavior (3)
- SOC328 - Sociology of Aging (3)

Major Courses
24 Total Credits

Complete all of the following
- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY223 - Research I: Statistics for Psychology (3)
  - PSY224 - Research II: Scientific Investigations (3)
  - PSY444 - Senior Seminar in Psychology (Capstone) (3)

4 of the following:
- PSY211 - Lifespan Development (3)
- PSY215 - Abnormal Psychology (3)
- PSY216 - Psychology of Personality (3)
- PSY257 - Social Psychology (3)
- PSY300 - Biopsychology (3)
- PSY305 - Cognitive Psychology (3)

Major Electives or choose a Concentration
12 Total Credits

- 12 credits from subject(s): PSY within the range of course numbers 200 - 399

Free Electives
30 Total Credits

- 30 credits.

Grand Total Credits: 120

Psychology (BA) - Child and Adolescent Development (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - PSY314 - Disorders of Childhood and Adolescence (3)
    - PSY321 - Child Development (3)
    - PSY322 - Adolescent Development (3)

- 3 credits from the following:
  - PSY201 - Educational Psychology (3)
  - PSY291 - Experiential Learning (3)
  - PSY315 - Counseling Process and Techniques (3)
  - PSY319 - Social Development: Child and Adolescent (3)
  - PSY335 - Assessment and Testing (3)
  - PSY443 - Psychology Internship (3 - 12)
  - PSY480 - Independent Study (3)

- PSY 230 is also an option in the above selection. This course is no longer offered or it is only available via the College of Online and Continuing Education.

Grand Total Credits: 12
Psychology (BA) - Forensic Psychology (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - PSY205 - Forensic Psychology (3)
    - PSY310 - Criminal Psychology (3)
  - 2 of the following:
    - PSY257 - Social Psychology (3)
    - PSY315 - Counseling Process and Techniques (3)
    - SOC324 - Sociology of Crime and Violence (3)

Grand Total Credits: 12

Psychology (BA) - Mental Health (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - PSY291 - Experiential Learning (3)
    - PSY315 - Counseling Process and Techniques (3)
    - PSY335 - Assessment and Testing (3)
  - 3 credits from the following:
    - PSY443 - Psychology Internship (3 - 12)

Grand Total Credits: 12

Psychology (Minor)

Program Description

A student may earn a minor in Psychology by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - 3 credits from subject(s): PSY
  - 3 of the following:
    - PSY211 - Lifespan Development (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY216 - Psychology of Personality (3)
    - PSY257 - Social Psychology (3)
    - PSY300 - Biopsychology (3)
    - PSY305 - Cognitive Psychology (3)

Grand Total Credits: 15
Public Health and Wellness (Minor)

Program Description
This interdisciplinary minor explores how health can be maintained or improved through preventative strategies. Rather than wait for health complications to happen, how can individuals and communities be proactive in preventing chronic illness, infectious disease, and addictions? Coursework covers best practices based on current research in Psychology and Public Health. Students in any major will benefit from the training this program will provide in epidemiology, health policy and management, community and clinical prevention initiatives, surveillance and tracking, immunizations and screenings, and drug prevention. Students should be aware that some courses in this minor carry prerequisites.

Program Requirements
Pre requisite Courses
3 Total Credits
- Complete:
  - PSY108 - Introduction to Psychology (3)

Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - PSY225 - Health Psychology (3)
    - SCI215 - Contemporary Health (3)
  - 9 credits from the following:
    - BIO110 - Introduction to Public Health (3)
    - BIO120 - General Biology I (3)
    - BIO120L - General Biology I Lab (1)
    - BIO210 - Introduction to Anatomy and Physiology (3)
    - BIO210L - Anatomy and Physiology Lab (1)
    - BIO215 - People, Places, and Plagues (3)
    - BIO340 - Human Health and the Environment (3)
    - CHM200 - Environmental Chemistry (3)
    - PSY300 - Biopsychology (3)
    - SCI333 - Waste: Sources, Reduction, & Remediation (3)
- NOTE: Courses with labs are considered one course.

Grand Total Credits: 18

Public Relations (Minor)

Program Description
A student may earn a minor in Public Relations by successfully completing the following courses:

Program Requirements
Required Courses
15 Total Credits
- Complete:
  - COM227 - Public Relations (3)
  - COM310 - Social Media (3)
  - COM340 - Writing for Public Relations (3)
  - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)
  - MKT113 - Introduction to Marketing (3)

Grand Total Credits: 15

Public Service (BA)

Program Description
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.

**Program Outcomes**

1. Analyze group behavior and prescribe social action through the application of functionalist, conflict, and symbolic interactionist theoretical constructs for a broader understanding of how people interact in society.
2. Employ appropriate research methodologies to critically assess published research and develop sociological research proposals.
3. Determine the impact across cultures of the "social construction of reality" on social institutions and human social relationships as we grapple with the fundamental question of how we are to live together.
4. Demonstrate versatility of thought and critical thinking skills across a range of social issues by applying sociological concepts and theories.
5. Cultivate the sociological perspective in communicating research interests and career goals in the social sciences.
6. Demonstrate knowledge of related disciplines in theory and practice.

**Program Requirements**

**Transfer Requirements**

60 Total Credits

- Complete all of the following
  - NOTE: Students must have completed an approved Associate's Degree (AA in Fire Science, Criminal Justice, etc) to enter this degree program.
  - 60 credits.

**Major Courses**

27 Total Credits

- Complete all of the following
  - Complete:
    - ENG200 - Sophomore Seminar (3)
    - MAT240 - Applied Statistics (3)
    - POL210 - American Politics (3)
    - POL305 - State and Local Government (3)
    - PSY108 - Introduction to Psychology (3)
    - SOC112 - Introduction to Sociology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC318 - Sustainable Communities (3)
  - 3 credits from the following:
    - FAS342 - Modernism (3)
    - FAS370 - American Art (3)
    - HUM201 - Intro to Humanities I (3)
    - HUM202 - Intro to Humanities II (3)
    - MUS223 - Appreciation and History of Music (3)

**Major Electives**

30 Total Credits

- Complete all of the following
  - 3 credits from subject(s): HIS within the range of course numbers 100 - 199
  - 3 credits from subject(s): LIT within the range of course numbers 200 - 299
  - 3 credits from subject(s): SCI within the range of course numbers 100 - 499
  - 3 credits from subject(s): FAS, LIT, or PHL within the range of course numbers 100 - 499
  - 1 of the following:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)
  - 3 credits from subject(s): POL within the range of course numbers 300 - 499
  - Complete all of the following
    - 12 credits from subject(s): ECO, POL, PSY, or SOC within the range of course numbers 100 - 499
    - NOTE: All electives must be from the same subject.

**Free Electives**

3 Total Credits

- 3 credits.

Grand Total Credits: **120**
Race and Ethnicity (Minor)

Program Requirements
Required Courses
15 Total Credits

- 15 credits from the following:
  - HIS254 - Civil Rights Movement (3)
  - HIS260 - Modern China (3)
  - HIS264 - Modern Japan (3)
  - HIS330 - Civil War and Reconstruction (3)
  - HIS357 - American Slavery (3)
  - HOS220 - Geography of Global Cultures (3)
  - INT316 - Cultural & Political Environment of International Business (3)
  - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
  - LIT345 - Postcolonial Encounters (3)
  - LIT350 - The Black Literary Tradition (3)
  - PHL230 - Religions of the World (3)
  - SOC207 - Exploring Racial and Cultural Identity (3)
  - SOC490 - Community Sociology Internship (3 - 12)

Grand Total Credits: 15

Social Media and Mental Health (Minor)

Program Description
This minor explores social media as it relates to mental health and well-being, including consideration of social media addiction, social comparison, cyberbullying, feelings of inclusion/exclusion, and multitasking. This minor also facilitates investigation into how social media can be used as a tool to promote positive mental health outcomes. Students should be aware that some courses in the minor carry prerequisites.

Program Requirements
Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - COM310 - Social Media (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY257 - Social Psychology (3)
    - PSY305 - Cognitive Psychology (3)
    - SOC335 - Technology and Society (3)
  - 3 credits from the following:
    - PSY443 - Psychology Internship (3 - 12)

Grand Total Credits: 18
Sociology (BA)

Program Description

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.

Program Outcomes

1. Analyze group behavior through current and emerging sociological theory for a broader understanding of society
2. Analyze and employ appropriate sociological research to critically assess published research and develop sociological research proposals that address contemporary social issues
3. Evaluate the social construction of realities for their impact on human social interactions and their consequences across cultures
4. Develop sociological questions demonstrating versatility of thought and problem-solving skills in addressing contemporary social issues, employing ethical and professional communication of sociological information
5. Cultivate the sociological perspective in communicating research interests and career goals in the social sciences
6. Analyze social structures and processes within social institutions for recognizing patterns and relationships across cultures

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
- Must include:
  - ATH111 - Introduction to Cultural Anthropology (3)
  - GEO200 - World Geography (3)
  - MAT240 - Applied Statistics (3)

Arts and Sciences Courses
9 Total Credits

- Complete:
  - HIS301 - World History and Culture (3)
  - PHL230 - Religions of the World (3)
  - PSY305 - Cognitive Psychology (3)

Major Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - SCS224 - Social Science Research Methods (3)
    - SCS444 - Capstone Colloquium (3)
    - SOC112 - Introduction to Sociology (3)
    - SOC213 - Sociology of Social Problems (3)
    - SOC325 - Sociological Perspectives (3)
    - 3 credits from the following:
      - SOC291 - Experiential Learning (3)
      - SOC490 - Community Sociology Internship (3 - 12)

Major Electives
18 Total Credits

- 18 credits from subject(s): SOC

Free Electives
30 Total Credits

- 30 credits.
Sociology (Minor)

Program Description
A student may earn a minor in Sociology by successfully completing the following courses:

Program Requirements
Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - SOC112 - Introduction to Sociology (3)
    - SOC213 - Sociology of Social Problems (3)
  - 9 credits from subject(s): SOC

Grand Total Credits: 15
Sustainability (Certificate)

Program Description
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.

Program Requirements
Required Courses
21 Total Credits

- Complete all of the following
  - Complete:
    - ENV100 - Introduction to Sustainability (3)
    - ENV445 - Sustainability Capstone Experience (3)
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - 1 of the following:
    - BIO315 - Ecological Principles and Field Methods (3)
    - BIO340 - Human Health and the Environment (3)
    - ENV305 - Global Climate Change (3)
  - 1 of the following:
    - ENV322 - Environment and Development (3)
    - SOC318 - Sustainable Communities (3)
  - 1 of the following:
    - ENV372 - Sustainability Strategies for Business (3)
    - SCI333 - Waste: Sources, Reduction, & Remediation (3)
  - 1 of the following:
    - POL319 - US Environmental Law and Politics (3)
    - POL349 - Comparative Environmental Law and Sustainable Development (3)
  - POL 329 is also an option for the above selection. This course is no longer available through University College.

Grand Total Credits: 21
Teaching English as a Foreign Language (MS)

Program Description

The M.S. TEFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master’s degree in teaching English as a foreign language is the degree of choice for overseas employment. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months). Participants in the M.S. TEFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

Program Requirements

Major Courses
36 Total Credits

- Complete all of the following
- Complete:
  - EFL501 - Language Learning and Acquisition (3)
  - EFL502 - Evaluation and Assessment (3)
  - EFL503 - Descriptive Linguistics of American English (3)
  - EFL504 - Introduction to Curriculum Development, Design and Implementation (3)
  - EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology (3)
  - EFL540 - Socio-Cultural Context of Language Teaching (3)
  - EFL599 - Supervised Practice Teaching (3)
- 5 of the following:
  - EFL523 - Listening and Speaking Techniques (3)
  - EFL525 - Reading and Writing Techniques (3)
  - EFL526 - Aspects of Literacy/Multilingual Learner (3)
  - EFL527 - Strategies/Techniques for Teaching Grammar (3)
  - EFL530 - Methods of Teaching English through Drama (3)
  - EFL531 - Pronunciation Techniques (3)
  - EFL536 - Content-Based Instruction (3)
  - EFL537 - Computer-Assisted Language Learning (3)

Grand Total Credits: 36
Teaching of Composition (Graduate Certificate)

Program Description

In this graduate certificate program, students in UC’s Mountainview Low-Residency MFA in Fiction and Nonfiction receive two semesters of training in the teaching of composition, while assisting instructors in composition classes and tutoring in the Writing Center. Students then teach a section of ENG-120, and then, typically, a section of ENG-200. Because this program requires regular trips to campus, it should be undertaken by Mountainview students who live within commuting distance of Manchester. This graduate certificate program is three semesters long. However, students may teach a section of ENG 200, or, if a section is available, ENG-120, after the completion of the third semester. The first semester of the graduate certificate program always runs in UC’s FADAY term. The second semester is always offered in the UC SPDAY term immediately following, the third and final semester in the UC FADAY term following that, running concurrent with the first semester offered to a new class of students in the certification program. All students enrolled in the graduate certificate program will meet three times per semester under the supervision of a full-time faculty member. First semester, students take MFA-555, second semester MFA-556, third semester MFA-557. After the student has successfully completed teaching a section of ENG-120, in the third semester of the program, the student will receive a Graduate Certificate in the Teaching of Composition. Optional Fourth Semester: While the third semester is the final semester of the certification program, all students who successfully complete the certification will be given the option of teaching a section of ENG-200, or possibly ENG-120, the SPDAY semester following their completion of the certification program. This teaching option is subject to course availability and the Writing Program coordinator’s approval.

Program Outcomes

1. Gain experience and training in the teaching of composition and rhetoric at the college level
2. Develop a portfolio of syllabi and assignments that can be applied to teaching composition and rhetoric

Program Requirements

Required Courses

12 Total Credits

- Complete:
  - MFA555 - Writing Program TA Colloquium (4)
  - MFA556 - Teaching Apprenticeship (4)
  - MFA557 - Teaching with Observation and Feedback (4)

Grand Total Credits: 12

Terrorism and Homeland Security (Certificate)

Program Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

Program Requirements

Required Courses

12 Total Credits

- Complete all of the following
  - 1 of the following:
    - JUS101 - Introduction to Criminal Justice (3)
    - POL306 - The American Legal Tradition (3)
  - Complete:
    - JUS429 - Terrorism (3)
    - JUS466 - Homeland Security (3)
  - 1 of the following:
    - JUS104 - Introduction to Security (3)
    - JUS202 - Industrial and Retail Security (3)
    - JUS305 - International Criminal Justice (3)

Grand Total Credits: 12
World Language and Culture (Minor)

Program Description

By declaring a minor in World Language and Culture, students have the potential to expand career opportunities both in the US and abroad. The minor also enhances participation in study abroad programs and provides students with a deeper understanding of diverse cultures.

Program Requirements

Required Courses

21 Total Credits

- Complete all of the following
- 6 credits from the following:
  - Two courses in the same language at SNHU or 6 credits of language in our Study Abroad Program.
- 2 of the following:
  - LAR111 - Elementary Arabic and Culture I (3)
  - LAR112 - Elementary Arabic and Culture II
  - LAS111 - Elementary American Sign Language I (3)
  - LAS112 - Elementary American Sign Language II (3)
  - LFR111 - Beginning French I (3)
  - LFR112 - Beginning French II (3)
  - LFR211 - Intermediate French I (3)
  - LFR212 - Intermediate French II (3)
  - LFR311 - French Civilization and Culture (3)
  - LMN111 - Elementary Mandarin Language/Culture I (3)
  - LMN112 - Elementary Mandarin Language/Culture II
  - LSP111 - Beginning Spanish I (3)
  - LSP112 - Beginning Spanish II (3)
  - LSP211 - Intermediate Spanish I (3)
  - LSP212 - Intermediate Spanish II (3)
  - LSP311 - Hispanic Cultures (3)

- 6 credits from the following:
  - Select one of the following (courses to be determined in consultation with program advisor for the minor): 2 courses in Cultural Studies or 1 course in Cultural Studies and 1 course in Cultural Studies taken abroad.
- 3 credits from the following:
  - A capstone that requires application of language competency and/or cultural studies. The capstone should be chosen in consultation with the program advisor for the minor.

Grand Total Credits: 21

School of Business

Accounting (BS)

Program Description

The Accounting Program provides students with the educational prerequisites required for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation. Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. An internship also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

Program Outcomes

1. Analyze and apply the rules and regulations for financial accounting and reporting and how they are established in a global economy
2. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
3. Plan and prepare tax returns using knowledge of tax laws and regulations
4. Analyze, interpret and communicate accounting information to various internal and external stakeholders
5. Audit financial information and controls employing effective techniques and in accordance with professional standards
6. Apply professional ethics to guide conduct and decision-making in the field of accounting

Program Requirements
General Education Courses
45 Total Credits

- 45 credits from: General Education
  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Business Core
30 Total Credits

- 30 credits from: Integrated Business Core
  Except:
  - ACC105 - Foundations of Accounting I (2)
  Must include:
  - ACC302 - Professional Communication in Accounting (2)

Major Courses
33 Total Credits

- Complete all of the following
  Complete:
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)
  - ACC330 - Federal Taxation I (3)
  - ACC405 - Advanced Accounting (3)
  - BUS303 - Foundations of Business Law II (2)
  Complete:
  - ACC215 - Fundamentals of Financial Accounting (3)
  - ACC225 - Foundations of QuickBooks (1)
  - ACC345 - Financial Statement Analysis/Business Valuation (3)
  - ACC350 - Volunteer Income Tax Assistance (3)
  - 3 credits from the following:
    - ACC490 - Accounting Internship (0 - 12)
  - 1 of the following:
    - ACC207 - Cost Accounting (3)
    - ACC550 - Cost Accounting (3)
  - 1 of the following:
    - ACC411 - Auditing Principles (3)
    - ACC640 - Auditing (3)

Free Electives
12 Total Credits

- 12 credits.

Grand Total Credits: 120
Accounting (Certificate)

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

Program Requirements
Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - ACC202 - Managerial Accounting (3)
    - ACC215 - Fundamentals of Financial Accounting (3)
    - ACC307 - Intermediate Accounting I (3)
    - ACC330 - Federal Taxation I (3)
  - 6 credits from subject(s): ACC within the range of course numbers 200 - 499

Grand Total Credits: 18

Accounting (Minor)

Program Description
A student may earn a minor in Accounting by successfully completing the following courses:

Program Requirements
Prerequisite Courses
3 Total Credits

- Complete:
  - ACC215 - Fundamentals of Financial Accounting (3)

Required Courses
15 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - ACC207 - Cost Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)

Grand Total Credits: 18

Accounting - Degree in Three (BS)

Program Description
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.

Program Outcomes
1. Analyze and apply the rules and regulations for financial accounting and reporting and how they are established in a global economy
2. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
3. Plan and prepare tax returns using knowledge of tax laws and regulations
4. Analyze, interpret and communicate accounting information to various internal and external stakeholders
5. Audit financial information and controls employing effective techniques and in accordance with professional standards
6. Apply professional ethics to guide conduct and decision-making in the field of accounting

Program Requirements

General Education Courses
42 Total Credits
- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core
  - Except:
    - ACC105 - Foundations of Accounting I (2)
  - Must include:
    - ACC302 - Professional Communication in Accounting (2)

Major Courses
33 Total Credits
- Complete all of the following
  - Complete:
    - ACC307 - Intermediate Accounting I (3)
    - ACC308 - Intermediate Accounting II (3)
    - ACC330 - Federal Taxation I (3)
    - ACC405 - Advanced Accounting (3)
    - BUS303 - Foundations of Business Law II (2)
  - 1 of the following:
    - ACC207 - Cost Accounting (3)
    - ACC550 - Cost Accounting (3)
  - 1 of the following:
    - ACC411 - Auditing Principles (3)
    - ACC640 - Auditing (3)
  - Complete:
    - ACC215 - Fundamentals of Financial Accounting (3)
    - ACC225 - Foundations of QuickBooks (1)
    - ACC345 - Financial Statement Analysis/Business Valuation (3)
    - ACC350 - Volunteer Income Tax Assistance (3)
  - 3 credits from the following:
    - ACC490 - Accounting Internship (0 - 12)

School Directed Courses
9 Total Credits
- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
Accounting and Finance (BS)

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

Program Outcomes
1. Identify long-term corporate investment opportunities to increase shareholder value
2. Apply theories of asset allocation, security analysis, & portfolio diversification to efficiently manage an investment portfolio
3. Demonstrate knowledge of the rules and regulations for financial accounting and reporting and how they are established in a global economy
4. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
5. Analyze, interpret, and communicate financial and accounting information to various internal and external stakeholders

Program Requirements
General Education Courses
45 Total Credits

먼 45 credits from: General Education

Must include:
- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

먼 30 credits from: Integrated Business Core

Major Courses
30 Total Credits

먼 Complete all of the following
- Complete:
  - ACC215 - Fundamentals of Financial Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)
  - ECO306 - Money and Banking (3)
  - FIN330 - Corporate Finance (3)
  - FIN336 - Multinational Corporate Finance (3)
  - FIN340 - Fundamentals of Investments (3)
- 1 of the following:
  - ACC207 - Cost Accounting (3)
  - ACC550 - Cost Accounting (3)
- 3 credits from subject(s): FIN within the range of course numbers 300 - 499
- 3 credits from subject(s): ACC, or FIN within the range of course numbers 300 - 499

Free Electives
15 Total Credits

먼 15 credits.

Grand Total Credits: 120
Accounting and Finance - Degree in Three (BS)

Program Description

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.

Program Requirements

General Education Courses
42 Total Credits

- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
33 Total Credits

- Complete all of the following
  - Complete:
    - ACC307 - Intermediate Accounting I (3)
    - ACC308 - Intermediate Accounting II (3)
    - ECO306 - Money and Banking (3)
    - FIN330 - Corporate Finance (3)
    - FIN336 - Multinational Corporate Finance (3)
  - 1 of the following:
    - ACC207 - Cost Accounting (3)
    - ACC550 - Cost Accounting (3)
  - 1 of the following:
    - FIN340 - Fundamentals of Investments (3)
    - FIN640 - Investment Analysis and Portfolio Management (3)
  - Complete:
    - ACC215 - Fundamentals of Financial Accounting (3)
    - ACC345 - Financial Statement Analysis/Business Valuation (3)
    - ACC350 - Volunteer Income Tax Assistance (3)
    - FIN426 - Contemporary Issues in Finance (3)

School Directed Courses
9 Total Credits

- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
Free Electives
6 Total Credits

- 6 credits.

Grand Total Credits: 120

Business (Minor)

Program Requirements

Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial Accounting (3)
    - BUS206 - Business Law I (3)
    - MAT240 - Applied Statistics (3)
    - MKT113 - Introduction to Marketing (3)
  - 3 credits from subject(s): ACC, ADV, BUS, ECO, FIN, INT, IT, MKT, OL, QSO, or SPT

Grand Total Credits: 18
Business Administration (AS)

Program Description
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.

Program Outcomes
1. Explain business and societal trends in their historical, political, economic, financial, social, cultural, geopolitical, and technological context
2. Articulate the importance of and strategies for building shared values, attitudes, and beliefs through the application of cross-cultural awareness and sensitivity
3. Recognize the impact of social and emotional awareness on various business contexts
4. Explain ethical principles and core personal values in business decision-making
5. Differentiate between change management theories and concepts in various organizational contexts

Program Requirements
General Education Courses
22 Total Credits

◆ Complete all of the following
  ◆ 21 credits from: General Education

Must include:
- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- ENG120 - College Composition I (3)
- ENG200 - Sophomore Seminar (3)
- IT100 - Introduction to Information Technology (3)
- MAT240 - Applied Statistics (3)

◆ One (1) General Education course must be from Fine Arts and Humanities (EFAH).
◆ 1 of the following:
  - SNHU101 - SNHU 101: First-Year Seminar (1)
  - SNHU202 - SNHU Experience: Transition to SNHU (1)

◆ NOTE: Transfer students must take SNHU 202.

Major Courses
27 Total Credits

◆ Complete all of the following
  ◆ Complete:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial Accounting (3)
    - BUS206 - Business Law I (3)
    - MKT113 - Introduction to Marketing (3)
    - OL125 - Human Relations in Administration (3)
    - OL211 - Human Resource Management (3)
    - OL215 - Principles of Management (3)

◆ 6 credits from subject(s): OL

Free Electives
12 Total Credits

◆ 12 credits.

Grand Total Credits: 61
Business Administration (BBA)

Program Description

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive. As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems. Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment. Southern New Hampshire University’s Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Program Requirements

Transfer Requirements
90 Total Credits

Complete all of the following

- This program is for international students only. Students must have an approved 90 university credits, equivalent 3.0 GPA (out of 4.0), and acceptable TOEFL and IELTS scores to enter this program.
- 90 credits.

Foundation Courses
0 Total Credits

Complete:

- ENG070 - Academic Writing and Research Skills (3)
- ENG071 - Critical Reading Skills (3)
- ENG072 - Grammar Workshop (3)
- ENG099I - Fundamentals of Writing for International Students (3)

General Education Courses
16 Total Credits

Complete all of the following

- 10 credits from: General Education
  
  Must include:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)
  - SNHU404 - SNHU Experience: Gen Ed Capstone (1)
  - One (1) General Education course must be from Social and Behavioral Sciences (ESBS). ECO courses are excluded from this section.
  - 3 credits from subject(s): FAS
  - 3 credits from subject(s): SCI

Major Courses
15 Total Credits

Complete all of the following

Complete:

- OL421 - Strategic Management and Policy (Capstone) (3)
- 12 credits from subject(s): ACC, BUS, ECO, FIN, HOS, IT, OL, INT, MKT, QSO, or SPT within the range of course numbers 300 - 499

Grand Total Credits: 121
Business Administration (BS)

Program Description

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive. As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems. Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment. Southern New Hampshire University’s Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Program Outcomes

1. Interpret business and societal trends in their historical, political, economic, financial, social, cultural, geopolitical, and technological context for the purpose of leading a business unit
2. Apply cross-cultural awareness and sensitivity designed to facilitate the creation of shared values, attitudes, and beliefs
3. Apply social and emotional awareness for the purpose of fostering shared leadership, group processes, and organizational learning
4. Integrate ethical principles and core personal values into business decision-making
5. Employ change management theories and concepts in various organizational contexts

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
15 Total Credits

- Complete:
  - OL125 - Human Relations in Administration (3)
  - OL211 - Human Resource Management (3)
  - OL215 - Principles of Management (3)
  - OL326 - Social Environment of Business (3)
  - OL342 - Organizational Behavior (3)

Major Electives or choose a Concentration
14 Total Credits

- Complete all of the following
  - 11 credits from:
    - BUS307 - Business Law II (3)
    - Subject(s): OL within the range of course numbers 300-499
    - 3 credits from subject(s): ECO, or FIN

Free Electives
18 Total Credits

- Complete all of the following
  - 18 credits.
    - NOTE: Students with a Business Administration concentration will need to complete 15 credits.

Grand Total Credits: 122
Business Administration (BS) - Human Resource Management (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - OL322 - Managing Organizational Change (3)
    - OL442 - Human Resource Strategy and Development (3)
  - 1 of the following:
    - OL318 - Employee and Labor Relations (3)
    - OL325 - Total Rewards (3)
  - 5 credits from:
    - BUS307 - Business Law II (3)
    Subject(s): OL within the range of course numbers 300-499
    - Except:
      - OL490 - Business Administration Internship (0 - 12)

Grand Total Credits: 14

Business Administration (BS) - Organizational Leadership (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - OL322 - Managing Organizational Change (3)
    - OL324 - Managing Quality (3)
    - OL328 - Leadership (3)
  - 5 credits from:
    - BUS307 - Business Law II (3)
    Subject(s): OL within the range of course numbers 300-499
    - Except:
      - OL490 - Business Administration Internship (0 - 12)

Grand Total Credits: 14

Business Administration (BS) - Small Business Management (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - OL317 - Small Business Management (3)
    - OL320 - Entrepreneurship (3)
    - OL321 - Business Plan Preparation (3)
  - 5 credits from:
    - BUS307 - Business Law II (3)
    Subject(s): OL within the range of course numbers 300-499
    - Except:
      - OL490 - Business Administration Internship (0 - 12)

Grand Total Credits: 14

Business Administration - Degree in Three (BS)
Program Description

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.

Program Requirements

General Education Courses
42 Total Credits

- 42 credits from: General Education
  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

- 28 credits from: Integrated Business Core
  Except:
  - OL105 - Foundations of Management (2)

Major Courses
32 Total Credits

- Complete all of the following
  Complete:
  - OL125 - Human Relations in Administration (3)
  - OL211 - Human Resource Management (3)
  - OL215 - Principles of Management (3)
  - OL326 - Social Environment of Business (3)
  - OL342 - Organizational Behavior (3)
  - OL465 - Fieldwork Experience & Final Project (3)
  - OL468 - Team Based Project (3)
  - 5 credits from:
    - BUS307 - Business Law II (3)
  Subject(s): OL within the range of course numbers 300-499
  - 3 credits from the following:
    - OL462 - Year 1 Assembly and Knowledge Assurance (1.5)
  - 3 credits from the following:
    - OL463 - Year 2 Assembly and Knowledge Assurance (1.5)

School Directed Courses
9 Total Credits

- Complete all of the following
  1.5 credits from the following:
  - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  1.5 credits from the following:
  - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  1.5 credits from the following:
  - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  1.5 credits from the following:
  - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  1.5 credits from the following:
  - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  1.5 credits from the following:
  - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives
9 Total Credits

- 9 credits.

Grand Total Credits: 120
Business Administration - FUA (BBA)

Program Description
This program is designed for students wishing to apply for a Bachelor of Business Administration (B.B.A.) through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Business Administration at Florence University of the Arts and selecting one of two concentrations in Culinary Arts and Food Serve Management, or Management for the Hospitality and Tourism industry. The program may be completed in four years, 3 at FUA (90 credits including 12 credits with FUA’s General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements
Transfer Requirements
90 Total Credits

- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Business Administration program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses
12 Total Credits

- Complete all of the following
  - 12 credits from: General Education
    
    Must include:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)
  - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  - One (1) General Education course must be from Social and Behavioral Sciences (ESBS).

Major Courses
18 Total Credits

- Complete all of the following
  - 6 credits from the following:
    - MAT240 - Applied Statistics (3)
    - SB405 - Integration and Application of Business IV (2 - 5)
  - 12 credits from subject(s): ACC, ECO, FIN, INT, IT, MKT, OL, QSO, SPT, or TAX within the range of course numbers 300 - 499

Free Electives
3 Total Credits

- 3 credits.

Grand Total Credits: 123

Business Administration Bradley Three Year Program (BS)

Program Description
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.

Program Requirements
General Education Courses
45 Total Credits

- 45 credits from: General Education
  
  Must include:
  - COM212 - Public Speaking (3)
ECO201 - Microeconomics (3)
ECO202 - Macroeconomics (3)
ENG120 - College Composition I (3)
ENG200 - Sophomore Seminar (3)
HIS249 - The Common Good (3)
HON201 - Interdisciplinary Studies I (3)
HON202 - Interdisciplinary Studies II (3)
ITT100 - Introduction to Information Technology (3)
MAT210 - Applied Calculus I (3)
MAT240 - Applied Statistics (3)
PPL212 - Introduction to Ethics (3)
PSY108 - Introduction to Psychology (3)
SCI219 - Environmental Issues (3)
SNHU101 - SNHU 101: First-Year Seminar (1)
SNHU303 - SNHU Experience: Life after SNHU (1)
SNHU404 - SNHU Experience: Gen Ed Capstone (1)

Integrated Core
24 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - FIN320 - Principles of Finance (3)
  - IT210 - Business Systems Analysis and Design (3)
  - MKT113 - Introduction to Marketing (3)
  - OL125 - Human Relations in Administration (3)
  - OL421 - Strategic Management and Policy (Capstone) (3)

Major Courses
33 Total Credits

- Complete all of the following
  - Complete:
    - ECO301 - Managerial Economics (3)
    - OL200H - Honors Business Foundations (3)
    - OL215 - Principles of Management (3)
    - OL326 - Social Environment of Business (3)
    - OL328 - Leadership (3)
    - OL342 - Organizational Behavior (3)
    - OL465H - Honors Fieldwork Experience and Final Project (3)
    - QSO300 - Operations Management (3)
  - 3 credits from the following:
    - OL481H - Honors Integrating Experience Year One (1.5 - 3)
  - 3 credits from the following:
    - OL482H - Honors Integrating Experience Year Two (1.5 - 3)
  - 3 credits from the following:
    - IT481H - Trends in Computer Information Technology Honors (3 - 6)

Major Electives
18 Total Credits

- Complete all of the following
  - Complete:
    - OL429H - Honors Applied Management: New Paradigm Design (3)
    - OL430H - Honors Applied Management: New Paradigm Design (6)
  - 9 credits from subject(s): ACC, BUS, ECO, FIN, FMM, HOS, INT, IT, MKT, OL, QSO, or SPT within the range of course numbers 200 - 499

Honors Courses
0 Total Credits

- Students must take 11 courses with the honors designation to meet graduation requirements. Questions regarding the honors program or courses that are not properly coded should be directed to the Honors Program Coordinator.

Grand Total Credits: 120
Program Description

This program is designed for students wishing to apply for a Bachelor of Business Administration (B.B.A.) through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Business Administration at Florence University of the Arts and selecting one of two concentrations in Culinary Arts and Food Service Management, or Management for the Hospitality and Tourism industry. The program may be completed in four years, 3 at FUA (90 credits including 12 credits with FUA’s General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements

Transfer Requirements
90 Total Credits

- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Business Administration program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses
12 Total Credits

- Complete all of the following
  - 12 credits from: General Education
    - Must include:
      - ENG120 - College Composition I (3)
      - ENG200 - Sophomore Seminar (3)
    - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
    - One (1) General Education course must be from Social and Behavioral Sciences (ESBS).

Major Courses
18 Total Credits

- Complete all of the following
  - 6 credits from the following:
    - MAT240 - Applied Statistics (3)
    - SB405 - Integration and Application of Business IV (2 - 5)
  - 12 credits from subject(s): ACC, ECO, FIN, INT, IT, MKT, OL, QSO, SPT, or TAX within the range of course numbers 300 - 499

Free Electives
3 Total Credits

- 3 credits.

Grand Total Credits: 123
Business Administration with concentration in Management for the Hospitality and Tourism Industry - FUA (BBA)

Program Description
This program is designed for students wishing to apply for a Bachelor of Business Administration (B.B.A.) through partnership with SNHU and Florence University of the Arts. Students are credentialed through Southern New Hampshire University by completing a 90 credit program in Business Administration at Florence University of the Arts and selecting one of two concentrations in Culinary Arts and Food Service Management, or Management for the Hospitality and Tourism industry. The program may be completed in four years, 3 at FUA (90 credits including 12 credits with FUA's General Education) and 1 year at SNHU (30 credits). The fourth year of the degree can be completed via distance learning through online classes according to the General Education distribution detailed by SNHU.

Program Requirements
Transfer Requirements
90 Total Credits

- Complete all of the following
  - 90 credits.
  - Student must transfer 90 credits from the Business Administration program. The program must include 12 credits of General Education taken at Florence University of the Arts (FUA): 6 credits of Italian Language, 3 credits of Multicultural Diversity and Gender Studies, and 3 credits of Mathematics.

General Education Courses
12 Total Credits

- Complete all of the following
  - 12 credits from: General Education
    Must include:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)
    - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
    - One (1) General Education course must be from Social and Behavioral Sciences (ESBS).

Major Courses
18 Total Credits

- Complete all of the following
  - 6 credits from the following:
    - MAT240 - Applied Statistics (3)
    - SB405 - Integration and Application of Business IV (2 - 5)
  - 12 credits from subject(s): ACC, ECO, FIN, INT, IT, MKT, OL, QSO, SPT, or TAX within the range of course numbers 300 - 499

Free Electives
3 Total Credits

- 3 credits.

Grand Total Credits: **123**
Business Analytics (BS)

Program Description
Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that cover all the three parts of the business analytics, some foundational courses and courses that help in the implementation of business analytics in an organization. The curriculum of the program is very hands-on and experiential that will prepare you for a successful career in the world of business analytics.

Program Outcomes
1. Acquire in-depth understanding of the fundamental techniques of business analytics
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations
3. Use predictive modeling and analysis to predict future business outcomes and associated risks
4. Use management science techniques to model business problems and determine optimal solutions
5. Manage analytics projects efficiently and effectively by the application of project management techniques

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core

Major Courses
30 Total Credits
- Complete all of the following
  - Complete:
    - QSO250 - Business Analytics (3)
    - QSO260 - Descriptive Analytics (3)
    - QSO281 - Experience in Descriptive Analytics (3)
    - QSO282 - Experience in Predictive Analytics (3)
    - QSO320 - Management Science through Spreadsheets (3)
    - QSO370 - Predictive Analytics (3)
    - QSO381 - Experience in Prescriptive Analytics (3)
    - QSO382 - Integrating Experience in Business Analytics (3)
  - 6 credits from subject(s): QSO, MAT, or IT
  - NOTE: Students interested in the graduate program may substitute the QSO electives with two graduate QSO courses (subject to meeting the prerequisites).

Free Electives
15 Total Credits
- 15 credits.

Grand Total Credits: 120
Business Analytics (Minor)

Program Description

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that provide the foundational quantitative knowledge necessary for business analytics and application courses that cover all three areas of business analytics. The curriculum of the program is very hands-on that will prepare you for a successful career in the world of business analytics.

Program Requirements

Required Courses
15 Total Credits

Complete:
- MAT240 - Applied Statistics (3)
- QSO250 - Business Analytics (3)
- QSO260 - Descriptive Analytics (3)
- QSO320 - Management Science through Spreadsheets (3)
- QSO370 - Predictive Analytics (3)

Grand Total Credits: 15

Business Analytics - Degree in Three (BS)

Program Description

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that cover all the three parts of the business analytics, some foundational courses and courses that help in the implementation of business analytics in an organization. The curriculum of the program is very hands-on and experiential that will prepare you for a successful career in the world of business analytics.

Program Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics.
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations.
3. Use predictive modeling and analysis to predict future business outcomes and associated risks.
4. Use management science techniques to model business problems and determine optimal solutions.
5. Manage analytics projects efficiently and effectively with the application of project management techniques.

Program Requirements

General Education Courses
42 Total Credits

- 42 credits from: General Education
  - Must include:
    - ECQ201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
30 Total Credits
Complete all of the following

- QSO250 - Business Analytics (3)
- QSO260 - Descriptive Analytics (3)
- QSO281 - Experience in Descriptive Analytics (3)
- QSO282 - Experience in Predictive Analytics (3)
- QSO320 - Management Science through Spreadsheets (3)
- QSO370 - Predictive Analytics (3)
- QSO381 - Experience in Prescriptive Analytics (3)
- QSO382 - Integrating Experience in Business Analytics (3)

6 credits from subject(s): QSO

School Directed Courses
9 Total Credits

- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives
9 Total Credits

- 9 credits.

Grand Total Credits: 120

Business Information Systems (Certificate)

Program Description

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

Program Requirements

Required Courses
23 - 24 Total Credits

- Complete all of the following
  - Complete:
    - IT135 - Interactive Scripting in Virtual Environment (3)
    - MAT230 - Discrete Mathematics (3)
  - 1 of the following:
    - IT105 - Business Information Technology (2)
    - IT210 - Business Systems Analysis and Design (3)
  - 1 of the following:
    - MAT130 - Applied Finite Mathematics (3)
    - MAT140 - Precalculus (3)
    - MAT210 - Applied Calculus I (3)
    - MAT240 - Applied Statistics (3)
  - 12 credits from subject(s): IT

Grand Total Credits: 23 - 24
Business Management - Plus One (MS)

Program Description
Program curriculum is delivered via courses and integration and application experiences that are designed to enable students to produce relevant deliverables that can clearly convey value to potential employers. Knowledge and skills acquired in the program will be integrated and applied within the context of real-world corporate consulting experiences. Student teams complete corporate consulting experiences throughout their program. Each experience challenges teams to integrate and apply knowledge to a variety of challenges inherent to small and large business environments. Career development components are threaded throughout the program for each student. Students will be coached on career opportunities in their chosen field while developing teamwork, business communication, analysis, and problem-solving skills.

Program Requirements
Major Courses
32 Total Credits

- Complete all of the following
  - ACC515 - Accounting for Managers (2)
  - QSO511 - Business Analytics (4)
  - QSO531 - Business Data Analysis (4)
  - QSO550 - Applied Business Research (4)
  - QSO621 - Lean Six Sigma Quality Management (4)
  - SB510 - Corporate Consulting Preparation (4)
  - SB515 - Google Analytics (2)
  - SB520 - Corporate Consulting I (4)
  - SB525 - Advanced Business Analysis (1)

- 3 credits from the following:
  - SB705 - Business Management Capstone (3)
  - SB740 - Business Management Thesis (3-6)

Grand Total Credits: 32

Business Management - Plus One (MS) - Marketing - Plus One (Concentration)

Concentration Description
The Marketing Concentration is a fall/spring program that enables students to acquire industry specific skills using both a theoretical concept development and applied experiential learning through real client projects in the classroom and an internship component. Students will be exposed to a multitude of companies that will assist them in acquiring industry connections which will aid them in securing internships and career opportunities.

Concentration Requirements
Concentration Courses
10 Total Credits

- Complete all of the following
  - Note: Students in the Marketing (Plus One) concentration do not need to take QSO 531 and QSO 550.
  - Complete:
    - MKT515 - Distinctive Concepts in Marketing (3)
    - MKT516 - Consulting Experience in Marketing (4)
    - MKT545 - Global Marketing (3)

Grand Total Credits: 10
Business Management - Plus One (MS) - Operations and Project Management - Plus One (Concentration)

Concentration Description
This concentration is a compact program in Operations and Project Management. It gives a comprehensive overview of Operations and Projects. Students gain exposure to managing day-to-day operations as well as unique project undertakings. The concentration culminates with integrating experience in Operations and Projects.

Concentration Requirements
Concentration
12 Total Credits
   ◆ Complete:
     ◆ QSO601 - Operations and Innovation Management (4)
     ◆ QSO641 - Practical Project Management (4)
     ◆ QSO691 - Integrating Experience in OPMI (4)

Grand Total Credits: 12

Business Management - Plus One (MS) - Project Management - Plus One (Concentration)

Concentration Description
Program curriculum is delivered via courses and integration and application experiences that are designed to enable students to produce relevant deliverables that can clearly convey value to potential employers. Knowledge and skills acquired in the program will be integrated and applied within the context of real-world corporate consulting experiences. Student teams complete corporate consulting experiences throughout their program. Each experience challenges teams to integrate and apply knowledge to a variety of challenges inherent to small and large business environments. Career development components are threaded throughout the program for each student. Students will be coached on career opportunities in their chosen field while developing teamwork, business communication, analysis, and problem-solving skills.

Concentration Requirements
Concentration Courses
12 Total Credits
   ◆ Complete all of the following
     ◆ Note: Students in the Project Management (Plus One) concentration do not need to take QSO 531 and QSO 550.
     ◆ Complete:
       ◆ QSO641 - Practical Project Management (4)
       ◆ QSO681 - Advanced Project Management (4)
       ◆ QSO682 - Consulting Experience in Project Management (4)

Grand Total Credits: 12
Business Management - Plus One (MS) - Sport Business - Plus One (Concentration)

Concentration Description

The Sport Management Concentration is built on the foundation of the Masters Core Curriculum with added emphasis on the application of Sport Marketing, Analytics, and Partnerships. The keystone of the concentration is a 4-credit corporate consulting project, completed across two semesters.

Concentration Requirements

Concentration Courses
11 - 17 Total Credits

- Complete all of the following
  - Note: Students in the Sport Business (Plus One) concentration do not need to take QSO 531 and QSO 550.
  - Complete:
    - SPT608 - Sport Marketing and Media (3)
    - SPT608L - Sport Agency Lab 1 (1 - 4)
    - SPT622 - Sport Business Analytics (3)
    - SPT622L - Sport Agency Lab 2 (1 - 4)
    - SPT525 - Sport Licensing and Strategic Alliances (3)

Grand Total Credits: 11 - 17
Business Studies in Accounting (BS)

Program Description
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.

Program Outcomes
1. Analyze and apply the rules and regulations for financial accounting and reporting and how they are established in a global economy
2. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
3. Plan and prepare tax returns using knowledge of tax laws and regulations
4. Analyze, interpret and communicate accounting information to various internal and external stakeholders
5. Enhance decision-making capacity to sustain business success
6. Integrate, synthesize, and apply theoretical knowledge to create value for business and society

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education
  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core

Major Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - ACC215 - Fundamentals of Financial Accounting (3)
    - ACC307 - Intermediate Accounting I (3)
    - ACC308 - Intermediate Accounting II (3)
    - ACC330 - Federal Taxation I (3)
  - 1 of the following:
    - ACC207 - Cost Accounting (3)
    - ACC550 - Cost Accounting (3)

Free Electives
30 Total Credits
- 30 credits.

Grand Total Credits: 120
Business Studies in Business Administration (BS)

Program Description

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive. As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems. Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment. Southern New Hampshire University's Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

- 28 credits from: Integrated Business Core
  - Except:
    - OL105 - Foundations of Management (2)

Major Courses
17 Total Credits

- Complete all of the following
  - Complete:
    - OL125 - Human Relations in Administration (3)
    - OL211 - Human Resource Management (3)
    - OL215 - Principles of Management (3)
    - OL342 - Organizational Behavior (3)
  - 5 credits from:
    - BUS307 - Business Law II (3)
      Subject(s): OL within the range of course numbers 300-499
  - Except:
    - OL490 - Business Administration Internship (0 - 12)

Free Electives
30 Total Credits

- 30 credits.

Grand Total Credits: 120
Business Studies in Business Analytics (BS)

Program Description

The modern world driven by information technology generates massive amounts of data called "big data" through business transactions and business interactions by the use of computers, mobile phones and other devices. The amount of data generated is growing exponentially. With the right kind of analysis this data can be utilized for gaining historical insights, making predictions of future outcomes and making optimal business decisions. The analysis of "big data" has created the need for analysts with the right skills who can help in analyzing the data. It is estimated that within the next five years there will be a shortage of almost 200,000 employees with skills required for analyzing the "big data". This program will educate and train students to develop those skills that are in such high demand.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education

  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - QSO250 - Business Analytics (3)
    - QSO260 - Descriptive Analytics (3)
    - QSO320 - Management Science through Spreadsheets (3)
    - QSO370 - Predictive Analytics (3)
  - 6 credits from subject(s): IT, MAT, or QSO

Free Electives
27 Total Credits

- 27 credits.

Grand Total Credits: 120
Business Studies in Business Finance (BS)

Program Description
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.

Program Requirements
General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - ECO301 - Managerial Economics (3)
    - ECO402 - Intermediate Macroeconometrics (3)
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (3)
  - 3 credits from subject(s): FIN within the range of course numbers 200 - 499
  - 1 of the following:
    - MAT140 - Precalculus (3)
    - MAT210 - Applied Calculus I (3)
    - MAT300 - Applied Statistics II: Regression Analysis (3)

Free Electives
27 Total Credits

- 27 credits.

Grand Total Credits: 120
Business Studies in Computer Information Technology (BS)

Program Description

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.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
21 Total Credits

- Complete all of the following
  - Complete:
    - IT135 - Interactive Scripting in Virtual Environment (3)
    - IT145 - Foundation in Application Development (3)
    - IT201 - Computer Platform Technologies (3)
    - IT330 - Database Design and Management (3)
    - IT340 - Network and Telecommunication Management (3)
  - 6 credits from subject(s): IT

Free Electives
24 Total Credits

- 24 credits.

Grand Total Credits: 120
Business Studies in Human Resource Management (BS)

Program Description
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.

Program Requirements
General Education Courses
45 Total Credits

◆ 45 credits from: General Education
  
  Must include:
  ◆ ECO201 - Microeconomics (3)
  ◆ MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

◆ 28 credits from: Integrated Business Core
  
  Except:
  ◆ OL105 - Foundations of Management (2)

Major Courses
23 Total Credits

◆ Complete all of the following
  ◆ Complete:
    ◆ OL125 - Human Relations in Administration (3)
    ◆ OL211 - Human Resource Management (3)
    ◆ OL215 - Principles of Management (3)
    ◆ OL342 - Organizational Behavior (3)
    ◆ OL442 - Human Resource Strategy and Development (3)
  ◆ 1 of the following:
    ◆ OL318 - Employee and Labor Relations (3)
    ◆ OL325 - Total Rewards (3)
  ◆ 5 credits from:
    ◆ BUS307 - Business Law II (3)
    Subject(s): OL within the range of course numbers 300-499
  
  Except:
  ◆ OL490 - Business Administration Internship (0 - 12)

Free Electives
24 Total Credits

◆ 24 credits.

Grand Total Credits: 120
Business Studies in International Management (BS)

Program Description

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.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - OL215 - Principles of Management (3)
    - 12 credits from subject(s): INT within the range of course numbers 300 - 499

Free Electives
30 Total Credits

- 30 credits.

Grand Total Credits: 120
Business Studies in Marketing (BS)

Program Description
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.

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core

Major Courses
21 Total Credits
- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 1 of the following:
    - MKT432 - Strategic Marketing Planning (Capstone) (3)
    - MKT515 - Distinctive Concepts in Marketing (3)
  - 6 credits from:
    - QSO330 - Supply Chain Management (3)
    - MKT545 - Global Marketing (3)

Subject(s): ADV, or MKT within the range of course numbers 100-499
- NOTE: MKT 432 may be replaced by MKT 515 for students interested in pursuing a graduate program. INT 433 or MKT 433 may be replaced by MKT 545 for students interested in pursuing a graduate program.

Free Electives
24 Total Credits
- 24 credits.

Grand Total Credits: 120
Business Studies in Operations and Project Management (BS)

Program Description

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.

Program Requirements

General Education Courses
45 Total Credits
    • 45 credits from: General Education
      Must include:
        ◆ ECO201 - Microeconomics (3)
        ◆ MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
    • 30 credits from: Integrated Business Core

Major Courses
18 Total Credits
    • Complete all of the following
      Complete:
        ◆ QSO310 - Management of Service Operations (3)
        ◆ QSO330 - Supply Chain Management (3)
        ◆ QSO340 - Project Management (3)
        ◆ QSO460 - Topics in Operations and Project Management (3)
      ◆ 6 credits from subject(s): QSO

Free Electives
27 Total Credits
    • 27 credits.

Grand Total Credits: 120
Business Studies in Organizational Leadership (BS)

Program Description

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.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

- 28 credits from: Integrated Business Core
  - Except:
    - OL105 - Foundations of Management (2)

Major Courses
20 Total Credits

- Complete all of the following
  - Complete:
    - OL125 - Human Relations in Administration (3)
    - OL215 - Principles of Management (3)
    - OL322 - Managing Organizational Change (3)
    - OL324 - Managing Quality (3)
    - OL328 - Leadership (3)
    - OL342 - Organizational Behavior (3)
  - 2 credits from:
    - BUS307 - Business Law II (3)
      - Subject(s): OL within the range of course numbers 300-499
    - Except:
      - OL490 - Business Administration Internship (0 - 12)

Free Electives
27 Total Credits

- 27 credits.

Grand Total Credits: 120
Business Studies in Small Business Management (BS)

Program Description

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.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

- 28 credits from: Integrated Business Core
- Except:
  - OL105 - Foundations of Management (2)

Major Courses
23 Total Credits

- Complete all of the following
  - Complete:
    - BUS307 - Business Law II (3)
    - OL125 - Human Relations in Administration (3)
    - OL215 - Principles of Management (3)
    - OL317 - Small Business Management (3)
    - OL320 - Entrepreneurship (3)
    - OL321 - Business Plan Preparation (3)
- 5 credits from subject(s): OL within the range of course numbers 300 - 499, excluding:
  - OL490 - Business Administration Internship (0 - 12)

Free Electives
24 Total Credits

- 24 credits.

Grand Total Credits: 120
**Business Studies in Sport Management (BS)**

**Program Description**

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.

**Program Requirements**

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
21 Total Credits

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
    - SPT201 - Governance/Management of Sport Organizations (3)
    - SPT208 - Sport Marketing (3)
    - SPT333 - Sport, Society, and Ethics (3)
  - 1 of the following:
    - SPT465 - Global Sport Business (3)
    - SPT565 - Internationalization of Sport Business (3)
  - 6 credits from the following:
    - SPT307 - Sport Law (3)
    - SPT310 - Sport Sponsorship (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT320 - Media/Public Relations in Sport (3)
    - SPT321 - Fitness Management (3)
    - SPT323 - Golf Club Management (3)
    - SPT340 - Practicum in Sport Management (3 - 6)
    - SPT401 - Sport Facilities Management (3)
    - SPT402 - Sport Revenue (3)
    - SPT404 - Sport Agency (3)
    - SPT415 - Event Management and Marketing (3 - 6)
    - SPT425 - Sport Licensing/Strategic Alliances (3)
    - SPT430 - Front Office Management (3)

- NOTE: SPT 425 may be replaced with SPT 525 for students who are interested in pursuing the graduate program.

Free Electives
24 Total Credits

- 24 credits.

Grand Total Credits: **120**
Computer Information Technology (BA)

Program Description

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.

Program Outcomes

1. Use and apply current technical concepts, practices, standard and tools in the core information technologies
2. Identify and analyze a problem and user needs, define technological requirements, and design appropriate, effective and usable IT-based solutions
3. Evaluate and implement IT-based systems, processes, components, or programs to meet desired needs and integrate them into the user environment
4. Identify and evaluate current and emerging technologies and assess their applicability to address the users' needs
5. Collaborate and communicate effectively in teams to accomplish a common goal by integrating personal initiative and group cooperation
6. Understand ethical, legal, security and social issues and impacts, on individuals, organizations and society, and the need for continuing professional development

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education

  Must include:
  - IT135 - Interactive Scripting in Virtual Environment (3)

Arts and Sciences Courses
9 Total Credits

- Complete all of the following
  - Complete:
    - COM212 - Public Speaking (3)
  - 1 of the following:
    - PHL214 - Formal Logic (3)
    - PSY108 - Introduction to Psychology (3)
  - 1 of the following:
    - BIO210 - Introduction to Anatomy and Physiology (3)
    - MAT350 - Applied Linear Algebra (3)
    - SCI219 - Environmental Issues (3)

Major Courses
33 Total Credits

- Complete all of the following
  - Complete:
    - IT145 - Foundation in Application Development (3)
    - IT201 - Computer Platform Technologies (3)
    - IT210 - Business Systems Analysis and Design (3)
    - IT315 - Object Oriented Analysis and Design (3)
    - IT330 - Database Design and Management (3)
    - IT340 - Network and Telecommunication Management (3)
    - IT485 - Information Technology Strategy and Management (3)
  - 12 credits from subject(s): IT

Free Electives
33 Total Credits

- 33 credits.

Grand Total Credits: 120
Computer Information Technology (BS)

Program Description

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.

Program Outcomes

1. Use and apply current technical concepts, practices, standard and tools in the core information technologies
2. Identify and analyze a problem and user needs, define technological requirements, and design appropriate, effective and usable IT-based solutions.
3. Evaluate and implement IT-based systems, processes, components, or programs to meet desired needs and integrate them into the user environment
4. Identify and evaluate current and emerging technologies and assess their applicability to address the users' needs
5. Collaborate and communicate effectively in teams to accomplish a common goal by integrating personal initiative and group cooperation
6. Understand ethical, legal, security and social issues and impacts, on individuals, organizations and society, and the need for continuing professional development

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  
  Must include:
  - ECO201 - Microeconomics (3)
  - IT135 - Interactive Scripting in Virtual Environment (3)
  - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
30 Total Credits

- Complete all of the following
  - Complete:
    - IT145 - Foundation in Application Development (3)
    - IT201 - Computer Platform Technologies (3)
    - IT315 - Object Oriented Analysis and Design (3)
    - IT330 - Database Design and Management (3)
    - IT340 - Network and Telecommunication Management (3)
Computer Information Technology (Minor)

Program Description
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. A student may earn a minor in Information Technology by successfully completing the following courses:

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - MAT230 - Discrete Mathematics (3)

Required Courses
17 - 18 Total Credits
- Complete all of the following
  - Complete:
    - IT135 - Interactive Scripting in Virtual Environment (3)
    - IT145 - Foundation in Application Development (3)
  - 1 of the following:
    - IT105 - Business Information Technology (2)
    - IT210 - Business Systems Analysis and Design (3)
  - 9 credits from subject(s): IT, excluding:
    - IT100 - Introduction to Information Technology (3)

Grand Total Credits: 20 - 21

Computer Information Technology - Degree in Three (BS)

Program Description
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.

**Program Outcomes**

1. Use and apply current technical concepts, practices, standard and tools in the core information technologies
2. Identify and analyze a problem and user needs, define technological requirements, and design appropriate, effective and usable IT-based solutions
3. Evaluate and implement IT-based systems, processes, components, or programs to meet desired needs and integrate them into the user environment
4. Identify and evaluate current and emerging technologies and assess their applicability to address the users’ needs
5. Collaborate and communicate effectively in teams to accomplish a common goal by integrating personal initiative and group cooperation
6. Understand ethical, legal, security and social issues and impacts, on individuals, organizations and society, and the need for continuing professional development

**Program Requirements**

**General Education Courses**

42 Total Credits

- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - IT135 - Interactive Scripting in Virtual Environment (3)
    - MAT240 - Applied Statistics (3)

**Integrated Core**

30 Total Credits

- 30 credits from: Integrated Business Core

**Major Courses**

33 Total Credits

- Complete all of the following
  - Complete:
    - IT145 - Foundation in Application Development (3)
    - IT201 - Computer Platform Technologies (3)
    - IT311 - Advanced Application Development (3)
    - IT315 - Object Oriented Analysis and Design (3)
    - IT330 - Database Design and Management (3)
    - IT340 - Network and Telecommunication Management (3)
    - IT485 - Information Technology Strategy and Management (3)
  - 4 credits from the following:
    - IT291 - IT Foundation Experience (2 - 4)
  - 4 credits from the following:
    - IT391 - IT Integration Experience (2 - 4)
  - 4 credits from the following:
    - IT491 - IT Application Experience (Capstone) (2 - 4)

**School Directed Courses**

9 Total Credits

- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
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- SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives
6 Total Credits

- 6 credits.

Grand Total Credits: 120
Culinary and Baking Arts (AS)

Program Description

The Associates Degree Program in Culinary and Baking Arts gives students instruction in foundational skills to prepare them for careers in culinary fields. The program begins with a one-week pre-matriculation session to help students gain foundational skills and knowledge. The first year is based on campus, working through lab-based coursework aligned with the operation of The Quill restaurant, to gain proficiency in front-of-the-house and back-of-the-house skill sets. The second year features a nine-to twelve-month paid internship in a full-service restaurant to give students on-the-job experience and networking opportunities. The program culminates in a two-week on-campus capstone course in May. Students will graduate with the ability to practice as effective cooks, pastry cooks, or managers in training. For more information about the degree program, please contact the Culinary Department.

Program Outcomes

1. Understand culinary operations and systems employed by professionals in the field.
2. Be able to execute common culinary functions, including measuring, timing, scaling, following recipes, etc., accurately and effectively.
3. Be able to create a variety of sweet and savory products—sauces, stocks, breads, etc.—efficiently with minimal supervision, using both traditional and contemporary techniques.
4. Understand important culinary themes, including vegan, vegetarian, Kosher, and Halal cooking, food allergens and professional-standard practices to avoid allergen contamination, and others.
5. Understand the functions and relationships of the overall culinary operation and be able to perform front-of-the-house functions (including professional guest interaction, timely service, proper guest check procedure, and point of sales operations) as well as including back of the house functions, purchasing and cost control, and others.

Program Requirements

General Education Courses
19 Total Credits

- Complete all of the following
  - 19 credits from: General Education

  Must include:
  - ENG120 - College Composition I (3)
  - SNHU101 - SNHU 101: First-Year Seminar (1)
  - MAT101 - Culinary Mathematics (3)
  - ENG200 - Sophomore Seminar (3)

  One (1) General Education course must be from Fine Arts and Humanities (EFAH).
  One (1) General Education course must be from Social and Behavioral Science (ESBS).
  One (1) General Education course must be from General Education Electives (EGED).

Major Courses
29 Total Credits

- Complete:
  - CUL100 - PreHeat (1)
  - CUL105 - Career Lab (1)
  - CUL115 - Culinary Intensive Lab (4.5)
  - CUL125 - Baking intensive Lab (4.5)
  - CUL130 - Tame the Flame: Kitchen Operations (4.5)
  - CUL140 - Eat, Drink and The Bottom Line: Food and Beverage Purchasing and Cost Control (3)
  - CUL150 - Crafting the Customer Experience: Front of the House Operations (3)
  - CUL160 - Global Cuisines (4.5)
  - CUL270 - Culinary and Baking Capstone (3)

Internship Experience
12 Total Credits

- 12 credits from the following:
  - CUL290 - Culinary Internship (12 - 14)

Grand Total Credits: 60
Economics (Minor)

Program Description
A student may earn a minor in Economics by successfully completing the following courses:

Program Requirements
Prerequisite Courses
9 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - MAT240 - Applied Statistics (3)

Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)
    - ECO301 - Managerial Economics (3)
    - ECO306 - Money and Banking (3)
  - 6 credits from subject(s): ECO within the range of course numbers 200 - 499

Grand Total Credits: 27
Economics and Finance (BS)

Program Description
The Economics/Finance Program has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting. Students who choose to major in the Economics/Finance Program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

Program Requirements

General Education Courses
45 Total Credits

♦ 45 credits from: General Education

Must include:

♦ ECO201 - Microeconomics (3)
♦ MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

♦ 30 credits from: Integrated Business Core

Major Courses
30 Total Credits

♦ Complete all of the following
  ◆ Complete:
    ■ ECO301 - Managerial Economics (3)
    ■ ECO306 - Money and Banking (3)
    ■ ECO402 - Intermediate Macroeconometrics (3)
    ■ FIN330 - Corporate Finance (3)
    ■ FIN340 - Fundamentals of Investments (3)
  ♦ 12 credits from subject(s): ECO, or FIN within the range of course numbers 200 - 499
  ♦ 1 of the following:
    ■ MAT140 - Precalculus (3)
    ■ MAT210 - Applied Calculus I (3)
    ■ MAT300 - Applied Statistics II: Regression Analysis (3)

Free Electives
15 Total Credits

♦ 15 credits.

Grand Total Credits: 120
Economics and Math (BS)

**Program Description**

The Bachelor of Science in Economics and Math at Southern New Hampshire University 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, all grounded in the foundations of mathematical theory and application. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business, economics and math. As an Economics and Math major, you will develop the analytical and quantitative skills needed for corporate and individual financial management, economic modeling and forecasting, or be very well prepared to enter a graduate or doctoral program.

**Program Requirements**

**General Education Courses**
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT240 - Applied Statistics (3)

**Integrated Core**
30 Total Credits

- 30 credits from: Integrated Business Core

**Major Courses**
30 Total Credits

- Complete all of the following
  - Complete:
    - ECO301 - Managerial Economics (3)
    - ECO306 - Money and Banking (3)
    - ECO402 - Intermediate Macroeconometrics (3)
    - MAT230 - Discrete Mathematics (3)
    - MAT275 - Calculus II: Integration & Series (3)
    - MAT299 - Mathematical Proof and Problem Solving (3)
    - MAT300 - Applied Statistics II: Regression Analysis (3)
    - MAT470 - Real Analysis (3)
  - 6 credits from subject(s): ECO within the range of course numbers 200 - 499

**Free Electives**
15 Total Credits

- 15 credits.

**Grand Total Credits: 120**
Economics/Finance - Degree in Three (BS)

Program Description
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.

Program Requirements
General Education Courses
42 Total Credits
- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core

Major Courses
27 Total Credits
- Complete all of the following
  - Complete:
    - ECO301 - Managerial Economics (3)
    - ECO306 - Money and Banking (3)
    - ECO402 - Intermediate Macroeconometrics (3)
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (3)
  - 1 of the following:
    - FIN426 - Contemporary Issues in Finance (3)
    - FIN440 - Investment Analysis (3)
  - 3 credits from subject(s): ECO, or FIN within the range of course numbers 200 - 499
  - 6 credits from subject(s): ECO, or FIN within the range of course numbers 300 - 499

School Directed Courses
9 Total Credits
- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives
12 Total Credits
- 12 credits.

Grand Total Credits: 120
Fashion Merchandising (Minor)

Program Description
A student may earn a minor in Fashion Merchandising by successfully completing the following courses:

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - MKT113 - Introduction to Marketing (3)

Required Courses
18 Total Credits
- Complete:
  - FMM101 - Basic Design and Color Theory (3)
  - FMM114 - Introduction to Fashion Merchandising (3)
  - FMM204 - Textiles and Color Theory (3)
  - FMM225 - Merchandise Planning (3)
  - FMM340 - Merchandise Management Strategies (3)
  - MKT222 - Principles of Retailing (3)

Grand Total Credits: 21

Fashion Merchandising and Management (BS)

Program Description
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.

Program Outcomes
1. Develop fashion merchandise planning strategies that integrate the retailer’s positioning, vendor’s interests, and plans for generating profit
2. Apply management theories and techniques in the fashion merchandising environment to achieve retail objectives and remain competitive
3. Collect and organize industry data through the use of qualitative and quantitative tools
4. Interpret data to predict influences of fashion trends in the fashion merchandising environment
5. Employ effective decision-making skills to select textile and production sources from both domestic and international markets

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
30 credits from: Integrated Business Core

Major Courses
30 Total Credits

Complete all of the following

Complete:
- FMM114 - Introduction to Fashion Merchandising (3)
- FMM204 - Textiles and Color Theory (3)
- FMM208 - History of Fashion and Costume (3)
- FMM225 - Merchandise Planning (3)
- FMM325 - Sustainability in Fashion (3)
- FMM340 - Merchandise Management Strategies (3)
- FMM410 - Fashion Research and Forecasting (3)
- FMM457 - Strategic Fashion Management (3)
- QSO330 - Supply Chain Management (3)

3 credits from the following:
- MKT490 - Marketing Internship (0 - 12)

Electives or choose a Concentration
6 Total Credits

Complete 1 of the following
2 of the following:
- FMM209 - Sourcing, Supply Systems and Distributions (3)
- FMM417 - Global Sourcing and Apparel (3)
- MKT322 - International Retailing (3)
- MKT326 - Global Consumer Culture (3)

2 of the following:
- FMM209 - Sourcing, Supply Systems and Distributions (3)
- MKT230 - Retail Sales Promotion (3)
- MKT231 - Visual Merchandising (3)
- MKT345 - Consumer Behavior (3)

2 of the following:
- FMM209 - Sourcing, Supply Systems and Distributions (3)
- MKT222 - Principles of Retailing (3)
- MKT228 - Technology in Fashion and Retailing (3)
- MKT442 - Retail Management (3)

Free Electives
9 Total Credits

Complete all of the following
9 credits.
NOTE: Students with a concentration must complete 6 credits in free electives. Students without a concentration must complete 9 credits in free electives.

Grand Total Credits: 120

Fashion Merchandising and Management (BS) - Consumer (Concentration)

Concentration Requirements

Concentration Courses
9 Total Credits

3 of the following:
- FMM209 - Sourcing, Supply Systems and Distributions (3)
- MKT231 - Visual Merchandising (3)
- MKT326 - Global Consumer Culture (3)
- MKT345 - Consumer Behavior (3)

Grand Total Credits: 9
Fashion Merchandising and Management (BS) - Fashion Communication (Concentration)

**Concentration Requirements**

Concentration Courses  
9 Total Credits

- Complete all of the following
  - 3 of the following:
    - COM227 - Public Relations (3)
    - COM235 - Introduction to Journalism (3)
    - FMM209 - Sourcing, Supply Systems and Distributions (3)
    - MKT230 - Retail Sales Promotion (3)
    - MKT355 - Social Media Marketing Strategy (3)
  - NOTE: Students in the Fashion Communication concentration must take one (1) course from subject MKT and one (1) course from subject COM.

Grand Total Credits: 9

Fashion Merchandising and Management (BS) - Retail (Concentration)

**Concentration Requirements**

Concentration Courses  
9 Total Credits

- 3 of the following:
  - FMM209 - Sourcing, Supply Systems and Distributions (3)
  - FMM417 - Global Sourcing and Apparel (3)
  - MKT228 - Technology in Fashion and Retailing (3)
  - MKT322 - International Retailing (3)

Grand Total Credits: 9

Fashion Merchandising and Management - Degree in Three (BS)

**Program Description**

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.

**Program Requirements**

General Education Courses  
42 Total Credits

- 42 credits from: General Education  
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core  
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses  
33 Total Credits

- Complete all of the following
  - FMM114 - Introduction to Fashion Merchandising (3)
FMM209 - Sourcing, Supply Systems and Distributions (3)
FMM410 - Fashion Research and Forecasting (3)
FMM457 - Strategic Fashion Management (3)

- 3 credits from the following:
  - FMM111 - Foundational Integration Experience (1 - 3)
- 6 credits from the following:
  - FMM333 - Exploration Integration Experience (3 - 6)

- 3 credits from the following:
  - FMM 490 Fashion Merchandising and Management Internship or contact your advisor for help.
- 3 credits from subject(s): FMM

**Fashion Merchandising and Management Tracks**
- Complete 1 of the following
  - 2 of the following:
    - MKT230 - Retail Sales Promotion (3)
    - MKT231 - Visual Merchandising (3)
    - MKT345 - Consumer Behavior (3)
  - 2 of the following:
    - MKT222 - Principles of Retailing (3)
    - MKT228 - Technology in Fashion and Retailing (3)
    - MKT442 - Retail Management (3)

**School Directed Courses**
- 9 Total Credits
  - Complete all of the following
    - 1.5 credits from the following:
      - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
    - 1.5 credits from the following:
      - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
    - 1.5 credits from the following:
      - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
    - 1.5 credits from the following:
      - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
    - 1.5 credits from the following:
      - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
    - 1.5 credits from the following:
      - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

**Free Electives**
- 6 Total Credits
  - 6 credits.

Grand Total Credits: **120**
Finance (Minor)

Program Description
A student may earn a minor in Finance by successfully completing the following courses:

Program Requirements
Prerequisite Courses
8 Total Credits

- Complete:
  - ACC105 - Foundations of Accounting I (2)
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - ECO202 - Macroeconomics (3)
    - FIN320 - Principles of Finance (3)
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (3)

Electives
- Complete 1 of the following
  - 6 credits from subject(s): FIN within the range of course numbers 300 - 499
  - 6 credits from:
    Subject(s): FIN within the range of course numbers 300-499
    - Must include:
      - ECO306 - Money and Banking (3)

Grand Total Credits: 26

Game Design & Development (Minor)

Program Description
A student may earn a minor in Game Design and Development by successfully completing the following five courses:

Program Requirements
Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - GAM207 - Information Technology and Digital Games (3)
    - GAM303 - Design of Virtual Game Environments (3)
    - GAM305 - Digital Game Development (3)
    - IT135 - Interactive Scripting in Virtual Environment (3)
  - 3 credits from subject(s): GAM

Grand Total Credits: 15

Hospitality Management (BAS)

Program Description
The Hospitality Business Program is committed to providing its students with a quality learning experience that incorporates hospitality business theories and practices. 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. B.A.S. Hospitality Management Admission is open only to students with associate
degrees from accredited hospitality management programs. Students planning to transfer into the two (2) year Bachelor of Applied Science in Hospitality Management degree program must fulfill the following requirements before they are admitted:

Successful completion of the associate degree with a GPA of 3.00 or above A letter of recommendation from a faculty member

While enrolled, students also complete sixty (60) credits of coursework and five hundred (500) hours of experiential learning (work experience) in hospitality businesses regardless of industry experience obtained prior to being admitted into the program.

**Program Outcomes**

1. Communication Knowledge and Skills
2. Collaboration (team work, interpersonal and social skills)
3. Critical & Innovative Thinking
4. Global Orientation
5. Management Knowledge and Skills for the Hospitality Business & Industry

**Program Requirements**

**Transfer Requirements**

60 Total Credits

- Complete all of the following
  - NOTE: Students must have a conferred Associate's Degree.
  - 60 credits.

**General Education Courses**

21 Total Credits

- Complete all of the following
  - 18 credits from: General Education

  Must include:
  - ENG200 - Sophomore Seminar (3)
  - MAT240 - Applied Statistics (3)

  - 1 of the following:

    - ECO201 - Microeconomics (3)
    - ECO202 - Macroeconomics (3)

  - Nine (9) credits must be from an Integrated Cluster.

**Integrated Core**

10 Total Credits

- Complete all of the following
  - Complete:

    - HOS205 - Foundations of Hospitality Managerial Accounting (2)
    - HOS417 - Hospitality Law (2)
    - QL421 - Strategic Management and Policy (Capstone) (3)
    - QSO300 - Operations Management (3)

  - NOTE: HOS 417 has a prerequisite of HOS 315 and HOS 327, which must be taken in the free elective section if the student does not have transfer credit for equivalent courses.

**Major Courses**

14 Total Credits

- Complete:

  - HOS220 - Geography of Global Cultures (3)
  - HOS311 - Policy and Planning for Sustainable Development (3)
  - HOS321 - Hospitality Sales Management (2)
  - HOS418 - Hospitality Facilities Management (3)
  - HOS420 - Financial Analysis for the Hospitality Industry (3)
  - HOS492 - Experiential Learning (0)

**Concentration Courses**

9 Total Credits

- Complete 1 of the following

  **Hotel and Resort Management**
  - Complete:

    - HOS415 - Hotel Business-Analytics Applications (3)
    - HOS428 - Resort Development and Management (3)
    - HOS430 - Casino and Gaming Operations (3)

  **Restaurant and Beverage Management**
  - Complete all of the following
Hospitality Business (BS)

Program Description

The Hospitality Business program helps prepare students for management and entrepreneurial careers in the hospitality and tourism industry and various other industries where hospitality is essential to the business. While providing quality learning experiences that incorporate hospitality business theory, and practice, the curriculum integrates social and ethical responsibility with a strong emphasis on experiential learning. In addition to a strong foundation of core courses in business and hospitality management, the program provides the unique opportunity for students to pursue specializations in: Hotel & Resort Management, Restaurant & Beverage Management, and Events & Convention Management. To complement the robust curriculum and learning environment, the program provides valuable teaching and mentoring support through strategic industry partnerships and a diverse group of qualified faculty who have strong academic credentials and industry experiences.

Courses: In addition to general education and business core courses, all students in the program are required to take the hospitality major courses and must declare and complete the course work in one of the three concentrations. Graduation Requirements: In addition to completing the minimum 120 course credits for the Bachelor of Science Degree, all hospitality majors must complete the minimum recommended hours (1000) of work in the hospitality industry and submit a professional portfolio of the Experiential Learning activities. Career Opportunities: The hospitality industry is the second largest employer in the United States. Graduates of the hospitality program acquire the knowledge and skills competencies to build successful management careers in the hospitality industry and related businesses. The industry sectors for management careers include, but not limited to, Hotels & Resorts, Restaurants and Food & Beverage related businesses, Events & Conventions, Cruise & Casinos, Theme Parks & Recreation, Travel & Transportation.

Program Outcomes

1. Communication Knowledge and Skills
2. Collaboration (team work, interpersonal and social skills)
3. Critical & Innovative Thinking
4. Global Orientation
5. Management Knowledge and Skills for the Hospitality Business & Industry

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core
  - Must include:
    - HOS205 - Foundations of Hospitality Managerial Accounting (2)
HOS417 - Hospitality Law (2)

Except:
- ACC205 - Foundations of Accounting II (2)
- BUS205 - Foundations of Business Law (2)

Major Courses
24 Total Credits
- Complete:
  - HOS101 - Introduction to Hospitality and Tourism (1)
  - HOS220 - Geography of Global Cultures (3)
  - HOS225 - Introduction to Commercial Food Production (3)
  - HOS311 - Policy and Planning for Sustainable Development (3)
  - HOS315 - Rooms Division Management (3)
  - HOS321 - Hospitality Sales Management (2)
  - HOS327 - Food and Beverage Operations Management (3)
  - HOS418 - Hospitality Facilities Management (3)
  - HOS420 - Financial Analysis for the Hospitality Industry (3)

Experiential Learning
0 Total Credits
- Complete all of the following
  - Complete:
    - HOS492 - Experiential Learning (0)
  - In order to graduate, students enrolled in the Bachelor of Science in Hospitality Business degree program must complete 1,000 hours of experiential learning in hospitality businesses with a minimum of 200 hours in guest/customer contact.

Concentration Courses
9 Total Credits
- Complete 1 of the following
  - Complete:
    - Event and Convention Management
      - Complete:
        - HOS340 - Special Events Management (3)
        - HOS341 - Meeting Planning (3)
        - HOS401 - Convention Sales and Group Planning (3)
  - Hotel and Resort Management
    - Complete:
      - HOS415 - Hotel Business-Analytics Applications (3)
      - HOS428 - Resort Development and Management (3)
      - HOS430 - Casino and Gaming Operations (3)
  - Restaurant and Beverage Management
    - Complete all of the following
      - Complete:
        - HOS322 - Beverage Management and Control (3)
        - HOS424 - Managing, Merchandising, and Service of Wines (3)
      - 1 of the following:
        - HOS425 - Food and Beverage Pairing (3)
        - HOS427 - Food and Beverage Concept Development (3)

Free Electives
12 Total Credits
- 12 credits.

Grand Total Credits: 120

Hospitality Business - Degree in Three (BS)

Program Description
This Hospitality Business program provides a unique opportunity to students to graduate with a bachelor of science degree in three years without taking any night, weekend or summer courses. Students have the option to spend a fourth year studying abroad, or participate in an internship or complete a graduate degree. The Hospitality Business program helps prepare students
for management and entrepreneurial careers in the hospitality & tourism industry and various other industries where hospitality is essential to the business. While providing quality learning experiences that incorporate hospitality business theory, and practice, the curriculum integrates social and ethical responsibility with a strong emphasis on experiential learning. In addition to a strong foundation of core courses in business and hospitality management, the program provides a unique opportunity for students to pursue specializations in: Hotel & Resort Management, Restaurant & Beverage Management, and Events & Convention Management. To complement the robust curriculum and learning environment, the program provides valuable teaching and mentoring support through strategic industry partnerships and a diverse group of qualified faculty who have strong academic credentials and industry experience. Graduates of the hospitality program acquire the knowledge and skills competencies to build successful management careers in the hospitality industry and related businesses. Courses: Students in the degree-in-three program complete 30 credits of the School of Business and Hospitality major directed out-of-class experiential learning activities. In addition to general education and business core courses, all students in the program are required to take the hospitality major courses and must declare and complete the course work in one of the three concentrations. Graduation Requirements: In addition to completing the required minimum 120 course for the Bachelor of Science Degree, all hospitality majors must complete minimum recommended hours (750) of work in the hospitality industry and submit a professional portfolio of the Experiential Learning activities. Career Opportunities: The hospitality industry is the second largest employer in the United States. The industry sectors for management careers include, but not limited to, Hotels & Resorts, Restaurants and Food & Beverage related businesses, Events & Conventions, Cruise & Casinos, Theme Parks & Recreation, Travel & Transportation.

**Program Requirements**

**General Education Courses**

42 Total Credits

- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

**Integrated Core**

30 Total Credits

- 30 credits from: Integrated Business Core
  - Must include:
    - HOS205 - Foundations of Hospitality Managerial Accounting (2)
    - HOS417 - Hospitality Law (2)
  - Except:
    - ACC205 - Foundations of Accounting II (2)
    - BUS205 - Foundations of Business Law (2)

**Major Courses**

24 Total Credits

- Complete:
  - HOS101 - Introduction to Hospitality and Tourism (1)
  - HOS220 - Geography of Global Cultures (3)
  - HOS225 - Introduction to Commercial Food Production (3)
  - HOS311 - Policy and Planning for Sustainable Development (3)
  - HOS315 - Rooms Division Management (3)
  - HOS321 - Hospitality Sales Management (2)
  - HOS327 - Food and Beverage Operations Management (3)
  - HOS418 - Hospitality Facilities Management (3)
  - HOS420 - Financial Analysis for the Hospitality Industry (3)

**Experiential Learning**

0 Total Credits

- Complete all of the following
  - Complete:
    - HOS492 - Experiential Learning (0)
  - In order to graduate, students enrolled in the Bachelor of Science in Hospitality Business degree program must complete 1,000 hours of experiential learning in hospitality businesses with a minimum of 200 hours in guest/customer contact.

**School Directed Courses**

9 Total Credits

- Complete all of the following
  - 1.5 credits from the following:
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- SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Concentration Courses
9 Total Credits

- Complete 1 of the following
  - **Hotel and Resort Management**
    - Complete:
      - HOS415 - Hotel Business-Analytics Applications (3)
      - HOS428 - Resort Development and Management (3)
      - HOS430 - Casino and Gaming Operations (3)

  - Event and Convention Management
    - Complete:
      - HOS340 - Special Events Management (3)
      - HOS341 - Meeting Planning (3)
      - HOS401 - Convention Sales and Group Planning (3)

  - **Restaurant and Beverage Management**
    - Complete all of the following
      - Complete:
        - HOS322 - Beverage Management and Control (3)
        - HOS424 - Managing, Merchandising, and Service of Wines (3)
      - 1 of the following:
        - HOS425 - Food and Beverage Pairing (3)
        - HOS427 - Food and Beverage Concept Development (3)

Free Electives
6 Total Credits

- 6 credits.

Grand Total Credits: 120
Hospitality Business-RMA Discipline (Minor)

Program Requirements

Prerequisite Courses
3 Total Credits

- Complete:
  - HOS315 - Rooms Division Management (3)

Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - HOS225 - Introduction to Commercial Food Production (3)
    - HOS322 - Beverage Management and Control (3)
    - HOS327 - Food and Beverage Operations Management (3)
    - HOS418 - Hospitality Facilities Management (3)
    - HOS424 - Managing, Merchandising, and Service of Wines (3)
  - 1 of the following:
    - HOS425 - Food and Beverage Pairing (3)
    - HOS427 - Food and Beverage Concept Development (3)

Grand Total Credits: 21

Human Resource Management (Certificate)

Program Description

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

Program Requirements

Required Courses
18 Total Credits

- Complete:
  - OL125 - Human Relations in Administration (3)
  - OL211 - Human Resource Management (3)
  - OL318 - Employee and Labor Relations (3)
  - OL325 - Total Rewards (3)
  - OL342 - Organizational Behavior (3)
  - OL442 - Human Resource Strategy and Development (3)

Grand Total Credits: 18
Integrated Business Core

Program Requirements

Integrated Core
30 Total Credits

- Complete all of the following
  - Complete:
    - ACC105 - Foundations of Accounting I (2)
    - ACC205 - Foundations of Accounting II (2)
    - BUS205 - Foundations of Business Law (2)
    - ECO205 - Foundations of Macroeconomics (2)
    - FIN305 - Foundations of Finance (2)
    - INT105 - International Business: A Macro Perspective (2)
    - IT105 - Business Information Technology (2)
    - MKT105 - Foundations of Marketing (2)
    - OL105 - Foundations of Management (2)
    - QSO205 - Business Operations Management (2)
    - SB100 - Integration & Application of Business I (2)
    - SB105 - Integration & Application of Business II (2)
    - SB205 - Integration & Application of Business III (2)
  - 4 credits from the following:
    - SB405 - Integration and Application of Business IV (2 - 5)

Grand Total Credits: 30

International Business (BS)

Program Description

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 required to declare a "concentration" to gain in depth knowledge and skills in a business function that will complement their international business training and enhance their post-graduation placement opportunities. Students can choose concentrations in Accounting, Finance, Marketing, Management, Entrepreneurship, Information Technology and Supply Chain Management.

Program Outcomes

1. Identify effective risk management strategies that address the various commercial, political, legal, financial, and cultural risks associated with international trade, contractual relationships and investments
2. Analyze potential international business opportunities using quantitative and qualitative data and research
3. Evaluate how the interaction between cultural, economic, legal, political, and business practices impact organizations in the international environment
4. Apply legal and ethical principles to international business activities
5. Integrate cross-cultural awareness and sensitivity into communication, negotiation, collaboration, and management practices

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core
Major Courses
18 Total Credits

- Complete:
  - INT113 - Introduction to International Business (3)
  - INT221 - Global Financial System (3)
  - INT315 - International Management (3)
  - INT400 - International Business Project (3)
  - INT422 - International Strategic Management (3)
  - INT433 - Multinational Marketing (3)

Major Electives or choose a Concentration
12 Total Credits

- Complete all of the following
  - 12 credits from the following:
    - ECO322 - International Economics (3)
    - FIN336 - Multinational Corporate Finance (3)
    - INT316 - Cultural & Political Environment of International Business (3)
    - INT335 - Importing & Exporting in International Trade (3)
    - INT336 - Multinational Corporate Finance (3)
    - INT410 - International Entrepreneurship (3)
    - INT441 - Licensing and Negotiations in the International Arena (3)
  - NOTE: Students may also take 6 credits of Foreign Language from the following subjects: LAR, LFR, LMN, and LSP.
  - NOTE: Students may take only one of the following two courses, FIN 336 and INT 336.

Free Electives
15 Total Credits

- 15 credits.

Grand Total Credits: 120

International Business (BS) - Accounting (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - ACC312 - International Managerial Accounting (3)
  - 1 of the following:
    - ACC207 - Cost Accounting (3)
    - ACC307 - Intermediate Accounting I (3)
  - 1 of the following:
    - FIN336 - Multinational Corporate Finance (3)
    - INT336 - Multinational Corporate Finance (3)

Grand Total Credits: 9

International Business (BS) - Entrepreneurship (Concentration)

Concentration Requirements

- Complete:
  - INT335 - Importing & Exporting in International Trade (3)
  - INT410 - International Entrepreneurship (3)
  - OL326 - Social Environment of Business (3)

Grand Total Credits: 9
International Business (BS) - Finance (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - FIN330 - Corporate Finance (3)
    - FIN340 - Fundamentals of Investments (3)
  - 1 of the following:
    - FIN336 - Multinational Corporate Finance (3)
    - INT336 - Multinational Corporate Finance (3)

Grand Total Credits: 9

International Business (BS) - Information Technology (Concentration)

Concentration Requirements

- Complete:
  - IT201 - Computer Platform Technologies (3)
  - IT340 - Network and Telecommunication Management (3)
  - IT485 - Information Technology Strategy and Management (3)

Grand Total Credits: 9

International Business (BS) - Management (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - OL215 - Principles of Management (3)
    - OL322 - Managing Organizational Change (3)
  - 1 of the following:
    - OL328 - Leadership (3)
    - OL342 - Organizational Behavior (3)
    - QSO310 - Management of Service Operations (3)

Grand Total Credits: 9

International Business (BS) - Marketing (Concentration)

Concentration Requirements

- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT322 - International Retailing (3)
  - 1 of the following:
    - MKT270 - Professional Selling (3)
    - MKT326 - Global Consumer Culture (3)
    - MKT331 - Business to Business Marketing (3)

Grand Total Credits: 9
International Business (BS) - Supply Chain Management (Concentration)

Concentration Requirements

- Complete:
  - QSO330 - Supply Chain Management (3)
  - QSO340 - Project Management (3)
  - QSO360 - Six Sigma Quality Management (3)

Grand Total Credits: 9

International Business (Minor)

Program Description

A student may earn a minor in International Business by successfully completing the following courses:

Program Requirements

Prerequisite Courses
6 Total Credits

- Complete:
  - ECO202 - Macroeconomics (3)
  - MKT113 - Introduction to Marketing (3)

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - INT113 - Introduction to International Business (3)
    - INT221 - Global Financial System (3)
    - INT315 - International Management (3)
    - INT433 - Multinational Marketing (3)
  - 1 of the following:
    - INT400 - International Business Project (3)
    - INT422 - International Strategic Management (3)

Grand Total Credits: 21
International Business (PhD)

Program Description
The Ph.D. in International Business trains highly qualified individuals for careers in academics, consulting environments and multinational corporations. Such positions require a theoretical understanding of global business operations and a 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: 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. 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.

Program Requirements
Major Courses
46 Total Credits

Complete all of the following
Complete:

- INT800 - Foreign Direct Investment (3)
- INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)
- INT820 - Seminar in Multinational Finance (3)
- INT830 - Theories of Globalization (3)
- INT840 - Seminar in Multinational Marketing (3)
- INT850 - Seminar in Global Business Strategy (3)
- INT880 - Advanced Quantitative Methods/International Business I (3)
- INT881 - Advanced Quantitative Methods/International Business II (3)
- INT889 - Comprehensive Exam (1)

9 credits from the following:
- INT890 - Doctoral Colloquium (3)

12 credits from the following:
Business field such as Business Strategy, Finance, Information Technology, Leadership, or Marketing.

Grand Total Credits: 46

International Business - Degree In Three (BS)

Program Description
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.

Program Requirements
General Education Courses
42 Total Credits

- 42 credits from: General Education
Must include:
- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core

Major Courses
30 Total Credits
- Complete all of the following
  - Complete:
    - INT221 - Global Financial System (3)
    - INT315 - International Management (3)
    - INT335 - Importing & Exporting in International Trade (3)
    - INT400 - International Business Project (3)
    - INT433 - Multinational Marketing (3)
  - 3 credits from the following:
    - INT280 - International Business Foundational Experience (1.5 - 3)
  - 3 credits from the following:
    - INT380 - Global Practicum-I (3 - 6)
  - 3 credits from the following:
    - INT481 - Global Practicum-II (3 - 6)
  - 3 credits from the following:
    - INT490 - International Business Internship (0 - 12)
  - 3 credits from the following:
    - INT316 - Cultural & Political Environment of International Business (3)
    - INT441 - Licensing and Negotiations in the International Arena (3)

School Directed Courses
9 Total Credits
- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives
9 Total Credits
- 9 credits.

Grand Total Credits: 120
International Business - Degree in Three (BS)

Program Description
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.

Program Requirements
Transfer Requirements
90 Total Credits
- Complete all of the following
  - This degree is restricted to Cologne Business School students who must meet the admission requirements of the program.
  - 90 credits.

General Education Courses
10 Total Credits
- Complete all of the following
  - 10 credits from: General Education
    Must include:
    - SNHU404 - SNHU Experience: Gen Ed Capstone (1)
    - With your advisor, you must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies. The requirements for your declared cluster will appear below.

Major Courses
20 Total Credits
- Complete all of the following
  - Complete:
    - BUS206 - Business Law I (3)
    - INT400 - International Business Project (3)
    - INT441 - Licensing and Negotiations in the International Arena (3)
    - IT210 - Business Systems Analysis and Design (3)
    - OL421 - Strategic Management and Policy (Capstone) (3)
    - QSO300 - Operations Management (3)
  - 2 credits from the following:
    - INT480 - Independent Study (0 - 6)

Grand Total Credits: 120
International Sport Management (Minor)

Program Description

A student may earn a minor in International Sport Management by successfully completing the following courses:

Program Requirements

Prerequisite Courses
9 Total Credits
- Complete:
  - ECO205 - Foundations of Macroeconomics (2)
  - INT105 - International Business: A Macro Perspective (2)
  - MKT105 - Foundations of Marketing (2)
  - SPT208 - Sport Marketing (3)

Required Courses
15 Total Credits
- Complete:
  - INT315 - International Management (3)
  - INT316 - Cultural & Political Environment of International Business (3)
  - INT433 - Multinational Marketing (3)
  - SPT425 - Sport Licensing/Strategic Alliances (3)
  - SPT465 - Global Sport Business (3)

Grand Total Credits: 24

Marketing (BS)

Program Description

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.

Program Outcomes

1. Utilize primary and secondary data to determine the position of a product in the market
2. Recommend strategies for maximizing both internal and external opportunities through the effective use of the marketing mix
3. Develop strategic marketing plans in alignment with stated missions, objectives, and goals of the organizations
4. Employ effective written and oral communication skills appropriate to the professional marketing context
5. Apply legal and ethical principles to marketing activities
6. Collaborate in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

Program Requirements

General Education Courses
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core
Major Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 3 credits from the following:
    - MKT490 - Marketing Internship (0 - 12)
  - 1 of the following:
    - MKT432 - Strategic Marketing Planning (Capstone) (3)
    - MKT515 - Distinctive Concepts in Marketing (3)

Major Electives
15 Total Credits

- Complete all of the following
  - 15 credits from:
    - ADV263 - Advertising Copy and Design (3)
    - QSO330 - Supply Chain Management (3)
  - Subject(s): FMM, or MKT within the range of course numbers 100-499
  - NOTE: Students may also take ADV 340 through College of Online and Continuing Education or any internships from the subjects ADV, FMK, MKT, and RET.
  - NOTE: Students who are interested in pursuing a graduate program may take MKT 545 in place of either INT 433 or MKT 433.

Free Electives
12 Total Credits

- 12 credits.

Grand Total Credits: 120

Marketing (Minor)

Program Description
The Marketing minor is comprised of six courses in marketing that give students a basic knowledge of the field. A student may earn a minor in Marketing by successfully completing the following courses:

Program Requirements

Prerequisite Courses
6 Total Credits

- Complete all of the following
  - 1 of the following:
    - PSY108 - Introduction to Psychology (3)
    - SOC112 - Introduction to Sociology (3)
  - Complete:
    - MAT240 - Applied Statistics (3)

Required Courses
18 Total Credits

- Complete all of the following
  - Complete:
    - MKT113 - Introduction to Marketing (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
  - 9 credits from subject(s): MKT

Grand Total Credits: 24
Marketing - Degree in Three (BS)

Program Description
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.

Program Requirements

General Education Courses
42 Total Credits
- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits
- 30 credits from: Integrated Business Core

Major Courses
30 Total Credits
- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
    - MKT432 - Strategic Marketing Planning (Capstone) (3)
  - NOTE: Students interested in pursuing the graduate program may take MKT 515 in place of MKT 432.
  - 3 credits from the following:
    - MKT212 - Marketing Foundations Experience (1.5 - 3)
  - 3 credits from the following:
    - MKT312 - Consumer Research Experience (1.5 - 3)
  - 6 credits from the following:
    - MKT490 - Marketing Internship (0 - 12)
  - 3 credits from subject(s): MKT
  - NOTE: Students interested in pursuing the graduate program may take MKT 545 in place of INT 433 or MKT 433.

School Directed Courses
9 Total Credits
- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)
Operations and Project Management (BS)

Program Description
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.

Program Outcomes
1. Acquire in-depth understanding of the fundamental techniques of business analytics.
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations.
3. Use predictive modeling and analysis to predict future business outcomes and associated risks.
4. Use management science techniques to model business problems and determine optimal solutions.
5. Manage analytics projects efficiently and effectively by the application of project management techniques.

Program Requirements
General Education Courses
45 Total Credits

45 credits from: General Education
Must include:
- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

30 credits from: Integrated Business Core

Major Courses
30 Total Credits

Complete all of the following
- Complete:
  - QSO291 - Experience in Operation Management (3)
  - QSO310 - Management of Service Operations (3)
  - QSO330 - Supply Chain Management (3)
  - QSO340 - Project Management (3)
  - QSO391 - Experience in Supply Chain Management (3)
  - QSO460 - Topics in Operations and Project Management (3)
  - QSO491 - Experience in Project Management (3)
  - QSO492 - Integrating Experience in Operations and Project Management (3)
- 6 credits from subject(s): QSO within the range of course numbers 100 - 499

Free Electives
15 Total Credits

15 credits.

Grand Total Credits: 120
Operations and Project Management - Degree in Three (BS)

Program Description

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.

Program Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics.
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations.
3. Use predictive modeling and analysis to predict future business outcomes and associated risks.
4. Use management science techniques to model business problems and determine optimal solutions.
5. Manage analytics projects efficiently and effectively by the application of project management techniques.

Program Requirements

General Education Courses
42 Total Credits

♦ 42 credits from: General Education

Must include:
♦ MAT240 - Applied Statistics (3)
♦ ECO201 - Microeconomics (3)

Integrated Core
30 Total Credits

♦ 30 credits from: Integrated Business Core

Major Courses
30 Total Credits

♦ Complete all of the following
  ♦ Complete:
    ■ QSO291 - Experience in Operation Management (3)
    ■ QSO310 - Management of Service Operations (3)
    ■ QSO330 - Supply Chain Management (3)
    ■ QSO340 - Project Management (3)
    ■ QSO391 - Experience in Supply Chain Management (3)
    ■ QSO460 - Topics in Operations and Project Management (3)
    ■ QSO491 - Experience in Project Management (3)
    ■ QSO492 - Integrating Experience in Operations and Project Management (3)
  ♦ 6 credits from subject(s): QSO within the range of course numbers 100 - 499

School Directed Courses
9 Total Credits

♦ Complete all of the following
  ♦ 1.5 credits from the following:
    ■ SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  ♦ 1.5 credits from the following:
    ■ SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  ♦ 1.5 credits from the following:
    ■ SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  ♦ 1.5 credits from the following:
    ■ SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
Operations and Project Management - Plus One (MS)

Program Description

The Master of Science in Operations and Project Management (MSOPM) degree program, as offered by the University College at SNHU, is a 30-credit full-time program with semester-long courses. The program gives students the knowledge, skills, and education necessary to pursue or accelerate careers in Operations Management and Project Management. This program provides a market-relevant combination of a comprehensive business education with real-world applications.

Program Outcomes

1. Use the power of the spreadsheets to model and solve business problems for optimal results
2. Use statistical tools and techniques to analyze business data to aid decision making
3. Plan and manage the daily operations to create customer value and reduce costs
4. Apply lean and six sigma methodologies to reduce process waste and improve productivity
5. Build efficient and sustainable supply chains for meeting the customer demand for goods and services
6. Manage and lead projects to achieve time, cost and quality objectives
7. Apply the concepts and techniques of operation and project management to real problems and situations

Program Requirements

Major Courses
32 Total Credits

- Complete:
  - QSO511 - Business Analytics (4)
  - QSO521 - Decision Science (4)
  - QSO531 - Business Data Analysis (4)
  - QSO601 - Operations and Innovation Management (4)
  - QSO621 - Lean Six Sigma Quality Management (4)
  - QSO631 - Global Supply Chain Management (4)
  - QSO641 - Practical Project Management (4)
  - QSO691 - Integrating Experience in OPM I (4)

Grand Total Credits: 32
Operations and Supply Chain Management (Minor)

Program Description
Operations and Supply Chain Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. This minor will expose you to concepts and techniques to effectively manage the people, materials, equipment, and processes that a business needs to design, produce and deliver its goods and services. A student may earn a minor in Operations and Supply Chain Management by successfully completing the following courses:

Program Requirements
Required Courses
17 - 18 Total Credits

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
    - QSO310 - Management of Service Operations (3)
    - QSO330 - Supply Chain Management (3)
  - 1 of the following:
    - QSO205 - Business Operations Management (2)
    - QSO300 - Operations Management (3)
  - 6 credits from subject(s): QSO

Grand Total Credits: 17 - 18

Operations/Project Management (Minor)

Program Description
Operations Management is the planning and execution of operations (routine work) and Project Management is the planning and execution of projects (non-routine work) in manufacturing and service organizations. This program will expose you to the world of operations and project management.

Program Requirements
Required Courses
17 - 18 Total Credits

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
    - QSO340 - Project Management (3)
    - QSO460 - Topics in Operations and Project Management (3)
  - 1 of the following:
    - QSO205 - Business Operations Management (2)
    - QSO300 - Operations Management (3)
  - 6 credits from subject(s): QSO

Grand Total Credits: 17 - 18
Organizational Leadership (Minor)

Program Description
A student may earn a minor in Organizational Leadership by successfully completing the following courses:

Program Requirements
Required Courses
18 Total Credits

- Complete:
  - OL125 - Human Relations in Administration (3)
  - OL215 - Principles of Management (3)
  - OL322 - Managing Organizational Change (3)
  - OL324 - Managing Quality (3)
  - OL328 - Leadership (3)
  - OL342 - Organizational Behavior (3)

Grand Total Credits: 18

Professional Accountancy - Plus One (MS)

Program Description
The Master of Professional Accountancy program is a graduate day program to be completed in three 16-week semesters beginning with the summer term. While this program is targeted for graduates of the B.S. Accounting Degree in Three program at SNHU, it is possible for graduates with a B.S. in accounting degree to be eligible to complete the graduate program. This program is aimed at students who are interested in pursuing a career in public accounting and prepares them to take the CPA exam.

Program Requirements
Major Courses
36 Total Credits

- Complete:
  - ACC550 - Cost Accounting (3)
  - ACC640 - Auditing (3)
  - ACC645 - Advanced Auditing (3)
  - ACC660X - Controllership (2)
  - ACC680X - International Accounting (2)
  - ACC685 - Governmental and Nonprofit Accounting (3)
  - ACC696 - Situational Ethics in Accounting (3)
  - ACC700X - Seminar in Accounting Topics (2)
  - ACC701 - Advanced Topics in Financial Reporting I (2)
  - ACC702 - Advanced Topics in Financial Reporting II (2)
  - ACC720 - Auditing and Attestation Review Course (4)
  - ACC730 - Financial Reporting Review Course (4)
  - TAX655 - Federal Income Tax of Corporations and Partnerships (3)

Grand Total Credits: 36
Professional Sales (Concentration)

Program Description
Sales professionals play a vital role in businesses and organizations across all industries. The Professional Sales Concentration gives students, regardless of major, the opportunity to receive the foundation necessary for a career area with numerous opportunities. It also provides students the opportunity to participate in a local or regional sales competition.

Program Outcomes
1. Utilize data to adequately prepare for sales calls with prospective buyers.
2. Demonstrate effective oral and written communication skills appropriate to an entry level sales position.
3. Demonstrate the ability to successfully follow the sales process and adapt it to buyers’ unique needs.

Program Requirements
Prerequisite Courses
2 - 3 Total Credits
- Complete all of the following
  - 1 of the following:
    - MKT105 - Foundations of Marketing (2)
    - MKT113 - Introduction to Marketing (3)
  - NOTE: This prerequisite is required for students who are not in a Business major.

Required Courses
9 Total Credits
- Complete:
  - MKT270 - Professional Selling (3)
  - MKT300 - Advanced Professional Selling (3)
  - MKT320 - Sales Force Management (3)

Grand Total Credits: 11 - 12

Professional Sales (Minor)

Program Description
Students in any program at SNHU may combine their credits to obtain a minor in Professional Sales. This minor is comprised of courses that give students the foundation to pursue a career in sales in their field of study. The curriculum builds from the theory of the science and art of sales to real-world practices applicable in inside or field sales as well as in Business-to-Consumer (B2C) and Business-to-Business (B2B) industries. Students may earn a minor in Professional Sales by successfully completing the following courses:

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - MKT113 - Introduction to Marketing (3)

Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - MKT270 - Professional Selling (3)
    - MKT300 - Advanced Professional Selling (3)
    - MKT310 - Negotiation in Professional Sales (3)
    - MKT320 - Sales Force Management (3)
  - 3 credits from the following:
    - MKT328 - Sales Competition Team (3)
    - MKT331 - Business to Business Marketing (3)
    - MKT490 - Marketing Internship (0 - 12)

Grand Total Credits: 18
Retailing (Minor)

Program Description
A student may earn a minor in Retailing by successfully completing the following courses:

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - MKT113 - Introduction to Marketing (3)

Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - FMM225 - Merchandise Planning (3)
    - FMM340 - Merchandise Management Strategies (3)
    - MKT222 - Principles of Retailing (3)
  - 1 of the following:
    - MKT230 - Retail Sales Promotion (3)
    - MKT231 - Visual Merchandising (3)
  - 1 of the following:
    - MKT322 - International Retailing (3)
    - MKT442 - Retail Management (3)

Grand Total Credits: 18

Social Media Marketing (Minor)

Program Description
The minor in Social Media Marketing provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media utilizing the most relevant and current attributes in technology, marketing, advertising, communication, public relations, and journalism.

Program Requirements
Required Courses
15 Total Credits
- Complete all of the following
  - 1 of the following:
    - COM310 - Social Media (3)
    - MKT265 - Social Media & Marketing Communications (3)
  - Complete:
    - MKT355 - Social Media Marketing Strategy (3)
    - MKT360 - Direct Marketing (3)
    - MKT365 - Social Media Marketing Analytics (3)
    - MKT455 - Social Media Marketing Campaigns (3)

Grand Total Credits: 15
Sport and Special Event Management (Minor)

Program Description

A student may earn a minor in Sport & Special Event Management by successfully completing the following courses:

Program Requirements

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - HOS340 - Special Events Management (3)
  - 12 credits from the following:
    - HOS311 - Policy and Planning for Sustainable Development (3)
    - HOS401 - Convention Sales and Group Planning (3)
    - QSO340 - Project Management (3)
    - SPT310 - Sport Sponsorship (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT323 - Golf Club Management (3)
    - SPT401 - Sport Facilities Management (3)
    - SPT415 - Event Management and Marketing (3 - 6)

- NOTE: Sport Management majors must take at least one (1) HOS elective. Hospitality majors must take SPT and QSO electives only.

Grand Total Credits: 15

Sport Management (BS)

Program Description

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 will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational organizations. 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.

Program Outcomes

1. Recognize management and leadership theory in an applied environment
2. Use management and leadership theory in an applied environment
3. Demonstrate problem solving in an applied environment
4. Formulate connections between classroom learning and practical experience
5. Demonstrate the ability to communicate
6. Understand and practice networking and relationship building
7. Employ ethical frameworks in decision-making
8. Display a professional personal image
9. Use reflection to develop multiple perspectives of self as a professional
10. Demonstrate an awareness of factors that contribute to global sport business issues
11. Apply sport management principles in an international context
12. Analyze the influences of social, cultural, or political institutions on global sport businesses
13. Analyze the role of social responsibility in global sport business
14. Understand the interrelationships between functional areas in sport organizations
15. Employ a strategic analysis to demonstrate an understanding of the forces that a sport business must have in order to achieve its mission
Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education

  Must include:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
33 Total Credits

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
    - SPT201 - Governance/Management of Sport Organizations (3)
    - SPT208 - Sport Marketing (3)
    - SPT333 - Sport, Society, and Ethics (3)
    - SPT461 - Seminar in Sport Management (Capstone) (3)
    - SPT465 - Global Sport Business (3)
  - NOTE: Students interested in pursuing the graduate program may take SPT 565 in place of SPT 465.
  - 1 of the following:
    - SPT307 - Sport Law (3)
    - SPT401 - Sport Facilities Management (3)
    - SPT402 - Sport Revenue (3)
  - 6 credits from the following:
    - SPT491 - Sport Management Internship (3-12)
  - 6 credits from the following:
    - SPT307 - Sport Law (3)
    - SPT310 - Sport Sponsorship (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT320 - Media/Public Relations in Sport (3)
    - SPT321 - Fitness Management (3)
    - SPT323 - Golf Club Management (3)
    - SPT340 - Practicum in Sport Management (3-6)
    - SPT364 - Private Club Management
    - SPT375 - Economics of Professional Sports in the U.S.
    - SPT401 - Sport Facilities Management (3)
    - SPT402 - Sport Revenue (3)
    - SPT404 - Sport Agency (3)
    - SPT415 - Event Management and Marketing (3-6)
    - SPT425 - Sport Licensing/Strategic Alliances (3)
    - SPT430 - Front Office Management (3)
  - NOTE: Students interested in pursuing the graduate program may take SPT 525 in place of SPT 425.

Free Electives
12 Total Credits

- 12 credits.

Grand Total Credits: 120
Sport Management (Minor)

Program Description

A student may earn a minor in Sport Management by successfully completing the following courses:

Program Requirements

Prerequisite Courses
3 Total Credits

- Complete:
  - MKT113 - Introduction to Marketing (3)

Required Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
    - SPT201 - Governance/Management of Sport Organizations (3)
    - SPT208 - Sport Marketing (3)
    - SPT333 - Sport, Society, and Ethics (3)
  - 3 credits from the following:
    - SPT307 - Sport Law (3)
    - SPT310 - Sport Sponsorship (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT320 - Media/Public Relations in Sport (3)
    - SPT321 - Fitness Management (3)
    - SPT323 - Golf Club Management (3)
    - SPT340 - Practicum in Sport Management (3 - 6)
    - SPT401 - Sport Facilities Management (3)
    - SPT402 - Sport Revenue (3)
    - SPT415 - Event Management and Marketing (3 - 6)
    - SPT425 - Sport Licensing/Strategic Alliances (3)
    - SPT430 - Front Office Management (3)
    - SPT465 - Global Sport Business (3)
    - SPT491 - Sport Management Internship (3 - 12)
    - SPT492 - Sport Management Internship II (3)

- May also include SPT-364 or SPT-375. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: 18
Sport Management - Degree in Three (BS)

Program Description

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.

Program Requirements

General Education Courses
42 Total Credits

- 42 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
33 Total Credits

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
    - SPT201 - Governance/Management of Sport Organizations (3)
    - SPT208 - Sport Marketing (3)
    - SPT333 - Sport, Society, and Ethics (3)
    - SPT461 - Seminar in Sport Management (Capstone) (3)
    - SPT465 - Global Sport Business (3)
  - NOTE: Students interested in pursuing the graduate program may take SPT 565 in place of SPT 465.
  - 6 credits from the following:
    - SPT340 - Practicum in Sport Management (3 - 6)
  - 6 credits from the following:
    - SPT491 - Sport Management Internship (3 - 12)
  - 3 credits from subject(s): SPT

School Directed Courses
9 Total Credits

- Complete all of the following
  - 1.5 credits from the following:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
  - 1.5 credits from the following:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
  - 1.5 credits from the following:
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
  - 1.5 credits from the following:
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
  - 1.5 credits from the following:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
  - 1.5 credits from the following:
    - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives
6 Total Credits

- 6 credits.

Grand Total Credits: 120
Technical Management (BS)

Program Description

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.

Program Outcomes

1. Develop and operate efficient supply chains to deliver goods and services
2. Plan and manage projects effectively through the life cycle of the projects
3. Analyze and improve processes to cut waste and enhance performance
4. Plan and schedule production of goods and services for more efficient use of resources.

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credits from: Integrated Business Core

Major Courses
15 Total Credits

- Complete all of the following
  - Complete:
    - QSO330 - Supply Chain Management (3)
    - QSO340 - Project Management (3)
    - QSO440 - Topics in Project Management (3)
- 6 credits from subject(s): QSO
- NOTE: Students interested in pursuing the graduate program may substitute the QSO electives with two graduate level QSO courses, provided they meet the prerequisites.

Free Electives
30 Total Credits

- 30 credits.

Grand Total Credits: 120
Technical Management II (BS)

Program Requirements

Transfer Requirements
60 Total Credits

- Complete all of the following
  - Student must transfer in 60 credits from a conferred Associate’s Degree in a technical field (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.)
  - 60 credits.

General Education Courses
21 Total Credits

- Complete all of the following
  - 12 credits from: General Education
    - Must include:
      - ECO201 - Microeconomics (3)
      - ECO202 - Macroeconomics (3)
      - ENG200 - Sophomore Seminar (3)
      - MAT240 - Applied Statistics (3)
    - 1 of the following:
      - HIS109 - Western Civilization to 1500 (3)
      - HIS110 - Western Civilization Since 1500 (3)
      - HIS113 - United States History I: 1607-1865 (3)
      - HIS114 - United States History II: 1865-Present (3)
    - 3 credits from subject(s): LIT within the range of course numbers 200 - 299
    - 3 credits from subject(s): PHL, or FAS

Integrated Core
24 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - FIN320 - Principles of Finance (3)
  - IT210 - Business Systems Analysis and Design (3)
  - MKT113 - Introduction to Marketing (3)
  - OL125 - Human Relations in Administration (3)
  - OL421 - Strategic Management and Policy (Capstone) (3)

Major Courses
12 Total Credits

- Complete all of the following
  - Complete:
    - QSO340 - Project Management (3)
    - QSO360 - Six Sigma Quality Management (3)
  - 2 of the following:
    - OL215 - Principles of Management (3)
    - QSO310 - Management of Service Operations (3)
    - QSO320 - Management Science through Spreadsheets (3)
    - QSO330 - Supply Chain Management (3)
    - QSO440 - Topics in Project Management (3)

Free Electives
3 Total Credits

- 3 credits.

Grand Total Credits: 120

School of Education
Advanced Graduate Studies in Educational Leadership (Certificate)

Program Description
This program will enable educators with an earned Masters Degree to earn a Certificate of Advanced Graduate Studies in Educational Leadership. Delivered in a competency based model, the coursework is designed to produce graduates prepared to be change agents and effective leaders of learning in their schools and districts. This program includes an option to earn a NH Endorsement as a School Principal or Curriculum Administrator. Five years of teaching experience as a certified educator is required for candidates to be eligible for the endorsements.

Program Outcomes
1. Be a change agent.
2. Be a leader of learning in the schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of the school (vision and mission).
5. Be responsible for the operations management and development as important for all leaders.
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students.

Program Requirements
Required Courses
36 Total Credits

- Complete:
  - CAGS507 - Leadership for Learning (3)
  - CAGS508 - Effective Management (3)
  - CAGS550 - Educational Assessment (3)
  - CAGS554 - The Development of a Mission, Vision and Goals (3)
  - CAGS590 - Process and Communication Skills (3)
  - CAGS604 - Leading the Collaborative School (3)
  - CAGS610 - School Law (3)
  - CAGS655 - The Reflective Leader (3)
  - CAGS670 - Leading Creativity and Innovation (3)
  - CAGS680 - Teacher Support, Monitoring and Accountability (3)
  - CAGS789 - Action Research in Leadership I (3)
  - CAGS790 - Action Research in Leadership II (3)

Grand Total Credits: 36
Advanced Graduate Studies in Curriculum and Instruction (Certificate)

Program Description

This program will enable educators with an earned Masters Degree to earn a Certificate of Advanced Graduate Studies with an option for licensure as a Curriculum Administrator.

Program Outcomes

1. A change agent
2. A leader of learning in the schools
3. A reflective systems thinker
4. Responsible for the climate and culture of the school (vision and mission)
5. Responsible for the operations management and development as important for all leaders
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students

Program Requirements

Required Courses
36 Total Credits

- Complete:
  - CAGS507 - Leadership for Learning (3)
  - CAGS508 - Effective Management (3)
  - CAGS550 - Educational Assessment (3)
  - CAGS554 - The Development of a Mission, Vision and Goals (3)
  - CAGS590 - Process and Communication Skills (3)
  - CAGS604 - Leading the Collaborative School (3)
  - CAGS608 - The Curriculum, Instruction and Data Continuum (3)
  - CAGS656 - The Reflective Leader (3)
  - CAGS670 - Leading Creativity and Innovation (3)
  - CAGS680 - Teacher Support, Monitoring and Accountability (3)
  - CAGS739 - Action Research in Curriculum and Instruction I (3)
  - CAGS740 - Action Research in Curriculum and Instruction II (3)

Grand Total Credits: 36

Advanced Graduate Study (Graduate Certificate)

Program Requirements

Required Courses
31 Total Credits

- Complete:
  - EDCA600 - Profile Seminar for Post-Graduates (1)
  - EDCA610 - Practices in Curriculum and Management (3)
  - EDCA615 - Advanced Applications in Curriculum and Management (3)
  - EDCA620 - Practices in Technology and Instruction (3)
  - EDCA625 - Advanced Applications in Technology and Instruction (3)
  - EDCA630 - Practices in Assessment and Evaluation (3)
  - EDCA635 - Advanced Applications in Assessment and Evaluation (3)
  - EDCA640 - Practices in Leadership and Organizations (3)
  - EDCA645 - Complexities in Leadership (3)
  - EDCA650 - Practices in Learning and Development (3)
  - EDCA655 - Advanced Applications in Learning and Development (3)

Grand Total Credits: 31
Early Childhood Education (BA)

Program Description

The Early Childhood Education Program leads to teaching certification for birth 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.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students’ access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Program Requirements

General Education Courses
45 Total Credits

* 45 credits from: General Education
  * Must include:
    * DEV260 - Family and Culture (3)

Major Courses
72 - 73 Total Credits

* Complete all of the following
  * Complete:
    * DEV106 - Child Development (3)
    * DEV126 - Preursors of Academic Skills (3)
    * EDU102 - Foundations of Education (3)
    * EDU102L - Foundations of Education Lab (1)
    * EDU120 - Developing Math Thinking (3)
    * EDU203 - Professional Responsibility and Ethics in Teaching (3)
    * EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    * EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)
    * EDU225 - Mathematics Instruction/Young Children (3)
    * EDU261 - Emerging and Early Literacy: Grades K-4 (3)
    * EDU345 - Teaching English Language Learners (3)
    * EDU359 - Writing/Literature/Elementary (3)
    * EDU363 - Literacy Facilitation for all Learners (3)
    * EDU435 - Learning with Technology (3)
    * EDU440 - Differentiating Instruction (2 - 3)
    * EDU470 - Science for Early Learners (3)
    * SPED106 - Children with Exceptionalities (3)
    * SPED206 - Interventions in Early Childhood (3)

* 9 credits from the following:
  * EDU487 - Student Teaching I (3 - 9)

* 12 credits from the following:
  * EDU490 - Student Teaching and Seminar (12)

Free Electives
3 Total Credits

* 3 credits.

Grand Total Credits: 120 - 121
Early Childhood Education (MEd)

Program Description

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 birth through grade 3.

Program Outcomes

1. Apply and integrate the depth and breadth of content knowledge of the subject matter they teach in the context of the Pre-K
2. Translate content knowledge into inquiry-based instructional designs and assessments that promote learning for each student
3. Develop skills to implement differentiation strategies, collaboration, and respectful discourse in order to create a caring and inclusive classroom culture
4. Employ habits of mind such as analysis, critical thinking, problem solving, research and reflection to cultivate their development as a professional
5. Identify cultural influences, norms and traditions in the learning environment and respond appropriately
6. Employ technology for their own learning and implement technology to provide opportunities for the learning of others
7. Demonstrate, throughout coursework, a high level of general education competencies (609s) and content area knowledge as required by the State of New Hampshire

Program Requirements

Major Courses
36 - 39 Total Credits

- Complete all of the following
  - Complete:
    - DEV536 - Developmentally Appropriate Practice (3)
    - EDU503C - Methods of Teaching Elementary Math (3)
    - EDU521C - Exploring the Principles of Education (3)
    - EDU533C - Learning through Technology (3)
    - EDU535C - Early Childhood Health and Science (3)
    - EDU537 - Social Studies/Arts for Young Children (3)
    - EDU538 - Literacy Acquisition for Young Children (3)
    - EDU543 - Learning Theories and Instruction (3)
    - EDU552 - Assessment for and of Learning (3)
    - RDG503C - Emerging and Early Literacy Development K-4 (3)
    - SPED501C - Students With Exceptionalities (3)

- Complete 1 of the following
  - Complete:
    - EDU571A - Student Teaching and Seminar (3)
    - EDU571B - Student Teaching and Seminar (3)

- Complete:
  - EDU770 - Certification Internship (3)

- Exit Evaluation: Completion of ePortfolio under the direction of the seminar instructor.
- NOTE: Field Experiences are embedded in courses.

Grand Total Credits: 36 - 39
Education (BA)

Program Description
The 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.

Program Requirements
General Education Courses
45 Total Credits
- 45 credits from: General Education

Major Courses
57 Total Credits
- Complete all of the following
  - Complete:
    - EDU200 - Introduction to Education (3)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU435 - Learning with Technology (3)
    - SPED106 - Children with Exceptionalities (3)
  - 45 credits.

Free Electives
18 Total Credits
- 18 credits.

Grand Total Credits: 120

Education with BA Degree (Minor)

Program Description
This course of study is designed for students who are working toward a degree in another major area. An Education minor can be a career-enhancing addition to any other major and can also expose students to the world of education and potential careers.

Program Requirements
Required Courses
16 Total Credits
- Complete all of the following
  - Complete:
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU203 - Professional Responsibility and Ethics in Teaching (3)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - SPED106 - Children with Exceptionalities (3)
  - 1 of the following:
    - DEV106 - Child Development (3)
    - DEV260 - Family and Culture (3)

Grand Total Credits: 16
Eduational Leadership (EdD)

**Program Description**

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. 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.

**Program Requirements**

**Major Courses**

Total Credits: 57

- **Phase I**
  - Complete:
    - EDU910 - Theory into Practice I (3)
    - EDU911 - Educational Scholarship (3)
    - EDU913 - Sociocultural Analysis of Education System (3)
    - EDU914 - Reflection and Evaluation I (3)
    - EDU916 - Applied Research I (3)
    - EDU918 - Applied Research II (3)
    - EDU924 - Case Study I (3)

- **Phase II**
  - Complete:
    - EDU919 - Decision Making in Education Systems I (3)
    - EDU920 - Theory into Practice II (3)
    - EDU921 - Decision Making in Education Systems II (3)
    - EDU922 - Reflection and Evaluation II (3)
    - EDU923 - Decision Making in Education Systems II (3)
    - EDU926 - Case Study II (3)
    - EDU928 - Research-Based Independent Study I (3)
    - EDU929 - Research-Based Independent Study II (3)

- **Phase III**
  - Complete:
    - EDU930 - Theory into Practice III (3)
    - EDU943 - Dissertation I (3)
    - EDU944 - Dissertation II (3)
    - EDU945 - Dissertation III (3)
    - EDU950 - Dissertation Colloquium (3)

Grand Total Credits: 57

Elementary Education (BA)

**Program Description**

The Elementary Education with Special Education Program leads to New Hampshire elementary teaching certification for grades K-8 and New Hampshire 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.

**Program Outcomes**

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students’ access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

**Program Requirements**

**General Education Courses**
45 Total Credits

- Complete all of the following
  - 45 credits from: General Education
    - Must include:
      - DEV260 - Family and Culture (3)
    - Exception(s):
      - MAT106 - Math for Elementary Education I (3)
      - MAT206 - Math for Elementary Education II (3)
    - NOTE: Students in the Elementary Education (BA) program must take MAT 106 or MAT 206 to fulfill the Foundation Math requirement.

**Major Courses**
72 Total Credits

- Complete all of the following
  - Complete:
    - DEV106 - Child Development (3)
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU120 - Developing Math Thinking (3)
    - EDU203 - Professional Responsibility and Ethics in Teaching (3)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)
    - EDU225 - Mathematics Instruction/Young Children (3)
    - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
    - EDU335 - Methods of Teaching Elementary Mathematics (3)
    - EDU345 - Teaching English Language Learners (3)
    - EDU359 - Writing/Literature/Elementary (3)
    - EDU362 - Literacy in the Content Areas: 4-8 (3)
    - EDU363 - Literacy Facilitation for all Learners (3)
    - EDU435 - Learning with Technology (3)
    - EDU470 - Science for Early Learners (3)
    - EDU490 - Student Teaching and Seminar (12)
    - SPED106 - Children with Exceptionalities (3)
  - 2 credits from the following:
    - EDU440 - Differentiating Instruction (2 - 3)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)

**Free Electives**
3 Total Credits

- 3 credits.

Grand Total Credits: **120**
Elementary Education (MEd)

Program Description
The Elementary Education Program leads to New Hampshire teacher certification for grades K-8.

Program Outcomes
1. Apply and integrate the depth and breadth of content knowledge of the subject matter they teach in the context of the Pre-K-3 classroom
2. Translate content knowledge into inquiry-based instructional designs and assessments that promote learning for each student
3. Develop skills to implement differentiation strategies, collaboration, and respectful discourse in order to create a caring and inclusive classroom culture
4. Employ habits of mind such as analysis, critical thinking, problem solving, research and reflection to cultivate their development as a professional
5. Identify cultural influences, norms and traditions in the learning environment and respond appropriately
6. Employ technology for their own learning and implement technology to provide opportunities for the learning of others
7. Demonstrate, throughout coursework, a high level of general education competencies (609s) and content area knowledge as required by the State of New Hampshire

Program Requirements
Major Courses
36 - 39 Total Credits

- Complete all of the following
  - Complete:
    - EDU503C - Methods of Teaching Elementary Math (3)
    - EDU521C - Exploring the Principles of Education (3)
    - EDU533C - Learning through Technology (3)
    - EDU535C - Early Childhood Health and Science (3)
    - EDU537 - Social Studies/Arts for Young Children (3)
    - EDU543 - Learning Theories and Instruction (3)
    - EDU552 - Assessment for and of Learning (3)
    - RDG503C - Emerging and Early Literacy Development K-4 (3)
    - RDG504C - Content Area Literacy Grades 4-8 (3)
    - RDG531C - Literature for Children Pre-K-8 (3)
    - SPED501C - Students With Exceptionalities (3)

- Complete 1 of the following
  - Complete:
    - EDU571A - Student Teaching and Seminar (3)
    - EDU571B - Student Teaching and Seminar (3)

  - Complete:
    - EDU770 - Certification Internship (3)

- Exit Evaluation: ePortfolio
- NOTE: Field Experiences are embedded in courses.

Grand Total Credits: 36 - 39
Elementary Education with General Special Education (BA)

Program Description
The Elementary Education with Special Education Program leads to New Hampshire elementary teaching certification for grades K-8 and New Hampshire 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.

Program Outcomes
1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students’ access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Program Requirements
General Education Courses
45 Total Credits
- Complete all of the following
  - 45 credits from: General Education
    - Must include:
      - DEV260 - Family and Culture (3)
    - Exception(s):
      - MAT106 - Math for Elementary Education I (3)
      - MAT206 - Math for Elementary Education II (3)
  - NOTE: Students in the Elementary Education with Certification in General Special Education (BA) program must take MAT 106 or MAT 206 to fulfill the Foundation Math requirement.

Major Courses
78 Total Credits
- Complete all of the following
  - Complete:
    - DEV106 - Child Development (3)
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU120 - Developing Math Thinking (3)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)
    - EDU225 - Mathematics Instruction/Young Children (3)
    - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
    - EDU335 - Methods of Teaching Elementary Mathematics (3)
    - EDU345 - Teaching English Language Learners (3)
    - EDU359 - Writing/Literature/Elementary (3)
    - EDU362 - Literacy in the Content Areas: 4-8 (3)
    - EDU363 - Literacy Facilitation for all Learners (3)
    - EDU355 - Learning with Technology (3)
    - EDU440 - Differentiating Instruction (2 - 3)
    - EDU490 - Student Teaching and Seminar (12)
    - SPED106 - Children with Exceptionalities (3)
    - SPED230 - Implications of Special Education (3)
    - SPED250 - Special Education Assessment (3)
    - SPED333 - Collaboration in Special Education (3)
- 2 credits from the following:
  - EDU440 - Differentiating Instruction (2 - 3)
- 9 credits from the following:
  - EDU487 - Student Teaching I (3 - 9)
English Education (BA)

Program Description

The Bachelor of Arts in English Education (EED) Program meets the requirements of the State of New Hampshire to teach English in grades 5-12. Students will complete their content area coursework and preliminary training in three years. Students in the program will also be eligible for an English Language and Literature minor. Methods courses will be taught in the field, giving students access to real classrooms in which to test the theories they have been taught. They will gain insight and learn additional content from actual practitioners, as well as university professors. In their senior year they will participate in a full year student teaching internship in local middle and high schools, providing them increased opportunities for working directly with students. They will practice their skills and apply their knowledge in middle and high schools, fully preparing them for success. In all, the new program, with a full year internship, promises to give students an integrated and comprehensive plan for a certification in English Education. Turn your love of literature and writing into a career sharing your talents and passions with your students.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students’ access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders;

Program Requirements

General Education Courses
45 Total Credits

- Complete all of the following
  - 42 credits from: General Education
    - Must include:
      - EDU232 - Young Adult Literature (3)
      - PSY108 - Introduction to Psychology (3)
    - 1 of the following:
      - LIT323 - Studies in Drama (3)
      - LIT325 - Studies in the Novel (3)
      - LIT327 - Studies in Poetry (3)
      - LIT335L1 - Major Authors - American (3)
      - LIT335L2 - Major Authors - British (3)
      - LIT335L3 - Major Authors - Global (3)
  - Fine Arts and Humanities (EFAH): One course must be from the subject HIS and one course must be HUM 201 or HUM 202.
  - Science, Technology, and Mathematics (ESTM): One course must be from Group A and one course may be from Groups B or C.

Education Major Courses
48 Total Credits

- Complete all of the following
  - Complete:
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU220 - Teaching in the Middle School (3)
    - EDU328 - Teaching in the High School (3)
    - EDU338 - Teaching Writing in Humanities (3)
    - EDU425 - Literacy Strategies Secondary Education (3)
    - EDU435 - Learning with Technology (3)
    - EDU490 - Student Teaching and Seminar (12)
    - EDU497 - Ethics in Secondary Teaching (2)
    - SPED106 - Children with Exceptionalities (3)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)
English Language and Literature and English Education (BA)

Program Description

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.

Program Requirements

General Education Courses

- Complete all of the following
  - 39 credits from: General Education
Must include:
- PSY108 - Introduction to Psychology (3)
- PSY211 - Lifespan Development (3)

1 of the following:
- HIS117 - World Civilizations: Prehistory - 1500 (3)
- HIS118 - World Civilizations: 1500 - Present (3)

1 of the following:
- BIO101 - Principles of Biology (3)
- BIO210 - Introduction to Anatomy and Physiology (3)
- BIO215 - People, Places, and Plagues (3)
- GEO200 - World Geography (3)
- SCI212 - Principles of Physical Science I (3)
- SCI215 - Contemporary Health (3)
- SCI219 - Environmental Issues (3)
- SCI251 - Natural Sciences I (3)
- SCI252 - Natural Sciences II (3)

Fine Arts and Humanities (EFAH): One course must be from Groups A, B, or C.
Science, Technology, and Mathematics (ESTM): One course must be from Groups B or C.

Allied Courses
6 Total Credits

- Complete:
  - HUM201 - Intro to Humanities I (3)
  - HUM202 - Intro to Humanities II (3)

English and Literature Major Courses
30 Total Credits

- Complete all of the following
  - Complete:
    - ENG350 - The English Language (3)
    - LIT300 - Literary Theory (3)
    - LIT319 - Shakespeare (3)
  - 3 credits from the following:
    LIT 201 and LIT 202. Students are recommended to work with their advisors as these courses are no longer offered or they are only available via the College of Online and Continuing Education.
  - Complete:
    - LIT323 - Studies in Drama (3)
    - LIT327 - Studies in Poetry (3)

American Literature
- Complete all of the following
  - 1 of the following:
    - LIT312 - Early American Literature (3)
    - LIT313 - The American Renaissance (3)
    - LIT314 - American Realism and Naturalism (3)
    - LIT315 - Twentieth Century American Literature and Beyond (3)
  - May also include LIT 221 and LIT 222. These courses are no longer offered or they are only available via the College of Online and Continuing Education.

British Literature
- Complete all of the following
  - 1 of the following:
    - LIT306 - Medieval Literature (3)
    - LIT309 - Romance, Revolutions, and the Birth of The Novel (3)
    - LIT310 - Victorian Literature (3)
    - LIT311 - Modern British Literature (3)
  - May also include LIT 219, LIT 220, LIT 307. These courses are no longer offered or they are only available via the College of Online and Continuing Education.

Nontraditional Literature
- 1 of the following:
  - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
  - LIT330 - Gender and Text (3)
  - LIT345 - Postcolonial Encounters (3)
  - LIT350 - The Black Literary Tradition (3)

Writing Workshop
- 1 of the following:
  - ENG328 - Poetry Writing Workshop (3)
Education Major Courses
39 Total Credits

- Complete:
  - EDU200 - Introduction to Education (3)
  - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
  - EDU232 - Young Adult Literature (3)
  - EDU271 - Methods of Teaching Secondary Education (3)
  - EDU312 - Writing Workshop for Educators (3)
  - EDU320 - Methods of Teaching English I (3)
  - EDU324 - The Inclusive Classroom (3)
  - EDU435 - Learning with Technology (3)
  - EDU490 - Student Teaching and Seminar (12)
  - SPED106 - Children with Exceptionalities (3)

Grand Total Credits: 120
Field Based Education (MEd)

Program Description
The Field-based Graduate Programs in Education offer a master of education degree as well as a certificate of advanced graduate 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. 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. 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 1.844.282.4484 info@actioneducation.com http://www.actioneducation.com

Program Requirements
Major Courses
36 Total Credits

- Complete:
  - EDGR600 - Profile Seminar (1)
  - EDGR601 - Action Research Practicum I (1)
  - EDGR602 - Action Research Practicum II (1)
  - EDGR603 - Action Research Practicum III (1)
  - EDGR604 - Action Research Practicum IV (1)
  - EDGR610 - Dimensions of Curriculum and Management (3)
  - EDGR615 - Curriculum and Management Decision Making (3)
  - EDGR620 - Dimensions of Teaching/Instructional Technology (3)
  - EDGR625 - Teaching and Instructional Technology Applications (3)
  - EDGR630 - Dimensions of Assessment and Evaluation (3)
  - EDGR635 - Applications in Assessment/Evaluation (3)
  - EDGR640 - Dimensions of Leadership & Organization (3)
  - EDGR645 - Challenges in Leadership (3)
  - EDGR650 - Dimensions in Learning and Development (3)
  - EDGR655 - Learning and Development Applications (3)
  - EDGR690 - Capstone Seminar (1)

Grand Total Credits: 36
Leadership (MEd)

Program Description

This program is designed for individuals who wish to become educational leaders. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience.

Program Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.

Program Requirements

Major Courses
27 Total Credits

◆ Complete:
  - EDU507 - Leadership for Learning (3)
  - EDU508 - Effective Management of Schools (3)
  - EDU550 - Educational Assessment (3)
  - EDU554 - The Development of a Mission, Vision and Goals (3)
  - EDU590 - Process and Communication Skills (3)
  - EDU604 - Leading a Collaborative School (3)
  - EDU656 - Reflective Leadership Skills (3)
  - EDU670 - Leading Creativity and Innovation (3)
  - EDU680 - Teacher Support, Monitoring, and Accountability (3)

Major Electives or choose a Concentration
9 Total Credits

◆ Complete all of the following
  - 9 credits from subject(s): EDU
  - NOTE: Some concentrations options may exceed 36 total program credits.

Grand Total Credits: 36
Leadership (MEd) - Curriculum Administration (Concentration)

Concentration Description

This program is designed for individuals who wish to become certified curriculum administrators in the State of New Hampshire. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

Concentration Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the state of New Hampshire as a curriculum administrator.

Concentration Requirements

Concentration Courses
19 Total Credits

- Complete all of the following
  - Complete:
    - EDU608 - Curriculum, Instruction, Data Continuum (3)
    - EDU739 - Practicum in Curriculum Administration I (3)
    - EDU740 - Practicum Curriculum Administration II (3)
    - EDU610 - Ethics and School Law (3)
    - EDU789 - Practicum in School Leadership I (3)
    - EDU790 - Practicum in School Leadership II (3)
  - 1 credits from the following:
    - EDU699 - Advanced Field Experience (1 - 6)

Grand Total Credits: 19
Leadership (MEd) - Curriculum Administrators and Principals (Concentration)

Concentration Description
This program is designed for individuals who wish to become certified as both a school principal and a curriculum administrator in the State of New Hampshire. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

Concentration Outcomes
1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the state of New Hampshire as a school principal and a curriculum administrator.

Concentration Requirements
Concentration Courses
19 Total Credits
- Complete all of the following
  - Complete:
    - EDU608 - Curriculum, Instruction, Data Continuum (3)
    - EDU610 - Ethics and School Law (3)
    - EDU739 - Practicum in Curriculum Administration I (3)
    - EDU740 - Practicum Curriculum Administration II (3)
    - EDU789 - Practicum in School Leadership I (3)
    - EDU790 - Practicum in School Leadership II (3)
  - 1 credits from the following:
    - EDU699 - Advanced Field Experience (1 - 6)

Grand Total Credits: 19
Leadership (MEd) - School Administration (Concentration)

Concentration Description

This program is designed for individuals who wish to become certified school principals in the State of New Hampshire. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

Concentration Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the State of New Hampshire as a school principal.

Concentration Requirements

Concentration Courses
9 Total Credits

- Complete:
  - EDU610 - Ethics and School Law  (3)
  - EDU789 - Practicum in School Leadership I  (3)
  - EDU790 - Practicum in School Leadership II  (3)

Grand Total Credits: 9
Middle School Science Education (BS)

Program Description

The Middle School Science Education Program leads to certification for middle level science grades 5-8. The program provides students 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. University Jurisdiction: The School of Education will deliver the program, and certifies student teachers. The key faculty members include full-time faculty of the Department of Science at SNHU: Kevin Degnan (Chair), Joseph Corbin, Michele Goldsmith, and Katharine York.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and to support students’ access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Program Requirements

General Education Courses
45 Total Credits

- 45 credits from: General Education
  - Must include:
    - BIO215 - People, Places, and Plagues (3)
    - GEO200 - World Geography (3)
    - SCI251 - Natural Sciences I (3)

Science Major Courses
27 Total Credits

- Complete:
  - BIO120 - General Biology I (3)
  - BIO120L - General Biology I Lab (1)
  - BIO210 - Introduction to Anatomy and Physiology (3)
  - BIO210L - Anatomy and Physiology Lab (1)
  - BIO315 - Ecological Principles and Field Methods (3)
  - CHM120 - General Chemistry I (3)
  - CHM120L - General Chemistry I Lab (1)
  - CHM200 - Environmental Chemistry (3)
  - ENV101 - Environmental Science (3)
  - PHY101 - Principles of Physics (3)
  - PHY103 - Earth System Science (3)

Education Major Courses
48 Total Credits

- Complete all of the following
  - Complete:
    - DEV106 - Child Development (3)
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU220 - Teaching in the Middle School (3)
    - EDU375 - Middle School Science Methods (3)
    - EDU425 - Literacy Strategies Secondary Education (3)
    - EDU435 - Learning with Technology (3)
    - EDU490 - Student Teaching and Seminar (12)
    - EDU497 - Ethics in Secondary Teaching (2)
    - SPED106 - Children with Exceptionalities (3)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: 120
Middle School Science Education (Minor)

Program Description
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.

Program Requirements
Prerequisite Courses
3 Total Credits
- Complete:
  - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

Required Courses
15 Total Credits
- Complete all of the following
  - Complete:
    - BIO101 - Principles of Biology (3)
    - EDU220 - Teaching in the Middle School (3)
    - PHY103 - Earth System Science (3)
  - 2 of the following:
    - BIO210 - Introduction to Anatomy and Physiology (3)
    - BIO215 - People, Places, and Plagues (3)
    - CHM101 - Fundamentals of Chemistry (3)
    - PHY101 - Principles of Physics (3)

Grand Total Credits: 18

Music Education (BA)

Program Description
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.

Program Outcomes
1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students’ access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders;

Program Requirements
General Education Courses
45 Total Credits
- Complete all of the following
  - 42 credits from: General Education
    - Must include:
      - DEV260 - Family and Culture (3)
  - 1 of the following:
    - MAT106 - Math for Elementary Education I (3)
Music Major Courses
32 Total Credits

- Complete all of the following
  - Complete:
    - MUS211 - Music Theory and Aural Skills I (3)
    - MUS212 - Music Theory and Aural Skills II (3)
    - MUS311 - Music Theory and Aural Skills III (3)
    - MUS312 - Music Theory and Aural Skills IV (3)
    - MUS351 - Music History: Antiquity to 1750 (3)
    - MUS352 - Music History: 1750 to the Present (3)
  - 7 credits from the following:
    - MUS130 - Chorus (0 - 3)
    - MUS140 - Instrumental Music Ensemble (0 - 3)
  - 7 credits from the following:
    - MUS250 - Private Music Lessons (1)

Education Major Courses
50 Total Credits

- Complete all of the following
  - Complete:
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU490 - Student Teaching and Seminar (12)
    - MUE100 - Introduction to Music Education (3)
    - MUE201 - Vocal Techniques (1)
    - MUE202 - Piano/Guitar Techniques (1)
    - MUE203 - Percussion Techniques (1)
    - MUE204 - Brass Techniques (1)
    - MUE205 - String Techniques (1)
    - MUE206 - Woodwind Techniques (1)
    - MUE262 - Elementary General Music Methods (3)
    - MUE264 - Advanced Vocal Music Methods (1)
    - MUE265 - Advanced Instrumental Music Methods (1)
    - MUE300 - Secondary Music Methods (3)
    - MUE301 - Conducting (3)
    - MUE305 - Technology in the Music Classroom (3)
    - SPED106 - Children with Exceptionalities (3)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: 127

Secondary Mathematics Education (BA)

Program Description

The University is pursuing approval by the New Hampshire State Board of Education for an approved certification program in Mathematics Grades 7-12. Students may take courses associated with this certification while the University seeks approval. Until approval is granted, students cannot be recommended to the State Department of Education for certification. State certification is contingent upon the program being approved by the New Hampshire State Board of Education The program of study provides prospective mathematics teachers for grades 7-12 with strong mathematical knowledge and a good sense of mathematics learning that takes place during grades 7-12. 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 mathematics in grades 7-12.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students’ access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders

Program Requirements

General Education Courses
45 Total Credits
- 45 credits from: General Education
  - Must include:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT230 - Discrete Mathematics (3)
    - PSY108 - Introduction to Psychology (3)
    - PSY211 - Lifespan Development (3)

Education Major Courses
49 Total Credits
- Complete all of the following
  - Complete:
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU220 - Teaching in the Middle School (3)
    - EDU425 - Literacy Strategies Secondary Education (3)
    - EDU435 - Learning with Technology (3)
    - EDU490 - Student Teaching and Seminar (12)
    - EDU497 - Ethics in Secondary Teaching (2)
    - EDU498 - Seminar in Mathematics Education (1)
    - SPED106 - Children with Exceptionalities (3)
  - 6 credits from the following:
    - EDU376 - Mathematics Teaching Methods (3 - 6)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)

Mathematics Major Courses
30 Total Credits
- Complete:
  - MAT275 - Calculus II: Integration & Series (3)
  - MAT299 - Mathematical Proof and Problem Solving (3)
  - MAT310 - Number Theory (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT330 - Differential Equations (3)
  - MAT350 - Applied Linear Algebra (3)
  - MAT360 - Statistics and Probability for Teachers (3)
  - MAT361 - Geometry for Teachers (3)
  - MAT362 - Algebra for Teachers (3)
  - MAT450 - History of Math and Math Education (3)

Grand Total Credits: 124

Social Studies and Education (BA)

Program Description

The Bachelor of Arts in Social Studies and Education (SSE) meets the requirements for State of New Hampshire certification to teach social studies in grades 5-12 which includes the content areas of United States and World History, Geography, Civics, Economics, psychology, sociology, and anthropology. This program is demanding and intense: students who aspire to teach in public secondary education systems will spend significant time embedded in local middle and high schools before engaging in a yearlong student teaching experience. Additionally, students completing this program are eligible for a minor in History. By choosing history courses for General Education electives/requirements students may earn a second major in History. No longer about memorization of dates, Social studies teaching engages the mind, encourages inquiry, and delves into life’s deeper questions. 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.

Program Outcomes
1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students’ access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Program Requirements

General Education Courses
45 Total Credits
- Complete all of the following
  - 42 credits from: General Education
    - Must include:
      - ECO201 - Microeconomics (3)
      - GEO200 - World Geography (3)
      - POL210 - American Politics (3)
    - 1 of the following:
      - HIS101 - The Ancient World: Exploring the Past (3)
      - HIS102 - The Medieval World: Exploring the Past (3)
      - HIS103 - The Early Modern World: Exploring the Past (3)
      - HIS104 - The Modern World: Exploring the Past (3)

Major Courses
75 Total Credits
- Complete all of the following
  - Complete:
    - DEV106 - Child Development (3)
    - ECO202 - Macroeconomics (3)
    - EDU102 - Foundations of Education (3)
    - EDU102L - Foundations of Education Lab (1)
    - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
    - EDU220 - Teaching in the Middle School (3)
    - EDU328 - Teaching in the High School (3)
    - EDU338 - Teaching Writing in Humanities (3)
    - EDU348 - Competencies in the Social Studies (3)
    - EDU425 - Literacy Strategies Secondary Education (3)
    - EDU435 - Learning with Technology (3)
    - EDU480 - Student Teaching and Seminar (12)
    - EDU497 - Ethics in Secondary Teaching (2)
    - HIS340 - Making History (3)
    - SOC112 - Introduction to Sociology (3)
    - SPED106 - Children with Exceptionalities (3)
  - 9 credits from the following:
    - EDU487 - Student Teaching I (3 - 9)
  - 3 credits from the following:
    - POL305 - State and Local Government (3)
    - POL324 - Congress and the Legislative Process (3)
    - POL362 - The American Presidency (3)
  - NOTE: POL 309 and POL 327 are options in the above selection. These course are no longer available through University College, but may be taken through the College of Online and Continuing Education.
  - 3 credits from the following:
    - HIS245 - United States History since 1945 (3)
    - HIS254 - Civil Rights Movement (3)
    - HIS270 - American Environmental History (3)
    - HIS314 - European Conquest of New World (3)
    - HIS330 - Civil War and Reconstruction (3)
    - HIS338 - Young America (3)
    - HIS357 - American Slavery (3)
  - 3 credits from the following:
    - HIS222 - War and Society: Antiquity to 1800 (3)
    - HIS223 - Modern War and Society (3)
    - HIS240 - World War I (3)
    - HIS241 - World War II (3)
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- HIS242 - The Cold War (3)
- HIS249 - The Common Good (3)
- HIS259 - Silk Roads and Samurai (3)
- HIS260 - Modern China (3)
- HIS264 - Modern Japan (3)
- HIS301 - World History and Culture (3)
- HIS308 - Case Studies in Revolution (3)
- HIS309 - Dictators in the Modern Era (3)

- 3 credits from the following:
  - HIS222 - War and Society: Antiquity to 1800 (3)
  - HIS223 - Modern War and Society (3)
  - HIS235 - Modern Russia (3)
  - HIS238 - Modern Germany: 1871 - Present (3)
  - HIS240 - World War I (3)
  - HIS241 - World War II (3)
  - HIS242 - The Cold War (3)
  - HIS321 - The Ancient World of Greece and Rome (3)
  - HIS374 - The Renaissance and the Reformation (3)

Grand Total Credits: **120**
Special Education (BA)

Program Description

The program for children with disabilities prepares New Hampshire based 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.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students' access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders

Program Requirements

General Education Courses
45 Total Credits

◆ Complete all of the following
  ◆ 45 credits from: General Education

Must include:
  ■ DEV260 - Family and Culture (3)
◆ Exception(s):
  ■ MAT106 - Math for Elementary Education I (3)
  ■ MAT206 - Math for Elementary Education II (3)
◆ NOTE: Students in the Special Education (BA) program must take MAT 106 or MAT 206 to fulfill the Foundation Math requirement.

Major Courses
75 Total Credits

◆ Complete all of the following
  ◆ Complete:
  ■ DEV106 - Child Development (3)
  ■ EDU102 - Foundations of Education (3)
  ■ EDU102L - Foundations of Education Lab (1)
  ■ EDU120 - Developing Math Thinking (3)
  ■ EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
  ■ EDU225 - Mathematics Instruction/Young Children (3)
  ■ EDU261 - Emerging and Early Literacy: Grades K-4 (3)
  ■ EDU335 - Methods of Teaching Elementary Mathematics (3)
  ■ EDU345 - Teaching English Language Learners (3)
  ■ EDU359 - Writing/Literature/Elementary (3)
  ■ EDU362 - Literacy in the Content Areas: 4-8 (3)
  ■ EDU363 - Literacy Facilitation for all Learners (3)
  ■ EDU435 - Learning with Technology (3)
  ■ EDU490 - Student Teaching and Seminar (12)
  ■ SPED106 - Children with Exceptionalities (3)
  ■ SPED230 - Implications of Special Education (3)
  ■ SPED250 - Special Education Assessment (3)
  ■ SPED333 - Collaboration in Special Education (3)
  ■ SPED420 - Accessing Curriculum (3)

◆ 2 credits from the following:
  ■ EDU440 - Differentiating Instruction (2 - 3)

◆ 9 credits from the following:
  ■ EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: 120
Special Education (MEd)

Program Description

The program in Special Education prepares New Hampshire based 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.

Program Outcomes

1. Acquire a depth and breadth of subject matter knowledge and skills as defined by Special Education Ed 612.07
2. Translate content knowledge into inquiry-based instructional designs and assessments that promote learning for each student
3. Integrate and connect the themes, principles, and concepts, of mathematics, language arts, science and social studies
4. Employ appropriate and effective accommodations and strategies that ensure learning based on individual students' learning profiles
5. Foster a caring inclusive classroom through the use of differentiated instruction, collaboration, and respectful discourse
6. Adapt and improve instructional practice through the use of tools of inquiry
7. Identify, select, and implement assistive technology to promote and support students' academic, emotional, and behavioral development

Program Requirements

Major Courses
39 - 42 Total Credits

- Complete all of the following
  - Complete:
    - EDU501 - Methods of Teaching Reading (3)
    - EDU503C - Methods of Teaching Elementary Math (3)
    - EDU543 - Learning Theories and Instruction (3)
    - RDG504C - Content Area Literacy Grades 4-8 (3)
    - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)
    - SPED501C - Students With Exceptionalities (3)
    - SPED520 - Assessment of Student Performance (3)
    - SPED526C - Multisensory Literacy Strategies (3)
    - SPED540C - Classroom and Behavior Management (3)
    - SPED580C - Special Education Assessment (3)
    - SPED624C - Professional Collaboration (3)
    - SPED680C - IEP Development (3)

- Complete 1 of the following
  - Complete:
    - EDU571A - Student Teaching and Seminar (3)
    - EDU571B - Student Teaching and Seminar (3)

- Complete:
  - EDU770 - Certification Internship (3)

- Exit Evaluation: ePortfolio
- NOTE: Field Experiences are embedded in courses.

Grand Total Credits: 39 - 42
Special Education (Minor)

Program Requirements

Required Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - SPED106 - Children with Exceptionalities (3)
    - SPED250 - Special Education Assessment (3)
    - SPED333 - Collaboration in Special Education (3)
  - 2 of the following:
    - DEV106 - Child Development (3)
    - EDU203 - Professional Responsibility and Ethics in Teaching (3)
    - SPED206 - Interventions in Early Childhood (3)

Grand Total Credits: 15
Courses

Accounting

ACC105 - Foundations of Accounting I

Course Description
This course will provide an overview of selected topics from financial accounting. It is designed to help business majors understand how accounting information can help them make decisions and evaluate decisions made on the job. Business majors will explore the rules and regulations for preparing financial accounting information and learn how to prepare and analyze basic financial statements.

Course Credit
2

ACC201 - Financial Accounting

Course Description
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.

Course Credit
3

ACC202 - Managerial Accounting

Course Description
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.

Course Requisites
- 1 of the following:
  - ACC201 - Financial Accounting (3)
  - ACC105 - Foundations of Accounting I (2)

Course Credit
3

ACC205 - Foundations of Accounting II

Course Description
This course will continue to reinforce the concepts learned in Foundations of Accounting I and add selected topics from managerial accounting. Business majors will learn about cost types and their behaviors. They will also learn the principles to evaluate the financial impact of alternative business decisions.

Course Requisites
- 1 of the following:
  - ACC105 - Foundations of Accounting I (2)
  - ACC215 - Fundamentals of Financial Accounting (3)

Course Credit
2
ACC207 - Cost Accounting

Course Description
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.

Course Requisites
- 1 of the following:
  - ACC202 - Managerial Accounting (3)
  - ACC205 - Foundations of Accounting II (2)

Course Credit
3

ACC215 - Fundamentals of Financial Accounting

Course Description
This course is designed to give students an introduction to financial accounting and reporting techniques and concepts including an overview of the accounting cycle, financial statements and ethical responsibilities of accountants in business.

Course Credit
3

ACC225 - Foundations of QuickBooks

Course Description
This course will provide an introduction to QuickBooks which is one of the most popular accounting systems used by small businesses. This course will take you through the fundamentals of how this software works. You will learn how to apply the accounting cycle using this software and produce various reports that can be used to provide valuable information to a business.

Course Requisites
- Complete:
  - ACC215 - Fundamentals of Financial Accounting (3)

Course Credit
1

ACC230 - Microsoft Excel for Accountants

Course Description
Developed specifically for accounting students, this hands-on Microsoft Excel course is designed to teach Excel features, functions, and techniques that are needed in the field of accounting.

Course Description Detail
Developed specifically for accounting students, this hands-on Microsoft Excel course is designed to teach Excel features, functions, and techniques that are needed in the field of accounting. Topics include using excel for proper financial statement presentation, computation and presentation of amortization schedules for loans, bonds, and leases with related journal entries, worksheet management, formula usage for computation of financial ratios, creation of charts and pivot tables, usage of excel for capital budgeting tools, and usage of various excel functions and formulas.

Course Requisites
- Complete:
  - ACC215 - Fundamentals of Financial Accounting (3)

Course Credit
2
ACC302 - Professional Communication in Accounting

**Course Description**

Professional Communication in Accounting introduces students to the rhetorical strategies necessary to plan, design, write and distribute texts necessary for professional accounting experiences. Emphasizing the need to address appropriate audience and language, students will be able to create a portfolio of workplace documents representative of their field.

**Course Requisites**

- Complete all of the following
  - Complete: ENG200 - Sophomore Seminar (3)  
  - 30 credits.

**Course Credit**

2

ACC307 - Intermediate Accounting I

**Course Description**

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 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.

**Course Requisites**


**Course Credit**

3

ACC308 - Intermediate Accounting II

**Course Description**

This is the last of two courses in intermediate accounting. Intermediate Accounting is at the core of professional accounting work as well as CPA Exam financial accounting and reporting skills tested. These courses are designed to extend a student's knowledge of financial accounting practices. The second course increases a student's understanding of how to account for a company's plant and intangible assets, investments, long-term debt, income taxes, stockholders' equity and more complex cash flow statement transactions. Other financial reporting issues discussed include the evolving GAAP on leases, accounting for post-retirement benefits and pensions, SEC reporting, and using the FASB Codification database. Throughout the course, students will develop greater technical knowledge of accounting transactions and techniques, and will learn how to record complex financial transactions and prepare financial statements and disclosures.

**Course Requisites**

- Complete: ACC307 - Intermediate Accounting I (3)

**Course Credit**

3
ACC309 - Intermediate Accounting III  
**Course Description**

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.

**Course Requisites**

- Complete:
  - ACC308 - Intermediate Accounting II (3)

**Course Credit**

3

ACC312 - International Managerial Accounting  
**Course Description**

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

**Course Requisites**

- 1 of the following:
  - ACC202 - Managerial Accounting (3)
  - ACC205 - Foundations of Accounting II (2)

**Course Credit**

3

ACC315 - Accounting System Applications  
**Course Description**

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

**Course Requisites**

- Complete all of the following
  - 1 of the following:
    - ACC202 - Managerial Accounting (3)
    - ACC205 - Foundations of Accounting II (2)
  - Complete:
    - IT100 - Introduction to Information Technology (3)

**Course Credit**

3
ACC322 - Governmental and Non-Profit Accounting

Course Description
This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions.

Course Requisites
- Complete:
  - ACC307 - Intermediate Accounting I (3)

Course Credit
3

ACC330 - Federal Taxation I

Course Description
A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals.

Course Credit
3

ACC331 - Federal Taxation II

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

Course Requisites
- Complete:
  - ACC330 - Federal Taxation I (3)

Course Credit
3

ACC335 - Tax Factors for Business Decisions

Course Description
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.

Course Requisites
- 1 of the following:
  - ACC202 - Managerial Accounting (3)
  - ACC205 - Foundations of Accounting II (2)

Course Credit
3
ACC340 - Controllership
Course Description
This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operating budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment.

Course Requisites
- Complete:
  - ACC307 - Intermediate Accounting I (3)

Course Credit
3

ACC345 - Financial Statement Analysis/Business Valuation
Course Description
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.

Course Requisites
- Complete:
  - ACC307 - Intermediate Accounting I (3)
  - FIN305 - Foundations of Finance (2)

Course Credit
3

ACC350 - Volunteer Income Tax Assistance
Course Description
The IRS mission, which is to provide America’s taxpayers top quality service by helping them understand and meet their responsibilities as well as by applying the tax law with integrity and fairness to all, will be followed in this course. The course will entail becoming certified, by the IRS to work as a volunteer, setting up the Volunteer Income Tax Assistance Program site and then marketing the site to the general public. The certification includes passing an IRS test. The program would include you in the 93 million Americans who each year helps to make our world a better place to live by volunteering. This course will not entail the preparation of any complicated income tax returns; as such it does not require any prior extensive tax knowledge.

Course Requisites
- Complete:
  - ACC330 - Federal Taxation I (3)

Course Credit
3
ACC405 - Advanced Accounting
Course Description
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.

Course Requisites
- Complete:
  - ACC308 - Intermediate Accounting II (3)

Course Credit
3

ACC407 - Consolidation Accounting
Course Description
Consolidation accounting will introduce students to the advanced concept of accounting for business combinations. This course will examine the parent and subsidiary relationship and will specifically address the accounting for the acquisition of another entity and also the accounting for specific intercompany transactions.

Course Requisites
- Complete:
  - ACC308 - Intermediate Accounting II (3)

Course Credit
2

ACC411 - Auditing Principles
Course Description
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.

Course Requisites
- Complete:
  - ACC308 - Intermediate Accounting II (3)

Course Credit
3

ACC421 - Auditing and Forensic Accounting
Course Description
This course focuses on the investigation, detection, documentation, and prevention of accounting frauds, stock frauds, and employee theft and embezzlement. White-collar crime involving fraud has mushroomed. Much of the responsibility for detecting fraud has been assumed by the accounting profession. Accountants need to learn how to investigate and recognize fraud within an organization and how to implement the latest techniques for controlling it.

Course Requisites
- Complete:
  - ACC308 - Intermediate Accounting II (3)

Course Credit
3
ACC515 - Accounting for Managers  
**Course Description**  
This course is designed to provide corporate managers with an understanding of cost accounting so as to be able to perform performance evaluation and analysis. The course specifically covers cost accounting terminology and methodology, review of financial statements and cost accounting reports, analysis of unit and total costs composition, analysis of budgets and evaluation of actual versus budget performance.  

**Course Credit**  
2  

ACC550 - Cost Accounting  
**Course Description**  
This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and non-profit organizations. This course focuses on cost behaviors, alternative cost systems, and accounting tools for planning and control. Additional topics studied would include relevant cost analysis for management decisions, cost/revenue allocation methods, inventory management, and transfer pricing.  

**Course Requisites**  
- Admitted to MS.PAC.1  

**Course Credit**  
3  

ACC640 - Auditing  
**Course Description**  
This course is a study of the concepts and methods of professional auditing.  

**Course Requisites**  
- Admitted to MS.PAC.1  

**Course Credit**  
3  

ACC645 - Advanced Auditing  
**Course Description**  
This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.  

**Course Requisites**  
- Complete:  
  - ACC640 - Auditing (3)  

**Course Credit**  
3
ACC660X - Controllership

**Course Description**
This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.

**Course Requisites**
- Complete:
  - ACC550 - Cost Accounting (3)

**Course Credit**
2

ACC680X - International Accounting

**Course Description**
This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. NOTE: ACC 680 can be used as an international business elective.

**Course Requisites**
- Admitted to MS.PAC.1

**Course Credit**
2

ACC685 - Governmental and Nonprofit Accounting

**Course Description**
This course examines the core principles and practices of nonprofit accounting.

**Course Requisites**
- Admitted to MS.PAC.1

**Course Credit**
3

ACC696 - Situational Ethics in Accounting

**Course Description**
This course deals with the application of academic research related to ethical decision making, identifying evolving ethical issues in the accounting and business environment, and evaluating and applying theories of ethics and justice. Students will be exposed to ethical situations affecting the accounting and business environments to gain a solid foundation on which to address possible circumstances they may face as accounting professionals.

**Course Requisites**
- Complete:
  - ACC640 - Auditing (3)

**Course Credit**
3
ACC700X - Seminar in Accounting Topics

Course Description
As the final step in students' journeys toward their Master of Science degrees in Accounting, this capstone course will integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone as a culmination of their studies. The course will be structured to support student success in fulfilling program requirements and developing a well-thought-out, comprehensive capstone project.

Course Requisites
- Must be enrolled in MS.PAC.1 program

Course Credit
2

ACC701 - Advanced Topics in Financial Reporting I

Course Description
Course includes in-depth coverage of several important advanced accounting topics: Going Concerns assumptions, Fair Value Measurements

Course Requisites
- Admitted to MS.PAC.1

Course Credit
2

ACC702 - Advanced Topics in Financial Reporting II

Course Description
Course includes in-depth coverage of several important advanced accounting topics: Pensions and Post-Retirement Benefits, Asset Retirement Obligations, and Troubled Debt Restructuring

Course Requisites
- Admitted to MS.PAC.1

Course Credit
2

ACC720 - Auditing and Attestation Review Course

Course Description
This is a CPA Exam review course for the Auditing and Attestation section of the Uniform Certified Public Accountants examination. This course is an intense immersion in those topics from undergraduate and graduate auditing classes that are likely to be on the CPA exam.

Course Requisites
- Complete:
  - ACC645 - Advanced Auditing (3)

Course Credit
4
ACC730 - Financial Reporting Review Course

Course Description
This course will be a review of the content of the financial accounting and reporting section of the Uniform CPA exam. This will prepare students to take that portion of the CPA exam.

Course Requisites
- Complete:
  - ACC680X - International Accounting (2)

Course Credit
4

Advertising

ADV263 - Advertising Copy and Design

Course Description
This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, subheadlines, borders and amplification of the features, as well as advantages and benefits of the product/service, are emphasized. Students will be familiar with the creative competencies and skills needed in the formulation of effective campaigns in various media.

Course Credit
3

Aeronautical Engineering

AE205 - Aircraft Operations

Course Description
This course provides a practical introduction to aircraft operational characteristics of importance to aviation managers, support personnel, and air traffic controllers. Topics include: principles of flight; fundamentals of aircraft flight behavior; specific items of aircraft performance such as takeoff/landing performance, climb/descent performance, cruise performance, and turning performance; aircraft operating limitations; aircraft navigation methods and systems and their application. Students will become familiar with the operating characteristics of a representative sample of air carrier, military and general aviation aircraft.

Course Credit
3

AE306 - Human Factors of Flight

Course Description
The student will explore human physiological processes as affected by flight including high altitude flight, and human cognitive and judgment processes typically required of the human “half” of complex human/machine systems found on flight decks, in air traffic control suites, and in other flight operations contexts, to gain understanding of our unique capabilities and limitations, both as physiological organisms and thinking beings. The student will learn to apply these insights to assessing and improving the performance of flight crews, air traffic controllers, and other operations personnel, and to identify and respond to critical physiological and cognitive factors such as hypoxia, disorientation, and the effects of stress, fatigue, anxiety, and alcohol and other drugs. The student will gain an understanding of medical standards and certification of pilots and other flight personnel, and of available resources for responding to medical deficiencies and/or certification difficulties.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)

Course Credit
3
AE498 - Aviation Safety Capstone  
Course Description

This capstone seminar integrates the professional and technical knowledge and methods gained in the flight operations, air traffic control, or aviation management sequences and applies these understandings to the prime objective of achieving aviation system safety. Students will work in multi-disciplinary teams to evaluate and respond to representative case studies drawn from National Transportation Safety Board (NTSB) accident investigations, reports and findings, aviation industry analyses and reports, and analysis and policy statements by government and trade organizations. In addition, students will complete self-assessments of their professional preparation, status of their professional certification, short and mid-term career planning, and long-term career objectives.

Course Requisites

- Complete all of the following
  - Complete all of the following
    - Admitted to BS.ATM
    - Complete:
      - AT410 - Sector Resource Management (3)
  - Complete all of the following
    - Admitted to BS.AVM
    - 1 of the following:
      - AM320 - Air Carrier Operation (3)
      - AM330 - Business & Corporate Aviation (3)
      - AM360 - Airport Planning and Management (3)

Course Credit

3

Aerospace Studies

AS101 - The Foundations of the United States Air Force I  
Course Description

AS-101 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS-101 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS-101 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

Course Credit

1
AS101L - Leadership Laboratory

Course Description

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Course Credit

0

AS102 - The Foundations of the United States Air Force II

Course Description

AS-102 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS-102 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS-102 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

Course Credit

1
AS102L - Leadership Laboratory

Course Description

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Course Credit

0

AS201 - The Evolution of USAF Air and Space Power I

Course Description

AS-201 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

Course Credit

1
AS201L - Leadership Laboratory

Course Description

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Course Credit

0

AS202 - The Evolution of USAF Air and Space Power II

Course Description

AS-202 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today’s USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

Course Credit

1
AS202L - Leadership Laboratory

**Course Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

**Course Credit**

0

AS301 - The United States Air Force Leadership Studies I

**Course Description**

AS-301 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS-301 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

**Course Credit**

3

AS301L - Leadership Laboratory

**Course Description**

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

**Course Credit**

0
AS302 - The United States Air Force Leadership Studies II
Course Description
AS-302 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS-302 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer’s responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

Course Credit
3

AS302L - Leadership Laboratory
Course Description
LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Course Credit
0

AS401 - National Security Affairs/Preparation for Active Duty I
Course Description
AS-401 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS-401 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

Course Credit
3
LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student-planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Course Credit
0

AS-402 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS-402 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

Course Credit
3

LLAB is a dynamic and integrated grouping of leadership developmental activities designed to meet the needs and expectations of prospective Air Force second lieutenants and complement the AFROTC academic program. It is a student-planned, organized, and executed practicum conducted under the supervision of the Detachment Commander and Operations Flight Commander. LLAB cadets are classified into one of four groups with respect to field training attendance and/or commissioning. Initial Military Training (IMT) cadets are part of the General Military Course (GMC) but are not scheduled to attend field training (normally AS100 cadets). The focus of IMT objectives/activities are to promote the Air Force way of life and help effectively recruit and retain qualified cadets. This time is spent acquainting the cadets with basic Air Force knowledge and skills to help them determine whether they wish to continue with the AFROTC program. Field Training Prep (FTP) cadets are scheduled to attend field training in the upcoming year (normally AS200 cadets). The FTP objectives provide training to ensure every cadet is mentally and physically prepared for the rigorous field training environment. Intermediate Cadet Leaders (ICL) are cadets returning from field training (normally AS300 cadets). ICL objectives/activities give cadets the opportunity to further develop the leadership and followership skills learned at field training. Every cadet position should provide the ICL the opportunity to sharpen their planning, organizational, and communication skills, as well as their ability to effectively use resources to accomplish a mission in a constructive learning environment. Senior Cadet Leaders (SCL) are cadets scheduled to be commissioned in the upcoming year (normally AS400 cadets). This time is spent on additional opportunities to develop leadership and supervisory capabilities, and prepares cadets for their first active duty assignment. Extended Cadet Leaders (ECL) are cadets whose AFROTC academic requirements are complete but still have one or more terms of college left to complete. These cadets may hold special duty or regular positions within the cadet corps upon discretion of the Detachment Commander (Det CC) or Operations Flight Commander (OFC).

Course Credit
0
Air Traffic Management

AT110 - Fundamentals of Air Traffic Control

Course Description
This is an introduction to the federal air traffic control, airspace and airway structures, and fundamental ATC concepts, skills, techniques, and procedures. The course is intended to allow students to explore air traffic control as a professional option and to provide a foundation for further ATC education. ATC simulation exercises will focus on exposing the student to an understanding and appreciation for ATC fundamentals through simple exercises of realistic air traffic scenarios. On-site visits to air traffic facilities may provide the student with an understanding of the air traffic environment, relationships and interaction among air traffic facilities, and pilot/controller relationships. This course is open to primary ATC and Flight Students. The introductory nature of the material in this course makes it an inappropriate selection for advanced flight students seeking elective credits.

Course Credit
3

AT210 - Air Traffic Control Tower Operations

Course Description
This course explores the roles and responsibilities of personnel assigned to airport traffic control towers, including Flight Data, Clearance Delivery, Ground Control, Local Control, Controller-In-Charge, and Tower Supervisor positions. Using both classroom and the control tower simulator, students are taught basic and fundamental visual flight rules (VFR) control over tower requirements, procedures, and purpose. Students will be required to demonstrate knowledge in control tower operations through written examinations in the classroom and practical performance evaluations in the lab. On-site visits to local Federal Aviation Administration (FAA) and contract control towers will help students understand how towers interface with other ATC facilities and the important role control towers play in the National Airspace System (NAS).

Course Requisites
- Complete:
  - AT110 - Fundamentals of Air Traffic Control (3)
  - MT201 - Meteorology (3)

Course Credit
3

AT210L - Air Traffic Control Tower Operating Lab

Course Requisites
- Complete or concurrently enroll in:
  - AT210 - Air Traffic Control Tower Operations (3)

Course Credit
1
AT310 - Airspace and Air Traffic Systems

Course Description

This is an in-depth exploration of the functions and responsibilities of the ATC specialist in the ATC system. The student will master the fundamentals of airspace and air traffic management, including general control terms and definitions, basic ATC procedures and standards, proper communications phraseology and the use of clearances, and explicit instructions for heading, altitude, and airspeed to maintain air traffic flow while preserving separation standards. Emphasis is on developing and maintaining a faithful cognitive model of the air traffic situation using pictorial and simulated radar presentations. Lab included.

Course Requisites

- Complete all of the following
  - Complete: 
    - AT210 - Air Traffic Control Tower Operations (3)
  - 45 credits.
  - Concurrently enroll in:
    - AT310L - Air Space/Air Traffic Management Lab (1)

Course Credit

3

AT310L - Air Space/Air Traffic Management Lab

Course Description

This is an in-depth exploration of the functions and responsibilities of the ATC specialist in the ATC system. The student will master the fundamentals of airspace and air traffic management, including general control terms and definitions, basic ATC procedures and standards, proper communications phraseology and the use of clearances, and explicit instructions for heading, altitude, and airspeed to maintain air traffic flow while preserving separation standards. Emphasis is on developing and maintaining a faithful cognitive model of the air traffic situation using pictorial and simulated radar presentations.

Course Requisites

- Concurrently enroll in:
  - AT310 - Airspace and Air Traffic Systems (3)

Course Credit

1

AT315 - AT Management/Operating Environment

Course Description

This course continues the exploration of the functions and responsibilities of the ATC specialist exploring the impacts of the specific operating environment, including terminal (VFR tower and TRACON), en route, and planned advanced automation environments. The student will practice the application of airspace and air traffic management skills, methods, and procedures to the terminal environment; the functional operating requirements of each environment (including representative airspace, traffic mix, equipment, and scenarios); and effective communication and coordination between positions/facilities and participating flight crews. Sustained emphasis is on maintaining a faithful cognitive model of the air traffic situation. Lab includes observation of "live traffic," and simulated radar presentations and automated functions. Lab included.

Course Requisites

- Complete:
  - AT310 - Airspace and Air Traffic Systems (3)

Course Credit

3
AT315L - AT Management/Operating Environmental Lab

**Course Description**
This course continues the exploration of the functions and responsibilities of the ATC specialist exploring the impacts of the specific operating environment, including terminal (VFR tower and TRACON), en route, and planned advanced automation environments. The student will practice the application of airspace and air traffic management skills, methods, and procedures to the terminal environment; the functional operating requirements of each environment (including representative airspace, traffic mix, equipment, and scenarios); and effective communication and coordination between positions/facilities and participating flight crews. Sustained emphasis is on maintaining a faithful cognitive model of the air traffic situation. Lab includes observation of "live traffic," and simulated radar presentations and automated functions.

**Course Requisites**
- Complete all of the following
  - Concurrently enroll in:
    - AT315 - AT Management/Operating Environment (3)
  - Complete:
    - AT310 - Airspace and Air Traffic Systems (3)

**Course Credit**
1

AT410 - Sector Resource Management

**Course Description**
This course is an investigation of the concepts, tools and methods of "Crew Resource Management" as adapted for and applied to air traffic control settings, including: using ATC information to develop and maintain a highly faithful cognitive model of the air traffic situation (situational awareness) as a basis for controller action; developing, implementing and monitoring effective air traffic management strategies; effective resource management; and effective communication and interaction among the controller "team" and between the controller and participating crews. Lab included.

**Course Requisites**
- Complete:
  - AT315 - AT Management/Operating Environment (3)
  - AE306 - Human Factors of Flight (3)

**Course Credit**
3

AT410L - Sector Resource Management Lab

**Course Description**
This course is an investigation of the concepts, tools and methods of "Crew Resource Management" as adapted for and applied to air traffic control settings, including: using ATC information to develop and maintain a highly faithful cognitive model of the air traffic situation (situational awareness) as a basis for controller action; developing, implementing and monitoring effective air traffic management strategies; effective resource management; and effective communication and interaction among the controller "team" and between the controller and participating crews.

**Course Requisites**
- Complete:
  - AT410 - Sector Resource Management (3)

**Course Credit**
1
AT415 - AT Management/AS Mod/Pol/DM

Course Description
This course is an investigation of the concepts, tools, and methods of air traffic management, and the application of these tools and methods to understand and resolve real and simulated air traffic and airspace management problems. The course may include the use and application of various management decision tools in the decision-making process, and to understand the imprecise relationship between prescribed policies (decisions) and their results (impacts upon system performance). Lab included.

Course Requisites
- Complete all of the following
  - Complete:
    - SB100 - Integration & Application of Business I (2)
  - Concurrently enroll in:
    - AT415L - AT Management/AS Mod/Pol/DM Lab (1)
  - Complete or concurrently enroll in:
    - AM340 - Airport & Airspace Capacity Management (3)

Course Credit
3

AT415L - AT Management/AS Mod/Pol/DM Lab

Course Description
This course is an investigation of the concepts, tools, and methods of air traffic management, and the application of these tools and methods to understand and resolve real and simulated air traffic and airspace management problems. The course may include the use and application of various management decision tools in the decision-making process, and to understand the imprecise relationship between prescribed policies (decisions) and their results (impacts upon system performance).

Course Requisites
- Complete all of the following
  - Concurrently enroll in:
    - AT415 - AT Management/AS Mod/Pol/DM (3)
  - Complete or concurrently enroll in:
    - AM340 - Airport & Airspace Capacity Management (3)
  - Complete:
    - SB100 - Integration & Application of Business I (2)

Course Credit
1

American Sign Language

LAS111 - Elementary American Sign Language I

Course Description
This course provides an introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax and semantics of American Sign Language. Designed to prepare a student with little or no prior experience or knowledge of ASL with basic conversational skills and to discover the various aspects of deafness, the course emphasizes the application of principles of sign language; the psychosocial aspects of deafness; recognition of the deaf person as bilingual; and the grammatical processes that modulate the meaning of sign in discourse. Audiological, educational, social, cultural, and historical aspects of deafness will also be presented.

Course Credit
3
LAS112 - Elementary American Sign Language II  
**Course Description**  
This course is a continuation of Elementary American Sign Language I.

**Course Requisites**  
- Complete:  
  - LAS111 - Elementary American Sign Language I (3)

**Course Credit**  
3

LAS211 - Intermediate American Sign Language I  
**Course Description**  
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.

**Course Requisites**  
- Complete:  
  - LAS112 - Elementary American Sign Language II (3)

**Course Credit**  
3

LAS212 - Intermediate American Sign Language II  
**Course Description**  
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.

**Course Requisites**  
- Complete:  
  - LAS211 - Intermediate American Sign Language I (3)

**Course Credit**  
3

**Anthropology**

ATH111 - Introduction to Cultural Anthropology  
**Course Description**  
This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects. Global marker.

**Course Credit**  
3

**Arabic**
LAR111 - Elementary Arabic and Culture I

Course Description
This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized.

Course Credit
3

LAR112 - Elementary Arabic and Culture II

Course Description
This course is a continuation of LAR-111.

Course Requisites
- Complete:
  - LAR111 - Elementary Arabic and Culture I (3)

Course Credit
0

LAR211 - Intermediate Arabic Language and Culture

Course Description
This course is an upper-intermediate language and culture course designed for students who have fulfilled the requirements for LAR 112 and/or those who demonstrate an equivalent competence in Modern Standard Arabic. Students successfully finishing this course receive three credits. This course will be conducted approximately 80 to 90% of the time in Arabic. It is designed to improve all your language skills in Arabic, with a special emphasis on the development of reading and listening comprehension as well as speaking skills. Additional attention will be paid to improving students' writing skills. You will be exposed to cultural, historical, and contemporary aspects of the Arabic-speaking world through literary, journalistic, and textbook reading passages, music, videos, advertising, etc. You will practice summarization, description, narration, restatement, and expressing personal feelings and opinions through a variety of writing and speaking tasks.

Course Requisites
- Complete:
  - LAR112 - Elementary Arabic and Culture II

Course Credit
3

LAR212 - Intermediate Arabic Language and Culture II

Course Description
LAR 212 is an intermediate course designed as a continuation of LAR 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

Course Requisites
- Complete 1 of the following
  - Complete:
    - LAR211 - Intermediate Arabic Language and Culture (3)
  - Permission of instructor

Course Credit
3
AVIATION MANAGEMENT

AM201 - Aviation Law
Course Description
This course covers the development of air law including federal and state regulatory functions, rights and liabilities of aviators and operators, rights of third parties on the ground, and passengers in tort and contract cases. It also provides a study of international conventions, agreements, and associations such as the International Civil Aviation Organization.

Course Credit
3

AM205 - Aircraft Operating Economics
Course Description
This course covers the analysis of aircraft operating capabilities, the capital value of aircraft, and the cost of aircraft operation. An emphasis will be placed on identifying the interrelationship between these three factors. Aircraft from the basic general aviation trainers to large commercial transports will be included. Computer applications programs will be used in the analysis and presentation of information.

Course Requisites
- Complete:
  - AE205 - Aircraft Operations (3)

Course Credit
3

AM215 - General Aviation Operations
Course Description
This course provides an in-depth study of the general aviation field, including finances, management, operations and regulations. Major concentration will be placed on the management and administration of a fixed-base operation; the duties and responsibilities of the airport manager; and the managerial considerations in the application of the small airplane in business aviation, aerial photography, agricultural spraying, aircraft sales, financing, and insurance. Guest lecturers are often scheduled.

Course Requisites
- Complete:
  - IT100 - Introduction to Information Technology (3)
  - AM205 - Aircraft Operating Economics (3)

Course Credit
3

AM220 - Airport Operations
Course Description
This course provides an introduction to airport operating practices. Topics will include the history of airport development, landside and airside operations, airport layout, airport equipment, applicable regulations, and the impact of technological advances in air transportation. The course will also introduce students to airport planning, airport finances, managing growth, airport management, and community relations. The course will cover general aviation, regional, and major airports. Field trips may be required.

Course Requisites
- Complete:
  - AE205 - Aircraft Operations (3)

Course Credit
3
AM320 - Air Carrier Operation

**Course Description**

This course covers analysis of the economic and administrative factors involved in airline operations. An emphasis is placed on demand analysis, pricing, route structure, fleet planning and financing. A simulation of airline operations will be used to provide practical insights into the problems faced in managing an airline.

**Course Requisites**

- Complete:
  - AM205 - Aircraft Operating Economics (3)

**Course Credit**

3

AM330 - Business & Corporate Aviation

**Course Description**

This course provides an analysis of the operation of corporate/business flight operations, including administration and operations. Topics include how aviation relates to business and industry; the administrative and fiscal concerns of a flight department; maintenance operations and departmental organization; and aircraft and equipment evaluation.

**Course Requisites**

- Complete:
  - AM205 - Aircraft Operating Economics (3)

**Course Credit**

3

AM340 - Airport & Airspace Capacity Management

**Course Description**

This course provides an analysis of the key elements of airport and airspace capacity. Current techniques for measuring airport and airspace capacity will be examined, including the relationship between delay and capacity, as well as aircraft operating characteristics and airline scheduling practices. The impact of airport development on airspace capacity, including projects such as locating new airports and building new runways at existing airports, will also be explored. The role of federal, state, and local agencies and the private sector will be analyzed in terms of airport/airspace capacity. Computer simulation modeling, such as the FAA’s SIMMOD, will be used in analyzing case studies in airspace and airport capacity and delay.

**Course Requisites**

- Complete all of the following
  - Complete:
    - AE205 - Aircraft Operations (3)
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - AM220 - Airport Operations (3)
    - AT310 - Airspace and Air Traffic Systems (3)

**Course Credit**

3
AM340L - Airport & Airspace Capacity Management

Course Description

This course provides an analysis of the key elements of airport and airspace capacity. Current techniques for measuring airport and airspace capacity will be examined, including the relationship between delay and capacity, as well as aircraft operating characteristics and airline scheduling practices. The impact of airport development on airspace capacity, including projects such as locating new airports and building new runways at existing airports, will also be explored. The role of federal, state, and local agencies and the private sector will be analyzed in terms of airport/airspace capacity. Computer simulation modeling, such as the FAA’s SIMMOD, will be used in analyzing case studies in airspace and airport capacity and delay.

Course Requisites

- Complete all of the following
  - Complete:
    - AE205 - Aircraft Operations (3)
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - AM220 - Airport Operations (3)
    - AT310 - Airspace and Air Traffic Systems (3)
  - Concurrently enroll in:
    - AM340 - Airport & Airspace Capacity Management (3)

Course Credit

1

AM360 - Airport Planning and Management

Course Description

This is an advanced course in the planning, management, and operation of airports. Students will learn to apply fundamental management theory to airports; determine an airport’s capacity and assess the potential for delays; evaluate the environmental impact of an airport; identify the basic components of the National Airspace System and its relationship to airports; apply basic financial management and accounting techniques to airport finances; set airport fees, rates, and charges; understand the process required to obtain capital funding for airport improvements; evaluate and use airport master plans, state airport system plans, and airport layout plans; apply basic principles of terminal design and operations; have a working knowledge of Part 139 of the Federal Aviation Regulations; evaluate the security of an airport; and prepare basic airport emergency response procedures.

Course Requisites

- Complete:
  - AM220 - Airport Operations (3)

Course Credit

3
AM404 - Studies/International Aerospace
Course Description
This is a research course designed to promote a greater awareness of international aerospace issues and the role of aerospace industries in promoting dialogue between nations. International aerospace law, worldwide air transportation growth and the economic factors which compel multi-national risk-sharing ventures in aerospace industries will be among the topics explored.

Course Requisites
- Complete all of the following
  - AM205 - Aircraft Operating Economics (3)
  - AM201 - Aviation Law (3)
- 1 of the following:
  - AM320 - Air Carrier Operation (3)
  - AM330 - Business & Corporate Aviation (3)
  - AM340 - Airport & Airspace Capacity Management (3)

Course Credit
3

AM410 - Trends/Current Problems in Aviation Management
Course Description
This is an honors seminar focusing on contemporary issues, problems, and trends in airline, corporate, and general aviation. Registration is restricted to senior students with a 3.0 CGPA or by permission of the instructor.

Course Credit
3

AM445 - Aviation Policy Seminar
Course Description
Aviation policies are primarily established in Washington, D.C. through the enactment of legislation and the DOT/FAA's rulemaking authority. This course analyzes the process by which that policy is established and how various organizations and individuals can affect the final legislation or rule. The first part of the course involves classroom and research activity on a selected aviation policy issue. The second portion of the course is a seminar, held the first week in January in Washington, D.C. during which the students interact with the policy makers to gain a greater understanding of the policy making process. There are travel, hotel, and meal expenses associated with participation in the seminar.

Course Requisites
- 45 credits.

Course Credit
3

AM480 - Internship in Aviation Management
Course Description
The internship program offers students the opportunity to apply the concepts and principles of aviation management developed in prerequisite courses. It allows the student to link academic principles to practical applications and to develop responsibility, interpersonal and communication skills in a professional, work environment. The course involves extensive participation in an internship at a participating host organization. Department approval of internship description required.

Course Requisites
- Complete all of the following
  - 90 credits.
  - permission of the Internship Coordinator

Course Credit
3
Biology

BIO101 - Principles of Biology
Course Description
Introductory level biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and basic Mendelian genetics. Laboratory exercises (BIO-101L) to follow lecture topics.

Course Credit
3

BIO110 - Introduction to Public Health
Course Description
Introduction to Public Health provides an overview of factors associated with disease affecting populations. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

Course Credit
3

BIO120 - General Biology I
Course Description
General biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and Mendelian genetics. Laboratory exercises (BIO 120L) to follow lecture topics.

Course Credit
3

BIO120L - General Biology I Lab
Course Description
Laboratory course to follow topics presented in BIO 120.

Course Requisites
- Complete:
  - BIO120 - General Biology I (3)

Course Credit
1

BIO121 - General Biology II
Course Description
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.

Course Requisites
- Complete:
  - BIO120 - General Biology I (3)

Course Credit
3
BIO121L - General Biology II Lab
Course Description
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.

Course Requisites
- Complete or concurrently enroll in:
  - BIO121 - General Biology II (3)

Course Credit
1

BIO202 - Field Ornithology
Course Description
BIO 202 is an introduction to the biology of birds and the methods of modern field studies. Emphasis will be on identification, life histories, ecology, behavior, and local species of birds. The course involves a major field component, supported by lectures and demonstrations that explore aspects of bird biology and ecology, such as bird morphology and flight, nesting and reproductive displays, diet and feeding behaviors, song, and migration patterns. Lecture and lab will include demonstrations, discussion, and required Saturday field trips. (BIO 101 or high school biology strongly recommended).

Course Credit
3

BIO210 - Introduction to Anatomy and Physiology
Course Description
Discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO-210L) to follow lecture topics.

Course Credit
3

BIO210L - Anatomy and Physiology Lab
Course Description
Anatomy and Physiology Lab is a counterpart to BIO-210, in which students will examine tissues, bones, muscles and the major organ systems. The laboratory is hands-on and will include use of microscopes, visual representation in models, videos and online dissection.

Course Requisites
- Complete or concurrently enroll in:
  - BIO210 - Introduction to Anatomy and Physiology (3)

Course Credit
1

BIO215 - People, Places, and Plagues
Course Description
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.

Course Credit
3
BIO312 - Zoology
Course Description
This course will discuss the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. Virtual lab exercises and demonstrations will be used to support lecture material.

Course Credit
3

BIO314 - Introductory Botany
Course Description
This course will examine the physiology, genetics, taxonomy, and evolution of plants. Lab exercises, field work, and demonstrations will be used to support lecture material.

Course Credit
3

BIO315 - Ecological Principles and Field Methods
Course Description
This course introduces students to the principles of ecology and practical methods used in the field. Students will explore theoretical topics in the ecological systems including the level of the population, community and ecosystem; energy flow and biogeochemical cycles; and the concept of sustainability. Students will read literature and conduct research projects in the field and will use critical thinking to evaluate research, design studies, present findings and debate on the issues.

Course Requisites
- 1 of the following:
  - ENV101 - Environmental Science (3)
  - ENV219 - Environmental Issues (3)
  - SCI219 - Environmental Issues (3)

Course Credit
3

BIO320 - Neuroscience
Course Description
This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO-210 (Intro to Anatomy and Physiology) before taking BIO-320.

Course Credit
3

BIO325 - Animal Behavior
Course Description
This course will introduce the student to the field of animal behavior. To gain a full understanding of the complexities of this subject, students will study aspects that influence innate behaviors, such as genetics, population biology, evolution and learned behaviors, such as learning theory and cultural transmission. The course examines theoretical and conceptual issues in animal behavior using experiments and case studies to highlight examples. We will focus on many important biological activities such as mating, the role of kinship, cooperation, communication, aggression, and play. In addition to identifying major patterns and processes of animal behavior, we will discuss the observational and experimental techniques used to study behavior and explore the major conceptual models guiding past and current research in this field. The course is offered as an upper level science course aimed at environmental science and psychology majors. No prerequisite is assigned but students are strongly urged to take general biology and introduction to anatomy and physiology prior to the course.

Course Credit
3
BIO330 - Conservation Biology

Course Description

This course will focus on the importance of biodiversity. Currently, we are experiencing an unprecedented loss in species; losing, on average, two species a day. Unlike past mass extinctions humans are largely responsible. Following the Society of Conservation Biology's guidelines for conservation literacy, this course will investigate how we can apply biological principals to reverse trends in species loss. We will focus on case studies to develop our understanding of what maintains, reduces, and restores biodiversity. The course will be organized into three sections: 1) history and value of conservation biology, 2) threats to biodiversity, and 3) approaches to solving conservation problems.

Course Requisites

- Complete 1 of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
    - SCI220 - Energy and Society (3)
  - Permission of instructor

Course Credit

3

BIO340 - Human Health and the Environment

Course Description

This course examines major environmental health problems in industrialized and developing countries, and evaluates possible future approaches to control of these issues. Topics include dose and response to pollutants, agents and vectors of contamination (air, water, and soil), susceptible populations and risk analysis, the scientific basis of policy and decisions, and emerging global health problems.

Course Requisites

- Complete:
  - BIO101 - Principles of Biology (3)
  - ENV101 - Environmental Science (3)

Course Credit

3

Business

BUS205 - Foundations of Business Law

Course Description

Foundations of Business Law acquaints the business-oriented student with the principles of the law of contracts, agency, and business organizations. In addition, tort law, business ethics, and cyberlaw, will be considered. This course is intended to develop an awareness of, and a logical approach to, the legal factors that affect business decision.

Course Requisites

- Complete:
  - ENG200 - Sophomore Seminar (3)
  - SB105 - Integration & Application of Business II (2)

Course Credit

2
BUS206 - Business Law I  
**Course Description**  
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.

**Course Requisites**  
- Complete:  
  - ENG200 - Sophomore Seminar (3)

**Course Credit**  
3

BUS303 - Foundations of Business Law II  
**Course Description**  
Business Law II continues the studies from Business Law I, and acquaints the business-oriented student with the principles of the law of sales, agency, bankruptcy, creditor's rights and business organizations. This course is intended to develop an awareness of, and a logical approach to the legal factors that affect business decisions.

**Course Requisites**  
- 1 of the following:  
  - BUS205 - Foundations of Business Law (2)  
  - BUS206 - Business Law I (3)

**Course Credit**  
2

BUS307 - Business Law II  
**Course Description**  
The study begun in Business Law I continues as the topics of commercial paper, real and personal property, creditors' rights and bankruptcy, agency, business organizations, estate planning and government regulation of business are explored.

**Course Requisites**  
- Complete:  
  - BUS206 - Business Law I (3)  
  - BUS205 - Foundations of Business Law (2)

**Course Credit**  
3

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**Certificate of Advanced Graduate Study**

CAGS507 - Leadership for Learning  
**Course Description**  
This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Learners will study effective instructional practices, levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

**Course Credit**  
3
CAGS508 - Effective Management  
**Course Description**  
This course offers a study of the leadership, management, and safe operations of a school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities related to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

**Course Credit**  
3

CAGS550 - Educational Assessment  
**Course Description**  
This course focuses on the forms and appropriate use of educational assessment. Students construct and administer an assessment tool to elementary/secondary students and then analyze the resultant data. Students examine the use of assessment at the individual, class, and school levels, particularly the New Hampshire statewide assessment and published norm-referenced tests used in the special education placement process. This course examines a variety of assessment techniques for evaluating and documenting student performance and toward desired outcomes.

**Course Credit**  
3

CAGS554 - The Development of a Mission, Vision and Goals  
**Course Description**  
This course will focus on the knowledge, skills, abilities and dispositions principals need to facilitate the process of developing a school's vision, mission, and goals. Learners will discuss how to meet personalized state expectations, state standards, the community and school expectations, and the needs of the students through and inclusive process. Different processes for meeting the demands of the articulated vision, mission, and goals will be researched and discussed. All learners will have the opportunity to create a process to simulate how they would engage people in this process and insure that the vision, mission, and goals are articulated in a way that the school can meet the challenge of increasing student achievement in a personalized way.

**Course Credit**  
3

CAGS590 - Process and Communication Skills  
**Course Description**  
This course will present principals with concepts, skills, and abilities that foster effective decisions and communication protocols. It will help principals decide which processes to use and when. It will also provide insight and opportunities for principals to select the best communication devices that are most effective for specific situations.

**Course Credit**  
3

CAGS604 - Leading the Collaborative School  
**Course Description**  
This course requires the principle to gain the knowledge, skills, and abilities to facilitate a process in the building that is highly collaborative and inclusive of all staff members. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Learners will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

**Course Credit**  
3
CAGS608 - The Curriculum, Instruction and Data Continuum

**Course Description**

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collect data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

**Course Credit**

3

CAGS610 - School Law

**Course Description**

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision-making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

**Course Credit**

3

CAGS656 - The Reflective Leader

**Course Description**

This course will allow principals to develop the knowledge, skills, and abilities to reflecting on their behaviors and how to match appropriate leadership behaviors to successfully process and the implement new programs or goals. It will also allow principals to reflect on their current behaviors and how their current behaviors will either positively affect their success or how their behaviors must change in order for them to be effective educational leaders.

**Course Credit**

3

CAGS670 - Leading Creativity and Innovation

**Course Description**

This course will support the development of the knowledge, skills, and abilities of the principal to open up the culture to individuals and groups to work that is both creative and innovative in ways that improve student academic success and their behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools.

**Course Credit**

3

CAGS680 - Teacher Support, Monitoring and Accountability

**Course Description**

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader’s ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Last we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

**Course Credit**

3
CAGS739 - Action Research in Curriculum and Instruction I
Course Description
Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student’s instructor. This course is one of the capstones of Curriculum Instruction.

Course Credit
3

CAGS740 - Action Research in Curriculum and Instruction II
Course Description
Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student’s instructor. This course is one of the capstones of Curriculum Instruction.

Course Requisites
- Complete:
  - CAGS739 - Action Research in Curriculum and Instruction I (3)

Course Credit
3

CAGS789 - Action Research in Leadership I
Course Description
Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student’s instructor. This course is one of the capstones of Educational Leadership.

Course Requisites
- Complete:
  - CAGS789 - Action Research in Leadership I (3)

Course Credit
3

CAGS790 - Action Research in Leadership II
Course Description
Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student’s instructor. This course is one of the capstones of Educational Leadership. It follows CAGS 789 Action Research I
Course Requisites
- Complete:
  - CAGS789 - Action Research in Leadership I (3)

Course Credit
3
CHM101 - Fundamentals of Chemistry  
**Course Description**  
An introductory, general education course for the non-science major emphasizing the contribution of chemistry in our everyday lives. This course will enable students to look at various aspects of the world around them through the lens of chemistry. It will introduce basic concepts and applications of chemistry as well as chemical topics and their relationship to matters of societal concern.  

**Course Credit**  
3

CHM120 - General Chemistry I  
**Course Description**  
First semester of a one-year sequence covering the basic principles of chemistry. Topics include atomic and molecular theory and structure, the chemical and physical behavior of gases, liquids, solids, and solutions; chemical bonding; chemical equations and thermochemistry.  

**Course Requisites**  
- Concurrently enroll in:  
  - CHM120L - General Chemistry I Lab (1)

**Course Credit**  
3

CHM120L - General Chemistry I Lab  
**Course Description**  
This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems associated with the subject matter of CHM 120 - College Chemistry I.  

**Course Requisites**  
- Concurrently enroll in:  
  - CHM120 - General Chemistry I (3)

**Course Credit**  
1

CHM121 - General Chemistry II  
**Course Description**  
Second semester of a one-year sequence covering the basic principles of chemistry. Topics include chemical equilibria; acid-base chemistry; electrochemistry; kinetics and nuclear chemistry.  

**Course Requisites**  
- Complete all of the following  
  - Complete:  
    - CHM120 - General Chemistry I (3)  
  - Concurrently enroll in:  
    - CHM121L - General Chemistry II Lab (1)

**Course Credit**  
3
CHM121L - General Chemistry II Lab

Course Description
This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems around the subject matter of CHM 121 - College Chemistry II.

Course Requisites
- Complete:
  - CHM121 - General Chemistry II (3)

Course Credit
1

CHM200 - Environmental Chemistry

Course Description
This course explores how the origin, reactivity, and fate of chemical compounds in both natural and polluted environments shapes the environmental impacts of a full range of agricultural, energy-related, manufacturing, waste disposal, and other human activities. By using the fundamental principles of chemistry as a lens through which to explore the environmental impacts of these activities, students acquire an in-depth understanding of how humanity is reshaping the chemical composition of the atmosphere, hydrosphere, and lithosphere, and greater insight into the many threats posed by these changes to both ecosystems and human health.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - ENV219 - Environmental Issues (3)
    - SCI219 - Environmental Issues (3)
  - Complete:
    - CHM101 - Fundamentals of Chemistry (3)

Course Credit
3

CHM210 - Organic Chemistry

Course Description
This one-semester course serves to introduce the major concepts in organic chemistry. Topics are abundant and include: chemical bonds, Lewis structures, formal charge, functional groups, conformations of molecules, physical properties (melting, boiling, solubility) in relation to structure, and stereochemical concepts.

Course Requisites
- Complete:
  - CHM120 - General Chemistry I (3)
  - CHM121 - General Chemistry II (3)

Course Credit
3

Communication

COM126 - Introduction to Mass Communication

Course Description
This communications survey course covers mass media, culture, and society. The course focuses on how and why the US media operate as they do, as well as on how media performance might be improved.

Course Credit
3
COM128 - Language and Practice of Media Arts  
Course Description  
This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation. Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.  
Course Credit  
3

COM212 - Public Speaking  
Course Description  
This course is designed to help students develop abilities, including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. May not be used as literature elective.  
Course Credit  
3

COM220 - Intercultural Communication  
Course Description  
In a time of increasing globalization it is important to understand how communication differs in other cultures. This course is designed to expose students to a variety of different cultures through organizational and business communication. Students will study specific countries each semester and learn successful communication strategies for each culture through lectures, panel discussions/guest speakers, and a variety of individual and group projects.  
Course Credit  
3

COM227 - Public Relations  
Course Description  
This course introduces students to the theory and practice of public relations in the United States. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their publics.  
Course Requisites  
- 1 of the following:  
  - ENG121 - College Composition II (3)  
  - ENG200 - Sophomore Seminar (3)  
Course Credit  
3

COM230 - Graphics and Layout in Print Media  
Course Description  
This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises; special topics included are: designing with type, layout strategies, logo design, symbol and pictogram development and stationery systems.  
Course Credit  
3
COM232 - Desktop Publishing

Course Description

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.

Course Requisites

- Complete:
  - COM230 - Graphics and Layout in Print Media (3)

Course Credit

3

COM235 - Introduction to Journalism

Course Description

This writing practicum introduces students to writing for print and electronic media under deadline. Gathering information by using records, documents, observation, interviewing, and the Internet. Emphasis on library resources, electronic databases, and current events. Basic style and editing based on AP Stylebook and Libel Manual and AP Broadcast News Handbook.

Course Requisites

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit

3

COM237 - Journalism Practicum

Course Description

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.

Course Credit

1 - 6

COM238 - Radio Practicum

Course Description

Students have the opportunity to participate in the university radio station, Radio SNHU, as on-air disc jockeys, on the governing board, or both. Students interested in receiving credits for this experience must present portfolios of their work. The Department of Communications in association with the station's faculty advisor/s assigns credits.

Course Credit

0 - 2
COM244 - Digital Video Production: Level I

Course Description

This course introduces the student to video aesthetics, and techniques, as well as providing students with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition. Skills covered in the class will include the fundamentals of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects.

Course Credit

3

COM305 - Digital Documentary Photography

Course Description

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students’ ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student’s progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Course Requisites

- Complete:
  - FAS226 - Digital Photography (3)

Course Credit

3

COM310 - Social Media

Course Description

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.

Course Requisites

- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit

3
COM320 - Exploring World Cultures/Mass Media  
Course Description  
This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive Internet research, personal interviews, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will consist of brief lectures, discussion, viewing of media, and in-class research and projects.

Course Requisites  
♦ Complete all of the following  
  ◆ 1 of the following:  
    ■ COM126 - Introduction to Mass Communication (3)  
    ■ COM128 - Language and Practice of Media Arts (3)  
  ◆ 1 of the following:  
    ■ ENG121 - College Composition II (3)  
    ■ ENG200 - Sophomore Seminar (3)

Course Credit  
3

COM322 - Advanced Public Speaking  
Course Description  
This course provides students with the skills to produce effective oral presentations in professional contexts. The course includes formal individual speeches as well as interactive and group presentations. It is run as a seminar to provide students with experience as moderators.

Course Requisites  
♦ 1 of the following:  
  ◆ COM212 - Public Speaking (3)  
  ◆ ENG200 - Sophomore Seminar (3)

Course Credit  
3

COM337 - Journalism Practicum II  
Course Description  
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.

Course Requisites  
♦ Complete:  
  ◆ COM237 - Journalism Practicum (1 - 6)

Course Credit  
1 - 6
COM340 - Writing for Public Relations  
Course Description  
Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.  
Course Requisites  
- 1 of the following:  
  - ENG121 - College Composition II (3)  
  - ENG200 - Sophomore Seminar (3)  
Course Credit  
3  

COM344 - Digital Video Production: Level II  
Course Description  
Students will continue gaining hands-on production experience and will increase their knowledge of video theory, aesthetics, and techniques. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on writing, lighting, sound design, directing, editing, and production management. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce creative projects individually and in groups.  
Course Requisites  
- Complete:  
  - COM244 - Digital Video Production: Level I (3)  
Course Credit  
3  

COM345 - Animation and Visual Effects  
Course Description  
This hands-on technical course provides training for the use of Adobe After Effects, the industry standard software utilized for animation, visual effects, and motion graphics in film, video, multimedia, and the Web. Students will be attending lectures and technical demonstrations, viewing various After Effects creations, completing exercises, and producing short projects with After Effects. Given the breadth of possibilities open to the After Effects artist we will focus our efforts on learning the objectives listed below.  
Course Requisites  
- Complete:  
  - GRA220 - Introduction to Digital Imaging (3)  
Course Credit  
3  

COM430 - Organizational Communications  
Course Description  
This course gives students the opportunity to develop skills, knowledge, and philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication, interpersonal relationships within organizations, and dealing with the future and change.  
Course Requisites  
- Complete:  
  - COM212 - Public Speaking (3)  
Course Credit  
3
COM448 - Media Ethics and Law  
**Course Description**  
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.

**Course Credit**  
3

COM452 - Public Relations Campaign Planning Seminar (Capstone)  
**Course Description**  
This capstone course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client.

**Course Requisites**  
- Complete:  
  - COM227 - Public Relations (3)  
  - COM340 - Writing for Public Relations (3)

**Course Credit**  
3

COM454 - Documentary Video Production  
**Course Description**  
This advanced-level course combines the study of the documentary genre with hands-on documentary video production. Through film viewings, readings, and discussions, students will explore the issues and obstacles that have faced documentary filmmakers through the years. They will then explore these issues through their own creative practice in the documentary genre. Students will write and defend documentary project proposals, and will work in groups and individually on documentary projects.

**Course Requisites**  
- Complete:  
  - COM244 - Digital Video Production: Level I (3)

**Course Credit**  
3

COM455 - Commercial Video Production  
**Course Description**  
This advanced level, hands-on course provides additional technical training for video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Topics could include electronic field production (EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintaining production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry. Students will be attending lectures and technical demonstration, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects.

**Course Requisites**  
- Complete:  
  - COM244 - Digital Video Production: Level I (3)

**Course Credit**  
3
Community Economic Development

CED891 - Doctoral Continuation
Course Description
CED891 is a required doctoral continuation registration for all doctoral students who have completed comprehensives, and are supervised by a dissertation committee chair. CED891 registration is under the student's dissertation committee chair, who monitors timely progress of dissertation research. Students generally register for doctoral continuation prior to their dissertation defense.

Course Credit
3

CED895 - Doctoral Dissertation
Course Description
CED 895 is the final required doctoral dissertation defense registration. PhD candidates registering for CED 895 have substantially completed their dissertation research supervised by a Dissertation Committee Chair, and are deemed ready to present and defend their dissertation by their Dissertation Committee. CED 895 is registered under the PhD candidate's Dissertation Committee Chair the semester that the dissertation defense hearing is planned.

Course Requisites
- Complete:
  - CED890A - CED Dissertation Sem I: Research Question
  - CED890B - CED Dissertation Seminar II: Literature Review
  - CED892 - Advanced Dissertation Seminar I
  - CED893 - Advanced Dissertation Seminar II

Course Credit
3

Community Mental Health

PCMH600 - Overview of Clinical MH & SA Counseling
Course Description
In this course, students gain an understanding of the foundations of clinical mental health counseling, the people served, and the history and current state of public and private systems of care. One focus is an understanding of co-occurring mental health and addictive disorders, across the lifespan, and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging issues in mental health counseling, policy and practice in behavioral health and integrated health care; current approaches to prevention, comprehensive treatment and support; the impact of managed care; community-building, education, 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.

Course Credit
3

PCMH605 - Measurement & Testing
Course Description
This course provides an overview of the principles and practice of measurement and testing in clinical mental health and addiction counseling. Students gain an understanding of the major theories underlying different approaches to psychological testing, and the ethical, cultural, and developmental issues involved in measurement. This course focuses on selecting clinical measures for gathering information, understanding the statistical concepts involved, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and interpreting the results to inform diagnostic and intervention processes. Students gain familiarity with major measurement techniques for children and adults in the areas of intelligence and educational testing, personality assessment, and vocational and aptitude testing. Included are discussions of strength-based measures, as well as assessment of abuse and other risks.

Course Credit
3
PCMH610 - Helping Relationships & Clinical Clinical Counseling Techniques  
**Course Description**  
Students gain an understanding of the clinical mental health counseling process, from engagement to assessment, intervention, and evaluation. The focus is on the development of culturally relevant 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. Areas covered include: ethical considerations, values clarification; evidence-based helping strategies; working with natural supports.  

**Course Credit**  
3

PCMH615A - Practicum (seminar and Field Experience)  
**Course Description**  
Students complete a 100-hour practicum, divided into two sections. The seminar involves skills based practice, primarily in the areas of introductory counseling skills, self reflection and diagnosis and assessment. The field experience consists of at least 40 hours of direct service to actual clients.  

**Course Credit**  
0.5

PCMH615B - Practicum (seminar and Field Experience)  
**Course Description**  
Students complete a 100-hour practicum, divided into two sections. The seminar involves skills based practice, primarily in the areas of introductory counseling skills, self reflection and diagnosis and assessment. The field experience consists of at least 40 hours of direct service to actual clients.  

**Course Credit**  
0.5

PCMH616 - Additional Practicum  
**Course Description**  
Students complete an additional 100 to 300-hours of practicum, in basic counseling skills, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the practicum supervisor. PCMH faculty provide supervision for the practicum process, individual and group instruction for the students, and serve as liaison to the field sites. A minimum of 100 hours is required per credit. The number of hours and credits are outlined in the practicum learning contract. Offered on a pass/fail basis only.  

**Course Requisites**  
- Complete:  
  - PCMH615A - Practicum (seminar and Field Experience)  
  - PCMH615B - Practicum (seminar and Field Experience)

**Course Credit**  
1 - 3

PCMH621 - Treatment Planning in Clinical MH & SA Counseling  
**Course Description**  
This course focuses on person-centered, recovery-oriented treatment planning, for clinical mental health and addictions counselors. It includes an understanding of the diagnosis and assessment process and how an understanding of mental health and addictive disorders influences the treatment planning process. It also addresses an individualized, strength-based approach, understanding and outreach to natural supports and community resources, and the importance of communication, documentation, and personal and community involvement in designing effective approaches to prevention, treatment and support.  

**Course Credit**  
3
PCMH635 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family  
Course Description

This course is focused on commonly used treatment modalities with children, adolescents, and families, that can be used in a variety of settings. An emphasis is placed on understanding family systems and family-based approaches. Treatment modalities include: Behavior and Cognitive Behavior Therapy, Solution Focused Therapy, and Narrative Therapy. Students will learn the theoretical framework and assumptions for each approach, therapeutic techniques associated with each intervention, how each therapeutic approach can be used for specific mental health (i.e. depression, anxiety, ADHD, conduct disorders) and addictive disorders, cultural and developmental considerations, and the existing research on such practices. Students will have opportunities to practice these clinical skills in class and discuss how to apply these practices with children and families in their internship settings.

Course Credit
3

PCMH636 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family)  
Course Description

This course is the second of two clinical classes on specialized interventions with children, adolescents and families. The course will offer techniques for working with children, families and the general community during times of individual, family or community crisis (mental health or health crisis, accident, death, etc.). It will focus on the youth and families in crisis in the context of the natural community and the mental health systems of care. It will review the history and theory of crisis interventions, proactive planning for individual youth before the crisis occurs or reoccurs and risk assessment strategies. Other specific topics of focus will include: intervention in complex cases, trauma-informed care, self-harm/suicide, violence, and natural or human caused disasters. Strategies for assessment, planning, and intervention will emphasize family members as partners, solution and strength based treatment planning and interventions, natural and community based supports.

Course Credit
3

PCMH645 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult  
Course Description

This course will build a clinical and practical foundation for intervening with adults who have co-occurring mental health and addictive disorders. Essential epidemiological, etiological, assessment, and evidence-based and promising treatment modalities will be covered (e.g. Cognitive Behavioral Therapy, IDDT). Topics will include integrated mental health, addictions and primary health care, family-involvement, involuntary interventions, and treatment modalities for young adults.

Course Credit
3

PCMH646 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult)  
Course Description

This course is the second of two clinical classes on specialized interventions with adults. This course will integrate empirical and functional aspects of the therapeutic process when intervening with individuals who have co-occurring mental health and addictive disorders. Students will learn to employ core clinical interventions and treatment modalities for people with complex issues, including Dialectical Behavior Therapy and other specialized approaches. The course also will offer techniques for working with people during times of individual, family or community crisis (mental health or health crisis, accident, death, etc.). The complexity and heterogeneity of co-occurring disorders will be closely examined. There will be a special emphasis on how an individual’s experience of trauma complicates clinical work. Unique ethical and boundary issues will be addressed.

Course Credit
3
PCMH650A - Internship I  
**Course Description**  
Students complete a 300-hour clinical internship, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. 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.

**Course Requisites**  
- 1 of the following:
  - PCMH615A - Practicum (seminar and Field Experience)  (0.5)
  - PCMH615B - Practicum (seminar and Field Experience)  (0.5)

**Course Credit**  
1.5

PCMH650B - Internship II  
**Course Description**  
Students complete a 300-hour clinical internship, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. 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.

**Course Requisites**  
- 1 of the following:
  - PCMH615A - Practicum (seminar and Field Experience)  (0.5)
  - PCMH615B - Practicum (seminar and Field Experience)  (0.5)

**Course Credit**  
1.5

PCMH662A - Internship II  
**Course Description**  
Students in the Master’s program complete a second 300 hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. 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.

**Course Requisites**  
- Complete all of the following
  - 1 of the following:
    - PCMH615A - Practicum (seminar and Field Experience)  (0.5)
    - PCMH615B - Practicum (seminar and Field Experience)  (0.5)
  - 1 of the following:
    - PCMH650A - Internship I  (1.5)
    - PCMH650B - Internship I  (1.5)

**Course Credit**  
1.5
PCMH662B - Internship II

Course Description

Students in the Master’s program complete a second 300 hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. 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.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - PCMH615A - Practicum (seminar and Field Experience) (0.5)
    - PCMH615B - Practicum (seminar and Field Experience) (0.5)
  - 1 of the following:
    - PCMH650A - Internship I (1.5)
    - PCMH650B - Internship I (1.5)

Course Credit

1.5

PCMH665 - Program Evaluation and Systems Research

Course Description

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.

Course Credit

3

PCMH666 - Professional Counseling Orientation & Ethics

Course Description

This course covers significant practice-based challenges for clinical mental health and substance abuse counselors. The course includes a review of ethical standards and guidelines that have been developed by various helping professions, focusing on clinical mental health counseling as well as addiction counseling. It examines common tensions, polarities, practical implications 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. Specific topics include credentialing in students’ respective states, HIPAA and 42CFR 2. Through discussion, role play, real-time case examples and guest speakers, students deepen their understanding and commitment to the multiple roles of counselors in a multiagency, interdisciplinary context.

Course Credit

3

PCMH670 - Organizational Leadership & System Change

Course Description

This course explores aspects of the leadership and management role within mental health and counseling organizations. It provides an introduction to such topics as personal management and self-awareness, staff and clinical supervision, organizational dynamics/change/leadership, and managed care. It examines the research on community and systems change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches. Students learn the consultation skills critical to promoting collaboration and change in organizations and communities, and complete a project which integrates the research literature with practical applications and action strategies in this area.

Course Credit

3
PCMH671 - Special Topics, Mental Health Counseling for Children and Families

Course Description
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.

Course Credit
3

PCMH673 - Mental Health Counseling for Adults

Course Description
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.

Course Credit
3

PCMH674 - Special Topics, Mental Health Substance Use Counseling

Course Description
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.

Course Credit
3

PCMH675 - Mental Health, Addictions and Family Systems

Course Description
There are three emphases in this course. One is on an understanding of family systems and family-based approaches to treatment, including issues related to culture and ethnicity, the impact of domestic violence, effects specific to very young children, and so forth. The second is on a thorough understanding of addictive disorders across the lifespan, including system and community issues, such as how to address cross-social service system treatment barriers, and community education and mobilization. The third is on specific interventions for youth who are abusing substances, for example, strategies for providing intensive treatment options in the community, developing prosocial behaviors, safe detox for adolescents, and the legal issues which affect minors (e.g. differences in age of consent for mental health and substance abuse treatment, involuntary treatment issues).

Course Credit
3

PCMH676 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan

Course Description
Students gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders, and their actions and side effects, as well as basic medical problems for which referrals should be made. Issues specific to children and youth, adults and elders are addressed. This course also covers the physiology of addictions and the effects and prevalence of the major addictive substances of abuse. Students develop an understanding of withdrawal symptoms and detox protocols Educating individuals and their families on medication benefits and side effects is emphasized.

Course Credit
3
PCMH677 - Special Topics, Management and Policy  
**Course Description**  
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.  

**Course Credit**  
3

PCMH680 - Diagnosis, Assessment & Psychopathology  
**Course Description**  
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.  

**Course Credit**  
3

PCMH682 - Human Growth & Development  
**Course Description**  
This course offers a review of significant research findings and theories about human development and transitions across the lifespan. The emphasis is on building a multidimensional framework for understanding development processes and dynamics, while addressing the impact of predictable challenges as well as traumatic events over the lifespan. Emphasis is placed on the interplay of biological, cognitive, social, and cultural factors associated with both normal and abnormal development.  

**Course Credit**  
3

PCMH683 - Group Process  
**Course Description**  
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.  

**Course Credit**  
3

PCMH685 - Social and Cultural Foundations  
**Course Description**  
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.  

**Course Credit**  
3
PCMH686 - Career and Lifestyle Development  
**Course Description**  
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.

**Course Credit**  
3

PCMH687 - Marriage and Family Therapy  
**Course Description**  
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.

**Course Credit**  
3

PCMH688 - Clinical Counseling Theories  
**Course Description**  
This course provides students with an overview of several formal theories of clinical mental health counseling and psychotherapy, including implications for research and practice. Many of the major theories are discussed, such as Psychodynamic, Humanistic, Experiential and Behavioral. Focus is on the theories' historic and functional connection to specific approaches, such as CBT, REBT, Solution-Focused and Narrative. Family Systems approaches are discussed as well. Course involves multiple modalities, including case-study reviews and skill-based applications

**Course Credit**  
3

PCMH689 - Early Childhood and Infant Mental Health  
**Course Description**  
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.

**Course Credit**  
3

PCMH690A - Master's Project  
**Course Description**  
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.

**Course Credit**  
1

PCMH690B - Master's Project  
**Course Description**  
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.

**Course Credit**  
1
PCMH692 - Elders: Mental Health and Addictions

Course Description

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 as 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.

Course Credit

3

Computer Science

CS111 - Discrete Mathematics I

Course Description

In this course propositional and predicate calculi are developed formally and then extended to develop a theory of sets. Relation theory, along with the formal specification language Z, is introduced with relations between two distinct sets. Partial functions are defined as constrained relations and total, one-to-one, and onto functions are defined as further constrained partial functions.

Course Requisites

- Complete:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

Course Credit

3

CS112 - Discrete Mathematics II

Course Description

Using the logic introduced in Discrete Mathematics I, this course continues to develop theories in the areas of integers, mathematical induction, partial orders and equivalence relations, Hoare logic, number theory, sequences, and combinatorics.

Course Requisites

- 1 of the following:
  - CS111 - Discrete Mathematics I (3)
  - MAT230 - Discrete Mathematics (3)

Course Credit

3

CS113 - Introduction to Programming

Course Description

A modern programming language is used to introduce conditional and iterative control structures, subprograms and parameter passing, arrays and records, dynamic memory allocation and linked lists, and recursion. In the required laboratory, students will write programs which exercise these language features.

Course Credit

3
CS113L - Intro to Programming Lab  
**Course Description**  
A modern programming language is used to introduce conditional and iterative control structures, subprograms and parameter passing, arrays and records, dynamic memory allocation and linked lists, and recursion. In the required laboratory, students will write programs which exercise these language features.  

**Course Requisites**  
- Complete or concurrently enroll in:  
  - CS113 - Introduction to Programming (3)  

**Course Credit**  
1

CS114 - Intro to Software Engineering  
**Course Description**  
The software life cycle is introduced, shifting emphasis away from programming as the primary activity of the software engineer and towards requirements analysis, specification, documentation, testing, verification, and validation. In the required laboratory, students will develop a software simulation of a game using graphics which is required to run successfully.  

**Course Requisites**  
- Complete all of the following  
  - Complete:  
    - CS113 - Introduction to Programming (3)  
  - Complete or concurrently enroll in:  
    - CS114L - Introduction to Software Engineering Lab (1)  

**Course Credit**  
3

CS114L - Introduction to Software Engineering Lab  
**Course Requisites**  
- Complete or concurrently enroll in:  
  - CS114 - Intro to Software Engineering (3)  

**Course Credit**  
1

CS203L - Sophomore Software Engineering Lab I  
**Course Description**  
This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.  

**Course Requisites**  
- Complete:  
  - CS114 - Intro to Software Engineering (3)  

**Course Credit**  
2
CS204L - Sophomore Software Engineering Lab II
Course Description
This course is a continuation of CS203L. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

Course Requisites
- Complete:
  - CS203L - Sophomore Software Engineering Lab I (2)

Course Credit
2

CS217 - Data Structure and Algorithms
Course Description
Students are individually responsible for the formal specification, design, implementation and proof of correctness of the abstract data type sets, bags, functions, sequences, stacks, queues, and strings. Special emphasis will be given to searching and sorting algorithms.

Course Requisites
- Complete:
  - CS114 - Intro to Software Engineering (3)

Course Credit
3

CS218 - Data Structure and Algorithms II
Course Description
Students are individually responsible for the design, formal specification, implementation, and proof of correctness of the abstract data types, trees and graphs. Special emphasis will be given to graph algorithms.

Course Requisites
- Complete:
  - CS217 - Data Structure and Algorithms (3)

Course Credit
3

CS219 - Computer Architecture I
Course Description
Computer architecture and organization are covered including instruction set design, floating point and integer arithmetic operations, number representations, datapath design, pipelining, control flow, memory hierarchy, caches, virtual memory and input/output. Students are introduced to a variety of commercial architectures such as x86 and ARM.

Course Requisites
- Complete:
  - CS114 - Intro to Software Engineering (3)

Course Credit
3
CS231 - Database Systems  
**Course Description**  
This course will give the student an overview of application development using data base management systems (DBMS). Conceptual database design, data modeling and data normalization will be presented and practiced. Structured query language (SQL) will also be practiced using MySQL or a similar tool. Relational databases will be examined, with an emphasis on those found in PC networks with client-server applications. Topics include: the rationale for using databases, the history of databases, logical definition and structure for efficient access, physical definition of the data, using SQL and QBE (query by example) to access databases, data security and backup strategies.

**Course Requisites**  
- Complete:
  - CS113 - Introduction to Programming (3)

**Course Credit**  
3

CS238 - UNIX Programming  
**Course Description**  
This course covers UNIX/Linux commands and utilities including file manipulation, program execution and control. A brief introduction to Bourne and Korn shell programming is included. Proficiency in applying new skills is reinforced with extensive hands on exercises.

**Course Credit**  
3

CS303L - Junior Software Engineering Lab I  
**Course Description**  
This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The class works in groups on a large product using the Scrum software engineering framework. At the end of the first semester students should complete the "Concept" phase of the Product with a working prototype. The same Concept is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

**Course Requisites**  
- Complete:
  - CS218 - Data Structure and Algorithms II (3)

**Course Credit**  
2

CS304L - Junior Software Engineering Lab II  
**Course Description**  
This course is the second of a two-semester sequence. In the first semester students apply group-based software engineering methodologies to a large project. In the second semester students continue developing group-based software engineering concepts but specifically focus on individual software engineering concepts such as software testing, object-oriented design, design patterns, and code optimization. The first semester prototype is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

**Course Requisites**  
- Complete:
  - CS303L - Junior Software Engineering Lab I (2)

**Course Credit**  
2
CS312 - Algorithms

Course Description

Basic algorithmic analysis and strategies are explored along with fundamental computing algorithms. Connections between regular languages and finite automata, context-free languages and pushdown automata, and Turing machines and computation are established. The complexity classes P and NP will also be introduced.

Course Requisites

- Complete:
  - CS112 - Discrete Mathematics II (3)
  - CS218 - Data Structure and Algorithms II (3)

Course Credit

3

CS317 - Computer Networks

Course Description

This course provides an in-depth overview of the field of data communications and its impact on information systems. Various types of equipment will be examined along with protocols and architectures offered by major vendors. Distributed system issues as well as local area network solutions are discussed.

Course Requisites

- Complete:
  - CS219 - Computer Architecture I (3)

Course Credit

3

CS321 - Programming Language Concepts

Course Description

The history of computing as well as an overview of programming languages will be presented. Students will be introduced to the formal definition of programming languages including specification of syntax and semantics. Scope of declarations, storage allocations, binding time, and recursive procedures will be examined in several different programming languages.

Course Requisites

- Complete:
  - CS114 - Intro to Software Engineering (3)

Course Credit

3

CS328 - Embedded Systems

Course Description

This course examines key aspects of embedded system design including microcontroller selection, assembly-language programming, the use of higher-level languages for system development, interfacing, transducers, and key supporting analog circuits.

Course Requisites

- Complete:
  - CS219 - Computer Architecture I (3)

Course Credit

3
CS361 - Computer Software and Operating Systems

Course Description

This course explores the major components of an operating system. Topics covered include processes, threads, mutual exclusion and synchronization, deadlock and starvation, memory management, virtual memory, scheduling on single and multiprocessors, I/O management and scheduling, and file systems.

Course Requisites

- Complete all of the following
  - Complete:
    - CS218 - Data Structure and Algorithms II (3)
    - CS219 - Computer Architecture I (3)
  - 1 of the following:
    - CS328 - Embedded Systems (3)
    - IT251 - Introduction to Unix/Linux Operating System (3)

Course Credit

3

CS409 - 3D Game Programming

Course Description

This course focuses on 3D game programming using C++ and Unreal Engine. Game play, game loops, lighting, cameras, translation, rotation, movement, 3D physics, state machines, game artificial intelligence, object pooling and performance optimization techniques are covered through the implementation of a series of 3D games.

Course Requisites

- Complete:
  - CS218 - Data Structure and Algorithms II (3)

Course Credit

3

CS411 - Artificial Intelligence

Course Description

This course provides an introduction to the theories, methods and problems of AI. Knowledge representation, natural language processing, computer vision, neural networks, path finding (A*, navigation meshes) and machine learning will be covered. Discussion of concepts such as intelligence, cognition, personality, and the Winograd/Turing test will be addressed. Practical implementations will be explored in the context of game AI. Prerequisite: CS-218

Course Requisites

- Complete:
  - CS218 - Data Structure and Algorithms II (3)

Course Credit

3
CS413 - Software Engineering Project I  
Course Description
This course is the first part of a two semester sequence. Students will apply the theoretical principles of software engineering to a major software project. The project will be carried through the SDLC from problem definition to implementation with the course evaluation based on deliverables. This two course sequence may be in lieu of a computer science internship.

Course Requisites
- Complete:
  - CS304L - Junior Software Engineering Lab II (2)

Course Credit
3

CS414 - Software Engineering Project II  
Course Description
This course is a continuation of CS413. Students will apply the theoretical principles of software engineering to a major software project. The project will be carried through the SDLC from problem definition to implementation with the course evaluation based on deliverables. This two course sequence may be in lieu of a computer science internship.

Course Requisites
- Complete:
  - CS413 - Software Engineering Project I (3)

Course Credit
3

CS425 - Systems Architecture  
Course Description
An examination of the relationship between hardware and software. The compiler writer's viewpoint as well as the architect's viewpoint are analyzed in various areas, including instruction set design and addressing modes. Advanced topics in operating systems, especially interrupt mechanisms, memory management and processor management are also discussed. Various commonly used architectures will be compared.

Course Requisites
- Complete:
  - CS361 - Computer Software and Operating Systems (3)

Course Credit
3

CS427 - Computer Graphics  
Course Description
This course introduces the basic concepts and algorithms of three-dimensional interactive computer graphics. Topics include projection, vertex arrays, buffer objects, color perception, clipping, 2D/3D transformations, animation, culling, quaternions, convexity, interpolation, 3D surfaces, lighting, shading, texture mapping, pixel manipulation, and special effects. Practical implementation of the topics are realized with OpenGL programming and GLSL shader programming.

Course Requisites
- Complete:
  - CS218 - Data Structure and Algorithms II (3)
  - MAT350 - Applied Linear Algebra (3)

Course Credit
3
CS435 - Advanced Computer Graphics/Algorithms

Course Description
This course will examine theories of advanced graphics techniques used to aid research methods. Applied and theoretical algorithms including plotting of directed and undirected graphs with and without cycles, clustering algorithms, automatic layout techniques, graphics compression, and other research algorithms will be covered. Students will first understand theory and then program implementations of the graphical algorithms and concepts.

Course Requisites
- Complete:
  - CS427 - Computer Graphics (3)

Course Credit
3

CS445 - Computer Science Internship

Course Description
This course provides students with the opportunity to work with a company in the software engineering field. It allows the student to link academic principles to practical applications and to develop responsibility, and interpersonal and communication skills. Department approval of internship description required.

Course Requisites
- Complete or concurrently enroll in:
  - CS304L - Junior Software Engineering Lab II (2)

Course Credit
3 - 6

CS490 - Computer Science Internship

Course Description
This course provides students with the opportunity to work with a company in the software engineering field. It allows the student to link academic principles to practical applications and to develop responsibility, and interpersonal and communication skills. Department approval of internship description required.

Course Requisites
- Complete or concurrently enroll in:
  - CS304L - Junior Software Engineering Lab II (2)

Course Credit
3 - 6

Construction Management

CM100 - Fundamentals of Building Construction

Course Description
This course surveys current materials and methods used in building construction, including building foundations; timber, concrete and steel framing systems; masonry construction; interior and exterior finishes. Topics in construction management will stress the centrality of construction management in the evolution and expansion of the built environment and societal issues. Current large-scale projects, industry trends, and technologies will be discussed.

Course Credit
3
CM115 - Construction Plan Reading and Building Codes
Course Description
This course examines construction plans necessary to organize and supervise construction work. The course covers interpretation of construction plans, symbols, scales, formats, specifications, and building codes and includes field trips and instruction in architectural, structural, mechanical, electrical and general construction details. Students will examine the relationship among drawings, specifications and codes and how to use the included design information to perform a quantity takeoff, an estimate, or build a project.

Course Requisites
- Complete:
  - CM100 - Fundamentals of Building Construction  (3)

Course Credit
3

CM120 - Computer Graphics Applications for Construction
Course Description
This course explores the development and interpretation of civil, architectural, structural, and electrical drawings; freehand sketching of construction details and sections; computer aided construction drafting. Computing techniques are used for the formulation, analysis and solution of typical construction management problems. Industry CAD standards such as AutoCAD Revit and AutoCAD NAVISWORKS for Building Information Modeling (BIM) will be used.

Course Requisites
- Complete:
  - IT105 - Business Information Technology  (2)

Course Credit
3

CM230 - Construction Surveying
Course Description
The theory and practice of plane and route surveying for measuring traverses, determining topography, and sectioning are examined as well as site layout and design, and vertical and horizontal curves. Laboratory exercises focus on the application of these techniques as they relate to the building industry including construction layout and grades.

Course Requisites
- Complete:
  - CM120 - Computer Graphics Applications for Construction  (3)
  - MAT225 - Calculus I: Single-Variable Calculus  (3)

Course Credit
3

CM250 - Heavy Construction Equipment
Course Description
This course studies the current use of heavy equipment in construction projects including highways, tunnels, bridges, dams, storm drains, and sanitary sewers and the production estimating for the operations. Site visits and a term project on estimating equipment usage and operations are required.

Course Requisites
- Complete:
  - CM120 - Computer Graphics Applications for Construction  (3)

Course Credit
3
CM320 - Construction Methods and Materials

Course Description

Construction building materials and components for horizontal and vertical construction are discussed. The course emphasizes the comprehensive analysis of materials with respect to design, specifications, construction methods, testing, and inspection. Testing of soils, asphalt and concrete, structural and behavioral characteristics, engineering properties, measurements and applications of construction materials are examined in depth.

Course Requisites

- Complete:
  - EG202 - Mechanics of Materials I (3)
  - CHMELE - Chemistry Elective (0 - 12)

Course Credit

3

CM370 - Construction Estimating and Scheduling

Course Description

This course introduces students to the fundamentals of construction estimating and scheduling using both manual and BIM tools to develop project estimates and takeoffs. Conceptual, area, systems and unit price estimates will be studied and basic CPM scheduling theory to include bar charts and network schedules.

Course Requisites

- Complete:
  - CM100 - Fundamentals of Building Construction (3)

Course Credit

3

CM375 - Mechanical, Electrical and HVAC Building Systems

Course Description

Provides basic knowledge of building mechanical systems, and methods to estimate, select, install and verify the systems. Mechanical topics include plumbing, HVAC, water supply, fire protection, air quality, and sanitary sewer systems. Electrical topics include basic principles of electricity, single and three phase systems, transformers, branch circuits and feeders and residential and commercial illumination. Includes understanding of codes and the principles of design and materials used in the construction of plumbing, HVAC and transportation systems.

Course Requisites

- 45 credits.

Course Credit

3

CM380 - Construction Law and Contracts

Course Description

An overview of the legal system, including court structure and procedure, and the maxims of law as applicable to the management and contractual delivery of a construction project and a contract. Topics covered include bidding, delays and acceleration, differing site conditions, contract interpretation, termination of contract, liability and remedies, and dispute resolution mechanisms. The history and development of contract law will be discussed. Consideration of criminal justice and tort law followed by a thorough study of contract law, including the basic elements of a valid contract, rights of the third parties, and remedies for breach.

Course Requisites

- 45 credits.

Course Credit

3
CM390 - Materials Testing and Quality Control

Course Description
Aggregate, concrete, asphalt, wood, and masonry are tested using ASTM procedures to establish design criteria, inspection and quality control programs for testing samples from project sites.

Course Requisites
- Complete:
  - CM320 - Construction Methods and Materials (3)

Course Credit
3

CM400 - Construction Project Management & Safety

Course Description
Organization and management theory applied to the construction process, including leadership functions, ethical standards, project planning, organizing and staffing are discussed. The course provides an understanding of construction safety as federally mandated by OSHA (Occupational Safety and Health Administration) 30 Standards. Course includes interpretation and application of regulations, and development of safety plans.

Course Requisites
- Complete:
  - CM370 - Construction Estimating and Scheduling (3)
  - 65 credits.

Course Credit
3

CM410 - Advanced Estimating and Bid Analysis

Course Description
The detailed construction contracts, construction business methods, bidding, construction insurance and value engineering are covered in this course. The principles of cost estimating, value analysis of construction projects, classification of work, quality take-offs, construction operations cost, bidding operations and time value of money are discussed. The preparation of preliminary budgets, factors affecting construction cost, bid strategies and computer applications also are explored.

Course Requisites
- Complete:
  - CM370 - Construction Estimating and Scheduling (3)

Course Credit
3

CM415 - Construction Planning and Scheduling

Course Description
This course encompasses detailed project planning and scheduling including work breakdown structure, crew productivity, activity and project time-cost relationships, and project cash flow. Computer applications software will be utilized for scheduling, resource allocation and time/cost analysis.

Course Requisites
- Complete:
  - CM370 - Construction Estimating and Scheduling (3)

Course Credit
3
CM498 - Senior Capstone Project

Course Description

Students will work with an industry advisor to develop a preconstruction plan for an actual construction project. At a minimum, this plan would include a project estimate and schedule, field and home office organization, a site logistics plan and a schedule of values. A formal presentation will be made to an industry panel. The course also addresses professional ethics through a case study and includes a research paper requirement.

Course Requisites

- Complete all of the following
  - 65 credits.
  - Permission of instructor.

Course Credit

3

Culinary

CUL100 - PreHeat

Course Description

This one-week pre-matriculation experience helps students master the basics of kitchen work: knife skills, sanitation, fundamental food preparation, etc. It allows students to begin their first semester ready to move forward with the initial lessons. It also gives students a chance to get to know each other, familiarize themselves with the SNHU campus, and prepare themselves for college-level work.

Course Credit

1

CUL105 - Career Lab

Course Description

This course will cover important aspects of professionalism, including interview preparation, resumes, career strategies, and others.

Course Credit

1

CUL115 - Culinary Intensive Lab

Course Description

The fundamentals of cooking will be covered in this course, as well as current topics in food that relate to consumers and the food-service industry. Topics will include efficient workflow; recipes, scaling, and conversions; sautéing, frying, roasting, and other cooking techniques; sauce preparation; food allergens and allergen-contamination prevention; and others.

Course Credit

4.5

CUL125 - Baking intensive Lab

Course Description

Lecture and lab format is used to develop skills for the production of Yeasted Doughs, Quick Breads, Short Dough and Tarts, Pie and Pie fillings, Bavarian creams, custards, mousses, soufflés, various cookies, meringues, pastry cream and other fillings, phyllo, strudel, and laminated dough products, cakes and icings, and frozen desserts. Emphasis will be placed on: accurate measuring; efficiency in the work flow; application of appropriate tools and mixing methods for product type; practicing safety and of sanitation throughout processes; ability to evaluate proper doneness; execution of finishing skills; and development of flavor, texture, and appearance suited to the product.

Course Credit

4.5
CUL130 - Tame the Flame: Kitchen Operations

Course Description

This course serves to reinforce the cooking and baking techniques developed in CUL-115 and CUL-125, as well as introduce students to the various functions of a full-service restaurant. To fulfill this purpose, students will be: working to meet a deadline for service in the Quill restaurant; uphold the standards of quality and consistency when producing the menu items they are assigned; rotate through the various stations of the kitchen; work as a team to prepare for service, deliver meals quickly and efficiently, and return the kitchen to a clean work space; gain experience with the point-of-sales system and expediting; practice communication skills in a busy production environment. Successful completion of this course proves proficiency in production from the cold station, fry station, charbroiling, sauté, plated dessert production and bread baking for entry level positions.

Course Requisites

- Complete:
  - CUL115 - Culinary Intensive Lab (4.5)
  - CUL125 - Baking intensive Lab (4.5)

Course Credit

4.5

CUL140 - Eat, Drink and The Bottom Line: Food and Beverage Purchasing and Cost Control

Course Description

Emphasis is placed on methods used to solve mathematical problems that relate to food service operations. Topics include operations with decimals, percentages, weights and measures, recipe conversion, menu pricing, food costs, inventories, break-even analysis, and financial statements.

Course Requisites

- 1 course(s) from subject(s): MAT within the range of course numbers 101 - 499

Course Credit

3

CUL150 - Crafting the Customer Experience: Front of the House Operations

Course Description

This course focuses on essential techniques of customer service, including professional guest interaction, timely service, proper guest check procedure, and point of sales operations. The relationship between front- and back-of-house operations and approaches will be explored with an emphasis on smooth, efficient, and professional experiences for consumers.

Course Credit

3

CUL160 - Global Cuisines

Course Description

In this course, students will be introduced to the historical and regional implications in the development of different world cuisines. This course will enhance their cooking skills and techniques by producing food for rotating international menus. Students will work through each station of the kitchen, applying appropriate cooking methods and working with different ingredients indigenous to international cuisines. This course will reinforce the cooking and baking techniques developed in earlier courses as well as introduce students to the functions of a full-service restaurant.

Course Credit

4.5

CUL270 - Culinary and Baking Capstone

Course Description

This two-week, on-campus capstone gives students an opportunity to learn from each other as they bring back specific skills from their internships. Students will also demonstrate their mastery of foundational cooking and baking skills in live-kitchen demonstrations and exams.

Course Credit

3
CUL290 - Culinary Internship

Course Description

This required internship at a full-service restaurant will give students the opportunity to learn in a professional setting while also applying the skills and techniques they learned in their coursework and labs. Competencies for the internship include skills in banquet and catering; baking and dessert production; cold food and garde manger; expediting, dishwashing, and maintenance; and line cooking.

Course Credit

12 - 14

Development

DEV106 - Child Development

Course Description

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.

Course Credit

3

DEV126 - Precursores of Academic Skills

Course Description

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

Course Requisites

- Complete or concurrently enroll in:
  - DEV106 - Child Development (3)

Course Credit

3

DEV249 - Field Experience: Child Care Setting Young Children

Course Description

This course is an opportunity for child development majors to actively participate in the various aspects of child care programming, including teaching and intervention. The course includes on-site experiences and seminars.

Course Credit

3

DEV259 - Field Experience: Agency Setting Young Children

Course Description

This course is an opportunity for child development majors to actively participate in a human-service organization that serves young children and families. The course includes on-site experiences and seminars.

Course Credit

3
DEV260 - Family and Culture
Course Description
This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Course Credit
3

DEV424 - Assessment, Observation & Intervention
Course Description
Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to development outcomes, interpretation and planning for intervention and curriculum. (Legal Issues, Diversity)

Course Credit
3

DEV499 - Internship
Course Description
The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Course Credit
3 - 12

DEV536 - Developmentally Appropriate Practice
Course Description
This course focuses on the development of pre-academic skills in young children, highlighting the critical role play has in a child’s life. Play is a rich resource for developing self-regulation, promoting language, cognition, and social competence, a method of assessment and a tool for intervention. In this course, students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children.

Course Credit
3

Doctoral

DOC950 - Dissertation Status
Course Requisites
- Complete:
  - INT890 - Doctoral Colloquium (3)

Course Credit
1

Economics
ECO101 - Economics of Social Issues

Course Description
This course will introduce students to economics of social issues, focusing on today’s most pressing social and economic problems from both a domestic and global perspective. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain a perspective on why our present day economy is the way it is and where it may be headed. Next, participants will examine issues of, but not limited to, environment, healthcare, and the equity of income distribution using tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, gay marriage, drug and alcohol use, assisted suicide, military draft, gun control, bribery, or any other area of inquiry which a student may choose. Students will be required to select a social and/or economic issue of their choice for a semester long study and will present the results of their work and recommendations for public or private action. This is a writing intensive course. Open to non-business majors only.

Course Credit
3

ECO201 - Microeconomics

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

Course Requisites
- Complete 1 of the following
  - 1 of the following:
    - MAT130 - Applied Finite Mathematics (3)
    - MAT140 - Precalculus (3)
    - MAT210 - Applied Calculus I (3)
    - MAT240 - Applied Statistics (3)
- Complete:
  - MAT106 - Math for Elementary Education I (3)
  - MAT206 - Math for Elementary Education II (3)

Course Credit
3

ECO202 - Macroeconomics

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

Course Requisites
- Complete 1 of the following
  - 1 of the following:
    - MAT130 - Applied Finite Mathematics (3)
    - MAT140 - Precalculus (3)
    - MAT210 - Applied Calculus I (3)
    - MAT240 - Applied Statistics (3)
- Complete:
  - MAT106 - Math for Elementary Education I (3)
  - MAT206 - Math for Elementary Education II (3)

Course Credit
3
ECO205 - Foundations of Macroeconomics

Course Description
Foundations of Macroeconomics explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study.

Course Requisites
- Complete:
  - ECO201 - Microeconomics (3)

Course Credit
2

ECO301 - Managerial Economics

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

Course Requisites
- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - ACC202 - Managerial Accounting (3)
  - MAT240 - Applied Statistics (3)

Course Credit
3

ECO306 - Money and Banking

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

Course Requisites
- Complete:
  - ECO201 - Microeconomics (3)
  - ECO205 - Foundations of Macroeconomics (2)

Course Credit
3
ECO322 - International Economics
Course Description
International Economics develops and explores alternative explanations for the determinants of international trade and financial flows. Emphasis is placed on analyzing the cause and effect of such international phenomena as trade patterns, factor mobility, direct and portfolio investment, multinational corporations, balance of payments disequilibria, and government trade and exchange controls. The course highlights the interdependence of nation-states in the world economy and the development of national policies that are designed to alter or control the pattern of international trade and investment.

Course Requisites
- Complete:
  - ECO201 - Microeconomics (3)
  - ECO205 - Foundations of Macroeconomics (2)

Course Credit
3

ECO330 - Public Finance
Course Description
This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied.

Course Requisites
- Complete:
  - ECO201 - Microeconomics (3)
  - ECO205 - Foundations of Macroeconomics (2)

Course Credit
3

ECO375 - Economics of Professional Sports In the U.S.
Course Description
This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. Industrial organization theory is used to analyze the types of competition and market structure that exist in the sports industries. The analysis includes an exploration of the costs and benefits of market power as well as the role of the media and the government in the operation of sports franchises and leagues. Public finance theory is used to explore how cities have tied economic development to sports franchises, to analyze the impact of tax-based funding of stadiums, and to evaluate the costs and benefits of sports franchises to their community. Labor economic theory is used to investigate labor conflict and collective bargaining in professional sports as well as the role played by discrimination in professional sports labor markets. Finally, the course explores the existence of the unpaid professional student-athletes and their employer, the NCAA.

Course Requisites
- Complete:
  - ECO201 - Microeconomics (3)

Course Credit
3
ECO402 - Intermediate Macroeconometrics

Course Description

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

Course Requisites

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO205 - Foundations of Macroeconomics (2)
  - MAT240 - Applied Statistics (3)

Course Credit

3

Education

EDU102 - Foundations of Education

Course Description

This course give students an overview of American education including history, philosophy and current issues. It will introduce students to strategies for creating a learning environment that support student learning.

Course Requisites

- Concurrently enroll in:
  - EDU102L - Foundations of Education Lab (1)

Course Credit

3

EDU102L - Foundations of Education Lab

Course Description

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools strategies.

Course Requisites

- Concurrently enroll in:
  - EDU102 - Foundations of Education (3)

Course Credit

1

EDU120 - Developing Math Thinking

Course Description

This course will investigate the role that problem solving plays in the teaching and learning of mathematics. Students will learn strategies for assessing their own formal and informal problem solving strategies, as well as strategies for developing those same skills with students in the elementary grades. Mathematical content is investigated through a pedagogical perspective.

Course Credit

3
EDU200 - Introduction to Education

Course Description
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.

Course Credit
3

EDU203 - Professional Responsibility and Ethics in Teaching

Course Description
The purpose of this course is to help students develop an understanding of teaching as a profession by drawing upon established and contemporary research, the wisdom of practice, and emerging educational policies and practice. In addition, this course will help students to prepare for the ethical problems they will routinely confront in their professional lives. Teachers require unique moral sensitivities and understandings. By the end of the course, students should have a command of the basic skills of ethical reasoning, a familiarity with the most important ethical concepts that apply to their work, and an ability to apply these skills and concepts.

Course Credit
3

EDU208 - Assessment, Accountability and Teaching in the Classroom

Course Description
This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Course Credit
3

EDU208B - Assessment, Accountability and Teaching in the Classroom

Course Description
This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Course Requisites
- 1 of the following:
  - MUE100 - Introduction to Music Education (3)
  - EDU270 - Foundations of Teaching and Learning (3)
  - EDU271 - Methods of Teaching Secondary Education (3)
  - EDU220 - Teaching in the Middle School (3)

Course Credit
1.5

EDU219 - Integrating Social Studies and the Arts in the Elementary School

Course Description
This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed.

Course Credit
3
EDU220 - Teaching in the Middle School

Course Description
This course provides students with innovative and authentic learning experiences about middle-level education. Topics include team teaching, advising, integrating curriculum, active learning, cooperative learning, trackless classes, block scheduling, community service programs, health education, and full exploratory and concentrated curriculum.

Course Requisites
- Complete:
  - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

Course Credit
3

EDU225 - Mathematics Instruction/Young Children

Course Description
This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP.

Course Requisites

Course Credit
3

EDU232 - Young Adult Literature

Course Description
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.

Course Credit
3

EDU245 - Literature for Children and Young Adolescents

Course Description
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.

Course Credit
3

EDU250 - Examining Science Content

Course Description
This course is designed for future educators who want to further understand the adult content knowledge that is the foundation of the science content and skills they will teach in the K-8 classroom. Emphasis will be on disciplinary core ideas, crosscutting concepts, and content resources. The issue of preparing for national testing in the science will also be addressed.

Course Credit
3
EDU255 - Robotics in K-12 Education
Course Description
Students will gain an awareness of procedures involved in using robots to further the education of K-12 students. Students will be introduced to a variety of robots and gain an understanding of the robots' capabilities as well as how they can be used effectively in educational settings. The characteristics of each type of robot will be investigated allowing students to determine the "best practice" use of robots. Students will also become familiar with robot programming procedures. Students will consider ethics and the social responsibility of teachers using robots in the classroom.
Course Credit
3

EDU261 - Emerging and Early Literacy: Grades K-4
Course Description
The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds and with special needs will be integrated into the course content.
Course Requisites
- Concurrently enroll in:
  - EDU225 - Mathematics Instruction/Young Children (3)
Course Credit
3

EDU266 - Exploring Social Studies Content
Course Description
This course is designed for future educators who want to further understand the social studies content and skills they will teach. Emphasis will be on the social studies themes, concepts, and core curriculum in the K-8 classroom. The issue of preparing for national testing in the social studies will also be addressed.
Course Credit
3

EDU270 - Foundations of Teaching and Learning
Course Description
This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools and strategies.
Course Requisites
- Complete:
  - EDU200 - Introduction to Education (3)
Course Credit
3
EDU271 - Methods of Teaching Secondary Education

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU200 - Introduction to Education  (3)
  - 30 credits.

Course Credit
3

EDU312 - Writing Workshop for Educators

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU200 - Introduction to Education  (3)
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

Course Credit
3

EDU312A - Writing Workshop for Educators

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU200 - Introduction to Education  (3)
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

Course Credit
1.5
EDU312B - Writing Workshop for Educators

**Course Description**

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.

**Course Requisites**

- Complete all of the following
  - Complete:
    - EDU200 - Introduction to Education (3)
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

**Course Credit**

1.5

EDU320 - Methods of Teaching English I

**Course Description**

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.

**Course Requisites**

- Complete all of the following
  - Complete:
    - EDU271 - Methods of Teaching Secondary Education (3)
  - Must be enrolled in the Teacher Certification program

**Course Credit**

3

EDU324 - The Inclusive Classroom

**Course Description**

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct in-depth study of behavior theory and practical application in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations and Common Core Standards. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially, physically, and academically.

**Course Requisites**

- Complete all of the following
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED210 - Early Childhood Issues/Disabilities (3)
  - Must be enrolled in the Teacher Certification program

**Course Credit**

3
EDU326 - Methods of Teaching Social Studies

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU271 - Methods of Teaching Secondary Education (3)
  - Must be enrolled in the Teacher Certification program

Course Credit
3

EDU326A - Methods of Teaching Social Studies

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU271 - Methods of Teaching Secondary Education (3)
  - Must be enrolled in the Teacher Certification program

Course Credit
1.5

EDU326B - Methods of Teaching Social Studies

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU271 - Methods of Teaching Secondary Education (3)
  - Must be enrolled in the Teacher Certification program

Course Credit
1.5
EDU328 - Teaching in the High School

Course Description
This course helps to prepare students to teach at the high school level. It is designed for social studies and English Language Arts certification candidates. There will be a strong focus on competency-based educational practices.

Course Requisites
- Concurrently enroll in:
  - EDU338 - Teaching Writing in Humanities (3)

Course Credit
3

EDU335 - Methods of Teaching Elementary Mathematics

Course Description
This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required. TCP acceptance is required.

Course Requisites
- Complete all of the following
  - Complete:
    - EDU225 - Mathematics Instruction/Young Children (3)
    - Must be enrolled in the Teacher Certification program

Course Credit
3

EDU338 - Teaching Writing in Humanities

Course Description
This course prepares students to teach writing to grades 5-12 using an interdisciplinary approach. Students will explore the history and chronology of great ideas, integrating their knowledge of content subjects while creating writing opportunities for their students.

Course Requisites
- Complete all of the following
  - TCP Acceptance
  - Concurrently enroll in:
    - EDU328 - Teaching in the High School (3)

Course Credit
3

EDU345 - Teaching English Language Learners

Course Description
In this course students will study the history, pedagogy and techniques for teaching English Language Learners. Methods and approaches used to teach in culturally diverse classrooms will be examined. This course will enable students to facilitate the modification of the content and the scaffolding of learning for English Language Learners.

Course Requisites
- TCP acceptance

Course Credit
3
EDU348 - Competencies in the Social Studies

Course Description

This course is designed for future secondary 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 5-12 classroom. The issue of preparing for national testing in the social studies will also be addressed.

Course Requisites

- TCP acceptance

Course Credit

3

EDU359 - Writing/Literature/Elementary

Course Description

This course focuses on the relationship between literature written for children and young adolescents, and the development of competence in writing, speaking, and listening. The course provides a thorough overview of multiple genres of literature for children and young adolescents. The course examines principles of literacy learning in children and introduces theories, practices, and materials for teaching writing in elementary grades. Many ways to teach writing are included such as writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms. Strategies for teaching writing, and literature to all children in a multi-cultural setting will be emphasized.

Course Requisites

- Must be enrolled in the Teacher Certification program

Course Credit

3

EDU362 - Literacy in the Content Areas: 4-8

Course Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects 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.

Course Requisites

- Must be enrolled in the Teacher Certification program

Course Credit

3

EDU363 - Literacy Facilitation for all Learners

Course Description

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation. TCP acceptance is required.

Course Requisites

- Complete all of the following
  - Complete:
    - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
  - Must be enrolled in the Teacher Certification program

Course Credit

3
EDU375 - Middle School Science Methods

**Course Description**
This course introduces the principles of the standards-based science curriculum, assessment, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the middle school years. TCP acceptance required.

**Course Requisites**
- Must be enrolled in the Teacher Certification program

**Course Credit**
3

EDU376 - Mathematics Teaching Methods

**Course Description**
This course helps to prepare students to teach mathematics in grades 5 through 8 or 7 through 12. The course will develop content pedagogical practices based on current research and standards through a combination of academic and field-based experiences. Students will explore the developmental and environmental characteristics appropriate for the grade range including but not limited to assessments, learning theories and knowledge construction. Students will learn how to connect mathematics and other disciplines, incorporate manipulatives and current technologies into instructional design.

**Course Requisites**
- Complete:
  - EDU220 - Teaching in the Middle School (3)

**Course Credit**
3 - 6

EDU399 - Inquiry Scholars of SNHU

**Course Description**
In this one-credit experience, participants will be given the opportunity to research an assessment question that measures student learning in the School of Education at SNHU. Participants will apply their knowledge of assessment techniques learned in EDU-208 to develop a measureable question, collect and analyze data using a variety of techniques, and will report findings to university stakeholders using a collaborative, cohort approach. It is possible that participants will be asked to present their research at professional conferences or for other external audiences. This is an elective class that may be repeated.

**Course Requisites**
- Complete:
  - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

**Course Credit**
1

EDU425 - Literacy Strategies Secondary Education

**Course Description**
This course focuses on the development of reading and writing strategies in support of the content areas in grades 5-12. Students will become familiar with effective practices used to support the development of literacy strategies for students on the secondary level.

**Course Requisites**
- Complete all of the following
  - Concurrently enroll in:
    - EDU487 - Student Teaching I (3 - 9)
  - Must be enrolled in the Teacher Certification program

**Course Credit**
3
**EDU435 - Learning with Technology**

**Course Description**
This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning target (standards/outcomes) and a general model of curriculum development, implementation and assessment.

**Course Requisites**
- Must be enrolled in the Teacher Certification program

**Course Credit**
3

**EDU440 - Differentiating Instruction**

**Course Description**
This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Learners, and cultural and linguistic diversity will be covered. TCP acceptance is required.

**Course Requisites**
- Complete all of the following
  - Complete:
    - EDU490 - Student Teaching and Seminar (12)
  - Must be enrolled in the Teacher Certification program

**Course Credit**
2 - 3

**EDU441 - Math Education Research and Practice**

**Course Description**
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.

**Course Requisites**
- Must be enrolled in the Teacher Certification program

**Course Credit**
3

**EDU470 - Science for Early Learners**

**Course Description**
This course applies developmental theory to the construction of curriculum and explores methods for teaching health and science. Students focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards. TCP acceptance is required.

**Course Requisites**
- Must be enrolled in the Teacher Certification Program.

**Course Credit**
3
EDU487 - Student Teaching I  
**Course Description**
This course is the first of two full-time student teaching experiences required for undergraduate students seeking teacher certification. Students spend four days each week in a NH public school under the mentorship of a certified teacher for one full semester. During this time, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of Southern New Hampshire University faculty. This course also includes seminars at the university. TCP acceptance and acceptance to Student Teaching is required.

**Course Requisites**
- Acceptance to TCP and to Student Teaching

**Course Credit**
3 - 9

EDU489 - Field Experience  
**Course Description**
This course introduces future teachers to the profession through a variety of school-based experiences. Students have the opportunity to explore the nature of teaching and learning in K-12 classrooms through participation in approved field-based educational experiences such as visiting various programs, observing classrooms in action and working with practicing teachers. The course includes a weekly class meeting.

**Course Credit**
3

EDU490 - Student Teaching and Seminar  
**Course Description**
All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university. TCP acceptance is required.

**Course Requisites**
- Must be enrolled in the Teacher Certification program

**Course Credit**
12

EDU497 - Ethics in Secondary Teaching  
**Course Description**
The purpose of this course is to prepare teacher candidates of secondary school certifications for the ethical decisions they will confront in their professional lives. Students will explore ethical best practice and decision-making regarding professional responsibility, caring for students, and promoting the well-being of the school and community.

**Course Requisites**
- Complete all of the following
  - Concurrently enroll in:
    - EDU490 - Student Teaching and Seminar (12)
    - TCP acceptance

**Course Credit**
2
EDU498 - Seminar in Mathematics Education

Course Description
This course is a one-credit course taken by Middle School Mathematics Education and Secondary Mathematics Education majors during the final semester of student teaching. Students will spend time reflecting pedagogical content knowledge learned in previous courses and during student teaching. The course will help students develop a deeper and more connected understanding of middle school and secondary mathematics content. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Course Requisites
- Complete:
  - EDU487 - Student Teaching I (3 - 9)

Course Credit
1

EDU503C - Methods of Teaching Elementary Math

Course Description
This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials.

Course Requisites
- Must be enrolled in the Teacher Certification Program.

Course Credit
3

EDU507 - Leadership for Learning

Course Description
This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Learners will study effective instructional practices, levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

Course Credit
3

EDU508 - Effective Management of Schools

Course Description
This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

Course Credit
3

EDU521C - Exploring the Principles of Education

Course Description
This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

Course Credit
3
EDU533C - Learning through Technology  
**Course Description**  
In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.  

**Course Credit**  
3  

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EDU535C - Early Childhood Health and Science  
**Course Description**  
This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lessons and unit plans that align with science literacy standards.  

**Course Credit**  
3  

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EDU537 - Social Studies/Arts for Young Children  
**Course Description**  
This course will explore the concepts, methods, techniques, and materials 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.  

**Course Credit**  
3  

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EDU538 - Literacy Acquisition for Young Children  
**Course Description**  
This course focuses on the relationship between literacy environments and acquisition of language and literacy skills from birth-kindergarten. Young children's meaningful experiences with language, books, writing, and representational materials lay the necessary foundations for later literacy development. In this course students will investigate literacies' beginnings at home and in child care settings. The course provides information on how literacy skills are acquired and nurtured in all young children.  

**Course Requisites**  
- Must be accepted in the Teacher Certification Program.  

**Course Credit**  
3  

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EDU543 - Learning Theories and Instruction  
**Course Description**  
This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.  

**Course Credit**  
3
EDU550 - Educational Assessment

**Course Description**

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

**Course Credit**

3

EDU552 - Assessment for and of Learning

**Course Description**

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

**Course Credit**

3

EDU554 - The Development of a Mission, Vision and Goals

**Course Description**

This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

**Course Requisites**

- Complete:
  - EDU507 - Leadership for Learning (3)

**Course Credit**

3

EDU571A - Student Teaching and Seminar

**Course Description**

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

**Course Requisites**

- Must be enrolled in the Teacher Certification Program

**Course Credit**

3
EDU571B - Student Teaching and Seminar

Course Description

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

Course Requisites

- Must be enrolled in the Teacher Certification Program.

Course Credit

3

EDU590 - Process and Communication Skills

Course Description

This course will present aspiring principals with concepts, skills, and abilities that foster effective decisions and communication protocols. Students will discover how principals decide which processes to use and when. It will also provide insight and opportunities for students to learn how principals select the best communication devices that are most effective for specific situations.

Course Credit

3

EDU604 - Leading a Collaborative School

Course Description

This course requires students to gain principals' knowledge, skills, and abilities to facilitate a process in the building that is highly collaborative and inclusive of all staff members. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Learners will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

Course Credit

3

EDU608 - Curriculum, Instruction, Data Continuum

Course Description

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collecting data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

Course Requisites

- Complete:
  - EDU550 - Educational Assessment (3)
  - EDU555 - Student Centered Curriculum/Instruction (3)

Course Credit

3
EDU610 - Ethics and School Law  
**Course Description**

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

**Course Credit**

3

EDU640C - Integrating Digital Technology I K-12  
**Course Description**

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.

**Course Credit**

3

EDU640NC - Integrating Digital Technology I K-12  
**Course Description**

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.

**Course Credit**

3

EDU641C - Integrating Digital Technology II K-12  
**Course Description**

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

**Course Credit**

3

EDU641NC - Integrating Digital Technology II K-12  
**Course Description**

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

**Course Credit**

3
EDU642C - Integration Specialist Toolbox  
**Course Description**

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

**Course Credit**

3

EDU642NC - Integration Specialist Toolbox  
**Course Description**

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

**Course Credit**

3

EDU656 - Reflective Leadership Skills  
**Course Description**

This course will allow aspiring principals to develop the knowledge, skills, and abilities to reflect on their behaviors and learn how to match appropriate leadership behaviors to successfully process and implement new programs or goals. It will also allow students to reflect on their current behaviors and how their current behaviors will either positively affect their success or how their behaviors must change in order for them to be effective educational leaders.

**Course Credit**

3

EDU670 - Leading Creativity and Innovation  
**Course Description**

This course will support the development of the knowledge, skills, and abilities of a school leader to engage individuals and groups in work that is both creative and innovative to improve student academic success and behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools.

**Course Credit**

3

EDU680 - Teacher Support, Monitoring, and Accountability  
**Course Description**

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader’s ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Lastly we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

**Course Requisites**

- Complete:
  - EDU507 - Leadership for Learning (3)
  - EDU554 - The Development of a Mission, Vision and Goals (3)
  - EDU590 - Process and Communication Skills (3)

**Course Credit**

3
EDU685C - Global Educational Technology
Course Description
This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

Course Credit
3

EDU685NC - Global Educational Technology
Course Description
This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

Course Credit
3

EDU699 - Advanced Field Experience
Course Description
This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior coursework and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor.

Course Credit
1 - 6

EDU739 - Practicum in Curriculum Administration I
Course Description
Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-740 Practicum in Curriculum Administration II. This course is the capstone of leadership in Curriculum administration and is taken before EDU-740 Practicum in Curriculum Administration II.

Course Requisites
- Complete capstone course for program prior to starting practicum

Course Credit
3
EDU740 - Practicum Curriculum Administration II

Course Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-739 Practicum in Curriculum Administration I. This course is the capstone of leadership in Curriculum Administration and is taken after EDU-739 Practicum in Curriculum Administration I.

Course Requisites

- Complete:
  - EDU739 - Practicum in Curriculum Administration I (3)

Course Credit

3

EDU765 - School and Community Relations

Course Description

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

Course Credit

3

EDU770 - Certification Internship

Course Description

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.

Course Credit

3

EDU789 - Practicum in School Leadership I

Course Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-790 Practicum in School Leadership II. This course is the capstone of Education Leadership.

Course Requisites

- Complete capstone course for program prior to starting practicum

Course Credit

3
EDU790 - Practicum in School Leadership II

Course Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the term under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU 789 Practicum in School Leadership I. This course is the capstone of Education Leadership and is taken after EDU 789 Practicum in School Leadership I.

Course Requisites

- Complete:
  - EDU765 - School and Community Relations (3)

Course Credit

3

EDU910 - Theory into Practice I

Course Description

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU’s educational and technological expectations, and to develop their personal educational plan for the following three years.

Course Credit

3

EDU911 - Educational Scholarship

Course Description

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

Course Credit

3

EDU913 - Sociocultural Analysis of Education System

Course Description

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

Course Credit

3

EDU914 - Reflection and Evaluation I

Course Description

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

Course Credit

3
EDU916 - Applied Research I  
Course Description  
This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.  
Course Credit  
3

EDU918 - Applied Research II  
Course Description  
This course builds upon EDU916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.  
Course Credit  
3

EDU919 - Decision Making in Education Systems I  
Course Description  
This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.  
Course Credit  
3

EDU920 - Theory into Practice II  
Course Description  
This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.  
Course Credit  
3

EDU921 - Reflection and Evaluation II  
Course Description  
This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.  
Course Credit  
3

EDU923 - Decision Making in Education Systems II  
Course Description  
This course builds upon EDU-919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.  
Course Credit  
3
EDU924 - Case Study I
Course Description
This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

Course Credit
3

EDU926 - Case Study II
Course Description
This course builds on EDU-924. Candidates will use case study methodology to investigate a research question related to their research interests.

Course Credit
3

EDU928 - Research-Based Independent Study I
Course Description
This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

Course Credit
3

EDU930 - Theory into Practice III
Course Description
This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.

Course Credit
3

EDU943 - Dissertation I
Course Description
This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Course Credit
3

EDU945 - Dissertation III
Course Description
This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Course Credit
3
EDU950 - Dissertation Colloquium

Course Description

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

Course Credit

3

Education - Certificate of Advanced Graduate Study

EDCA600 - Profile Seminar for Post-Graduates

Course Description

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities. CAGS student or by permission.

Course Credit

1

EDCA610 - Practices in Curriculum and Management

Course Description

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment. CAGS student or by permission.

Course Credit

3

EDCA615 - Advanced Applications in Curriculum and Management

Course Description

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments. CAGS student or by permission.

Course Credit

3

EDCA620 - Practices in Technology and Instruction

Course Description

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students. CAGS student or by permission.

Course Credit

3

EDCA625 - Advanced Applications in Technology and Instruction

Course Description

This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students. CAGS student or by permission.

Course Credit

3
EDCA630 - Practices in Assessment and Evaluation

Course Description

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio. CAGS student or by permission.

Course Credit

3

EDCA635 - Advanced Applications in Assessment and Evaluation

Course Description

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems. CAGS student or by permission.

Course Credit

3

EDCA640 - Practices in Leadership and Organizations

Course Description

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership. CAGS student or by permission.

Course Credit

3

EDCA645 - Complexities in Leadership

Course Description

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings. CAGS student or by permission.

Course Credit

3

EDCA650 - Practices in Learning and Development

Course Description

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings. CAGS student or by permission.

Course Credit

3

EDCA655 - Advanced Applications in Learning and Development

Course Description

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change. CAGS student or by permission.

Course Credit

3
EDGR600 - Profile Seminar
Course Description
This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Course Credit
1

EDGR601 - Action Research Practicum I
Course Description
This seminar reviews the entire Action Research process and sequence. Students are expected to begin to conceptualizing their practicum topics and developing research questions specific to their work environments.

Course Credit
1

EDGR602 - Action Research Practicum II
Course Description
This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

Course Credit
1

EDGR603 - Action Research Practicum III
Course Description
Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the “collective genius” of the cohort is part of the process.

Course Credit
1

EDGR604 - Action Research Practicum IV
Course Description
Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

Course Credit
1

EDGR610 - Dimensions of Curriculum and Management
Course Description
This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

Course Credit
3
EDGR615 - Curriculum and Management Decision Making
Course Description
In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

Course Credit
3

EDGR620 - Dimensions of Teaching/Instructional Technology
Course Description
Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Course Credit
3

EDGR625 - Teaching and Instructional Technology Applications
Course Description
This second-level course intensifies the effort to determine the best processes to integrate the varying forms of instructional technology into different disciplines and environments on behalf of students.

Course Credit
3

EDGR630 - Dimensions of Assessment and Evaluation
Course Description
How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Course Credit
3

EDGR635 - Applications in Assessment/Evaluation
Course Description
Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

Course Credit
3

EDGR640 - Dimensions of Leadership & Organization
Course Description
Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Course Credit
3
EDGR645 - Challenges in Leadership

Course Description
How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Course Credit
3

EDGR650 - Dimensions in Learning and Development

Course Description
Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Course Credit
3

EDGR655 - Learning and Development Applications

Course Description
Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Course Credit
3

EDGR690 - Capstone Seminar

Course Description
This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Course Credit
1

Electrical Engineering

EE201 - Signals and Systems

Course Description
This course is a basic introduction to analysis techniques and tools for signal processing systems. Topics to be covered include analysis techniques, signal representation (including Fourier and Laplace transforms); system definitions and properties (such as linearity, causality, time invariance, and stability); use of convolution, transfer functions and frequency response to determine system response; applications to wireless communications.

Course Requisites
- Complete:
  - MAT275 - Calculus II: Integration & Series (3)

Course Credit
3
EE210 - Continuous and Discrete System

Course Description

This course is a basic introduction to systems, stability, and sampling and will cover the following topics: continuous and discrete-time system theory; block diagrams, feedback, and stability theory; system analysis with Bode diagrams; discrete-time stability, difference equations, Z-transforms, transfer functions, Fourier transforms, and frequency response; sampling of continuous systems and an introduction to digital filtering.

Course Requisites

- Complete all of the following
  - Complete:
    - EE201 - Signals and Systems (3)
  - Complete or concurrently enroll in:
    - EE210L - Continuous & Discrete Systems Lab (1)

Course Credit

3

EE210L - Continuous & Discrete Systems Lab

Course Description

This course is a basic introduction to systems, stability, and sampling and will cover the following topics: continuous and discrete-time system theory; block diagrams, feedback, and stability theory; system analysis with Bode diagrams; discrete-time stability, difference equations, Z-transforms, transfer functions, Fourier transforms, and frequency response; sampling of continuous systems and an introduction to digital filtering.

Course Requisites

- Complete all of the following
  - Complete:
    - EE201 - Signals and Systems (3)
  - Complete or concurrently enroll in:
    - EE210 - Continuous and Discrete System (3)

Course Credit

1

EE220 - Electromagnetics

Course Description

This course covers both static and dynamic electric and magnetic fields, electromagnetic wave propagation, steady-state and transient analysis of transmission lines, and design applications. Antenna fundamentals and antenna types are also covered. Numerical methods and software are used to analyze problems.

Course Requisites

- Complete:
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - PHY216 - Physics II (3)
  - PHY216L - Physics II Lab (1)

Course Credit

3
EE301 - Digital Circuits

Course Description

After a review of digital principles and logic, modern digital integrated circuit and hybrid circuit families are studied. This includes: gates, multi-vibrators, counters, comparators, Digital-to-Analog and Analog-to-Digital converters, and digital computer interface circuits. Emphasis is placed on integrating software design and interface design to achieve interactive system design with an external environment.

Course Requisites

- Complete all of the following
  - Complete:
    - CS219 - Computer Architecture I (3)
  - Complete or concurrently enroll in:
    - EE301L - Digital Circuits Lab (1)

Course Credit

3

EE301L - Digital Circuits Lab

Course Description

After a review of digital principles and logic, modern digital integrated circuit and hybrid circuit families are studied. This includes: gates, multi-vibrators, counters, comparators, Digital-to-Analog and Analog-to-Digital converters, and digital computer interface circuits. Emphasis is placed on integrating software design and interface design to achieve interactive system design with an external environment.

Course Requisites

- Complete all of the following
  - Complete:
    - CS219 - Computer Architecture I (3)
  - Complete or concurrently enroll in:
    - EE301 - Digital Circuits (3)

Course Credit

1

EE310 - Communication Systems

Course Description

This course provides an introduction to the analysis and design of analog and digital communications systems. Topics include signals, modulation technique, sampling, and frequency conversion. Additional topics include a review of probability theory, the transmission of information, spread spectrum systems, and error correcting codes.

Course Requisites

- Complete:
  - EE210 - Continuous and Discrete System (3)

Course Credit

3
EE320 - Digital Signal Processing

**Course Description**
This course covers the theory and application of digital signal processing. Topics to be covered include discrete-time sequences and sampling; the discrete-time Fourier transform and the discrete Fourier transform; windowing, the short-time Fourier transform and spectrograms; convolution, digital down-conversion, quadrature signals and sample-rate conversion; the design of FIR filters and Hilbert transformers; matched-filtering, block processing, frequency estimation, and multi-channel digital signal processing; applications to spectrum analysis, voice recognition, radar, geolocation, digital communications, direction finding and beam forming.

**Course Requisites**
- Complete:
  - EE210 - Continuous and Discrete System (3)

**Course Credit**
3

EE325 - Probabilistic Methods in Electrical and Computer Engineering

**Course Description**
This course provides an introduction to probability theory and applications. Topics to be covered include distribution and density functions, moments and random variables, applications of normal and exponential distributions, estimation of means and variances, and correlation and spectral density functions. Random processes and response of linear systems to random inputs are also covered along with an introduction to information theory.

**Course Requisites**
- Complete or concurrently enroll in:
  - EE210 - Continuous and Discrete System (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)

**Course Credit**
3

EE330 - Analog Electronics

**Course Description**
This laboratory centered course examines the design, fabrication, and operation of key analog circuit elements including diodes, bipolar-junction transistors, and metal-oxide semiconductor field-effect transistors. Key analog building blocks, such as operational amplifiers, voltage regulators, and oscillators are presented. Students are required to employ analytic methods, simulation tools, and laboratory analysis to model and understand these circuit elements.

**Course Requisites**
- Complete all of the following
  - Complete or concurrently enroll in:
    - EG316 - Electrical Engineering (3)
  - Complete or concurrently enroll in:
    - EE330L - Analog Electronics (1)

**Course Credit**
3
EE330L - Analog Electronics
Course Description
This laboratory centered course examines the design, fabrication, and operation of key analog circuit elements including diodes, bipolar-junction transistors, and metal-oxide semiconductor field-effect transistors. Key analog building blocks, such as operational amplifiers, voltage regulators, and oscillators are presented. Students are required to employ analytic methods, simulation tools, and laboratory analysis to model and understand these circuit elements.

Course Requisites
- Complete all of the following
  - Complete or concurrently enroll in:
    - EG316 - Electrical Engineering (3)
  - Complete or concurrently enroll in:
    - EE330 - Analog Electronics (3)

Course Credit
1

EE410 - Wireless Technology and System
Course Description
This course covers the basics of communication transmission systems including antennas, propagation modes, and noise and fading in radio systems. It also covers fundamentals of different types of communication networks as well as source and channel coding techniques. Finally, wireless communication through satellite and cellular networks and wireless LAN, Wi-Fi and Bluetooth are introduced.

Course Requisites
- Complete:
  - EE201 - Signals and Systems (3)

Course Credit
3

EE420 - Computer Network Security
Course Description
This course explains the principles of networking and network protocols including internet architecture, protocol layers, as well as important internet applications and development methods with cybersecurity in mind. Then, it introduces hosts and LANs, physical media and physical and link layers, switches and routers, and reliable transport and management of the networks. Finally it provides a good understanding of various security systems such as firewalls, intrusion detection and information infrastructure with built in security capabilities.

Course Requisites
- Complete:
  - CS317 - Computer Networks (3)

Course Credit
3
EG110 - Engineering Design I  
**Course Description**  
This is the first course in the engineering design sequence. Three engineering design topics are introduced: 1) engineering graphics, sketching techniques and 3D solid modeling; 2) fundamental engineering concepts involving statics, allowable stress, torque and power curves, and power requirements; and 3) fundamental constructs of programming languages including program-control structure and flowcharts, and microprocessor circuit board fabrication and testing for control of simple input and output electronic devices. Thought processes associated with critical thinking and with the development of creative and innovative design ideas are introduced. Students are also introduced to the machine shop. Design teams will give class presentations, submit project proposals, a final report and create a working model of their solution. Communications skills and teamwork are emphasized as part of the design experience. Prerequisite: Permission of the dean required for non-engineering students.

**Course Requisites**  
- Permission of the dean required for non-engineering students

**Course Credit**  
3

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EG112 - Engineering Design II  
**Course Description**  
This is the second course in the engineering design sequence and expands the capabilities introduced in EG110. Additional high-level software tools for use in interactive algorithm development, data visualization, simulation, and data analysis are introduced. Microsoft Project will be introduced as a project management tool for design projects. Team projects, presentations, and reports will continue as in EG110. Successful completion of the design project will require the team to integrate their mechanical design, manufacturing, project management, computer control system, programming, and presentation skills. Prerequisite: EG-110, strongly suggested: MAT-210

**Course Requisites**  
- Complete:  
  - EG110 - Engineering Design I (3)

**Course Credit**  
3

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EG200 - Statics  
**Course Description**  
This course explores the definitions and concepts of forces and moments, and their applicability to the analysis of static, rigid mechanical systems. Specific topics include free body diagrams, resultants and equivalent force systems, static equilibrium, shear and bending diagrams, static analysis of trusses and frames, friction forces, and calculation of centroids and area moments of inertia.

**Course Requisites**  
- Complete:  
  - MAT210 - Applied Calculus I (3)  
  - PH215 - Physics I (3)

**Course Credit**  
3
EG201 - Fluid Mechanics  
**Course Description**  
This course provides an introduction to the concepts and applications of mechanics of fluid. The course begins by introducing the student to fluid properties. This is followed by a discussion of fluid statics, including pressure distribution and forces on submerged, curved and plane surfaces. The student will then learn how to derive and apply integral formulations of conservation of mass, momentum, and energy with emphasis on control-volume applications. Dimensional analysis is studied and applied. The latter part of the course focuses on pipe flows with consideration of head loss, use of the Moody diagram, and analysis of pipe networks. Finally, the concepts of drag and lift are introduced. Students will perform three laboratory experiments in this course.

**Course Requisites**  
- Complete or concurrently enroll in:
  - EG200 - Statics (3)
  - EG209 - Thermodynamics I (3)

**Course Credit**  
3

EG202 - Mechanics of Materials I  
**Course Description**  
This course enhances the students understanding of stress and strain, and their linear-elastic relationship through Hooke's Law. The stress induced in simple beams and columns, as subjected to axial, torsional, bending, and shear loading, is extensively covered. The concept of state of plane-stress, as a result of combined loadings (superposition), and transformation to principal components, is covered. Based on allowable stress, basic beam design is introduced. Methods to determine the deformation of beams and shafts are covered. The concepts are supported by software-based stress analysis and the application of computational software in structural design.

**Course Requisites**  
- Complete:
  - EG200 - Statics (3)

**Course Credit**  
3

EG203 - Dynamics  
**Course Description**  
This course develops the student's ability to solve non-equilibrium problems, extending mechanics beyond statics to the mechanics of motion. Vector analysis, trigonometry, and calculus are used to analyze advanced problems involving motion. The first component of the course covers particle motion (translational motion kinematics, kinetics via general equations of motion, energy methods, and conservation of momentum). Particle dynamics are explored by analyzing data from an actual flight in an instrumented airplane. The second component of the course covers rigid body motion (translational and rotational kinematics, kinematics via general equations of motion, energy methods, and conservation of momentum). A final course team project deals with the analysis of a complex dynamics problem.

**Course Requisites**  
- Complete:
  - EG200 - Statics (3)

**Course Credit**  
3
**EG207 - Instrumentation & Measurements**  
**Course Description**

This course is an introduction to the fundamental concepts, principles, procedures, and computations regarding modern instrumentation and measurement systems. Students will gain a sound understanding of a language (LabVIEW®) used to describe modern instrumentation, measurement, and control systems and an appreciation of the various types of systems in common use in industry. Students will use this software to create virtual instruments. Particular emphasis will be given to electrical, mechanical, flow, and thermal measurement systems. The course will also cover statistical analysis to evaluate the quality of measurements, standard methods of characterizing measurement results, and methods for characterizing measurement system response. The students work in teams to conceive-design-implement-operate a project incorporating multiple sensors and data acquisition and analysis.

**Course Requisites**

- Complete or concurrently enroll in:
  - EG110 - Engineering Design I (3)
  - PHY216 - Physics II (3)

**Course Credit**

3

**EG208 - Materials Science**  
**Course Description**

This course provides the materials science and engineering background that can be applied to structural/thermal analysis, and material selection. The course focuses on metallic materials and process-structure-property relationships, with some reference to ceramics and polymers. Part 1 emphasizes the fundamentals of materials science such as atomic structure, arrangement, and movement and is supported by a laboratory exercise in microscopy and grain size. Part 2 emphasizes the relationship between micro-structure and material properties, with a focus on mechanical and thermal behavior, including an introduction to fracture mechanics. Two laboratory exercises support the testing and characterization methods associated with property measurement. Part 3 introduces the processing and application driven selection of materials, including metals, ceramics, and polymers. The focus is on the required mechanical or thermal properties for basic designs by way of a defined performance metric.

**Course Requisites**

- Complete:
  - CHM101 - Fundamentals of Chemistry (3)

**Course Credit**

3

**EG209 - Thermodynamics I**  
**Course Description**

This course provides the student with a working knowledge of thermodynamic concepts and the problem solving ability to set up and apply the appropriate laws in the thermodynamic analysis of engineering systems. Energy, heat, and work are defined and used in the First Law of Thermodynamics. Other thermodynamic properties and equations of state are introduced with emphasis on tabular and graphical forms for simple compressible systems and on the ideal gas. Phases and phase transitions are discussed and energy analysis of both open and closed systems is examined. The Second Law of Thermodynamics and the property entropy are introduced, and their macro and microscopic implications are discussed. Emphasis is placed on the consequences of irreversibility and the limitation this places on the behavior of engineering systems.

**Course Requisites**

- Complete:
  - MAT275 - Calculus II: Integration & Series (3)
  - PHY216 - Physics II (3)

**Course Credit**

3
EG308 - Gas Dynamics
Course Description
This course provides students an opportunity to study the one-dimensional and quasi-one-dimensional compressible fluid flow with an emphasis on supersonic flow. The fundamental equations (continuity, momentum, and energy) that govern the characteristics of compressible flow are derived. The Mach number and various flow regimes are introduced. The phenomena and sources of normal shock waves, oblique shock waves, and Prandtl-Meyer expansion waves and their analysis techniques are presented. Other topics are: nozzles, diffusers, one-dimensional flow with heat addition (Rayleigh flow), one-dimensional flow with friction (Fanno flow), moving shock waves, shock tubes, and linearized supersonic theory.

Course Requisites
- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG209 - Thermodynamics I (3)
  - MAT330 - Differential Equations (3)

Course Credit
3

EG310 - Engineering Design III
Course Description
This course is the third course in the five-semester design sequence and provides a concurrent engineering design experience. In concurrent engineering design all phases of product development are considered simultaneously. This is an approach that is being used in industry to improve quality and reduce design cycle time. Students will continue to build their design experience from the previous two design courses. Working directly from their solid model data bases they will perform finite element analysis (to determine stresses and deformations), motion and dynamic analysis, manufacturing simulation, CNC code generation for use with lathes and milling machines, assembly modeling and tolerance checking, as well as drafting and documentation. As in the previous two design courses, teamwork, report writing, and oral presentation skills will be stressed. Principles of ethical reasoning will be introduced to develop an understanding of the relationship among societal needs and the constraints imposed on engineers in addressing those needs. The basics of statistics will also be covered including descriptive statistics (constructing frequency tables, histograms, finding mean, standard deviation, and Z scores), inferential statistics including confidence intervals, and linear and quadratic regression.

Course Requisites
- Complete or concurrently enroll in:
  - EG112 - Engineering Design II (3)
  - EG202 - Mechanics of Materials I (3)
  - EG203 - Dynamics (3)

Course Credit
3

EG314 - Aerodynamics
Course Description
This course studies the fundamentals of incompressible fluid flow, compressible flow, subsonic and supersonic flow, inviscid flow, laminar and turbulent flow, and potential flow, followed by their theoretical applications on airfoil theory and finite wing theory, including Kutta-Joukowski law, linear thin airfoil theory, and Prandtl's lifting-line theory. The course also introduces fundamental aerodynamic concepts and phenomenon such as wing tip vortex, downwash, induced drag, induced angle, spanwise efficiency factors, friction drag, pressure drag, and aerodynamic center.

Course Requisites
- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG209 - Thermodynamics I (3)
  - MAT330 - Differential Equations (3)

Course Credit
3
**EG316 - Electrical Engineering**

*Course Description*

This course provides an introduction to the essentials of electrical engineering. Topics to be covered include resistive circuits, nodal and mesh analysis using Kirchhoff’s laws, superposition, Norton & Thévenin equivalences, capacitance & inductance, 1st order transient analysis, RC, RL & RLC circuits, Laplace transform, and frequency response. A simulation software package is employed throughout this course to analyze various electric circuits. An introduction to the selection and performance of electric motors is provided.

**Course Requisites**

- Complete or concurrently enroll in:
  - EG207 - Instrumentation & Measurements (3)
  - MAT330 - Differential Equations (3)
  - PH216 - Physics II (3)

**Course Credit**

3

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**EG318 - Thermodynamics II**

*Course Description*

This course focuses on the application of the fundamental laws of thermodynamics (learned previously in thermodynamics I) to the analysis of energy conversion devices, systems, and processes, such as internal combustion engine, gas turbine, vapor power generation, and refrigeration. Factors that govern energy conversion processes and impact efficiency of those processes are studied in detail. In addition, gas mixture properties, air-conditioning psychrometrics, and fundamental compressible flow theory are also covered.

**Course Requisites**

- Complete:
  - EG209 - Thermodynamics I (3)

**Course Credit**

3

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**EG325 - Mechanics of Materials II**

*Course Description*

This course is a continuation of Materials Science and Mechanics of Materials I. It investigates material failure mechanisms such as yielding under combined loading, brittle fracture, and fatigue. Additional topics covered by the course include analysis of thick-walled pressure vessels, rotating disks, press fits, and contact stresses. In addition, failure theories, safety factors, and stress concentration are covered topics. Finally, the course includes an introduction to stress analysis utilizing commercial computational software and an associated fatigue-based structural design and analysis project.

**Course Requisites**

- Complete:
  - EG202 - Mechanics of Materials I (3)
  - EG208 - Materials Science (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT350 - Applied Linear Algebra (3)

**Course Credit**

3
EG326 - Aircraft Structures

**Course Description**

This course provides a description of aircraft materials, structural components and their functionalities. The maneuvering loads and flight envelope are introduced. The analysis of aircraft thin-walled structural components when subjected to torsion, bending, and shear loads is covered in detail. A design project utilizing commercial finite element software provides students with real-world experience.

**Course Requisites**

- Complete:
  - EG325 - Mechanics of Materials II (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT350 - Applied Linear Algebra (3)

**Course Credit**

3

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EG330 - Propulsion

**Course Description**

This course provides a basic understanding of, and analysis tools for, various aerospace propulsion systems. Students apply the fundamentals of thermodynamics and fluid mechanics to complex propulsion systems. Subjects included are: analysis of various common aircraft propulsion systems with emphasis on jet engines (turbojet, turbofan, and turboprop) and their subsystems (including afterburners and exhaust nozzles). Reciprocating engines (including propeller momentum and blade element theories and propeller efficiency analysis) and rocket engines (both solid and liquid propellants) are covered.

**Course Requisites**

- Complete all of the following
  - Complete:
    - CHM101 - Fundamentals of Chemistry (3)
  - 1 of the following:
    - EG308 - Gas Dynamics (3)
    - EG318 - Thermodynamics II (3)

**Course Credit**

3

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EG333 - Control Systems Analysis

**Course Description**

This course provides students an opportunity to model, analyze, and design control systems. It includes mathematical modeling of linear systems for time and frequency domain analysis, transfer function and state variable representations for analyzing control system’s performance and stability; and closed-loop control design techniques by frequency response, and root-locus methods. It also involves computer programming and simulation exercises. This course gives a basic understanding and analysis tools of various control systems used in the aeronautical, mechanical, and electric and electronics industries.

**Course Requisites**

- Complete all of the following
  - Complete:
    - EG316 - Electrical Engineering (3)
  - 1 of the following:
    - EG203 - Dynamics (3)
    - EE210 - Continuous and Discrete System (3)

**Course Credit**

3
EG335 - Fundamentals of Systems Engineering

Course Description
This course introduces students to the fundamental principles of systems engineering and their application to the development of complex systems as applied in industry. It describes how the systems engineering viewpoint differs from that of the engineering specialist and the essential role that systems engineering plays. Topics include definition of systems and systems engineering, systems engineering processes, Concepts of Operations (ConOps), system development programs, system and subsystem requirements development, system and subsystem verification and validation, interface definition, technical risk identification and mitigation, problem/issue identification and failure analysis, and systems engineering management. The course will include a series of individual and team exercises in which students apply the various systems engineering processes to one of the current Capstone design projects in work.

Course Requisites
- Complete:
  - EG310 - Engineering Design III (3)

Course Credit
3

EG341 - Design of Machine Components

Course Description
This course concerns the analysis, selection, and design of industrial components such as shafts, gears, bearings, springs, and fasteners used in mechanisms and machines. The fundamentals of machine design, including the design process, failure prevention under static and variable loading, and characteristics of the principal types of mechanical elements are covered. A practical approach to the subject through a wide range of real-world applications is presented; and the link between design and analysis is addressed.

Course Requisites
- Complete:
  - EG325 - Mechanics of Materials II (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT350 - Applied Linear Algebra (3)

Course Credit
3

EG350 - Advanced Dynamics of Mechanical Systems

Course Description
This course covers advanced kinematics and kinetics and the associated dynamical analysis of mechanisms. The kinematic analysis approaches are applied to mechanisms such as multiple degree of freedom planar mechanisms and cam-followers. The courses also covers vibrational analysis of rotating machinery and dynamic balancing. Vibrations of rotating members are supported by a lab component.

Course Requisites
- Complete:
  - EG203 - Dynamics (3)
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT350 - Applied Linear Algebra (3)

Course Credit
3
EG390 - Experiment Design and Analysis

Course Description

In this course students learn how to design, evaluate, and implement experiments, and analyze the resulting data. The professional presentation and reporting of experimental results are addressed. Uncertainty analysis techniques are covered in detail. General uncertainty analysis is introduced as a means to evaluate a proposed experiment. Both the Taylor Series and Monte Carlo methods for estimating error propagation are covered. Hypothesis testing procedures for one-sample and two sample data comparisons are covered in detail. Factorial experiment design and analysis are also introduced. Students apply these theories in a final project.

Course Requisites

- Complete:
  - EG207 - Instrumentation & Measurements (3)
  - MAT350 - Applied Linear Algebra (3)

Course Credit

3

EG409 - Composite Materials

Course Description

This is an introductory course on the theoretical and practical design, analysis, and fabrication of polymer matrix composites. The course starts with an overview of composite materials and related manufacturing methods. As a baseline, the behavior of uni-directional composites is addressed, including stiffness and strength prediction methods. The topic of short fiber composites is also covered with an emphasis on load transfer mechanics and property averaging. The analysis of orthotropic laminas includes stress-strain relations, prediction of engineering constants, and transformation matrices. Finally, Lamination Theory is covered as a means to design and analyze laminated composite structures with the introduction of failure theories. The course is supported by a significant laboratory component where the students fabricate and mechanically test various composite material systems for comparison of measured properties to theoretical predictions. A Design Project, involving both computer code implementation of Lamination Theory, design and analysis of a composite component, and fabrication and evaluation of the composite component, is the capstone of the course.

Course Requisites

- Complete:
  - EG325 - Mechanics of Materials II (3)
  - MAT350 - Applied Linear Algebra (3)

Course Credit

3

EG410 - Heat Transfer

Course Description

This course provides theory and application of steady heat conduction in solids, involving contact resistance, thermal networks, and fin arrays. Transient heat conduction in solids, involving lumped system analysis, similarity solutions for semi-infinite domains, and general 1D transient solutions per Heisler Charts. Related topics include external, internal, and natural convection, with coverage of boundary layer theory and correlation equations, and thermal radiation with application to heat exchange between black and gray bodies. Select exercises are supported by Numerical Simulations to compare results and enhance conceptual understanding. Finally, the theoretical content is supported by a substantial Lab component which also involves Numerical Simulation exercises.

Course Requisites

- Complete:
  - EG201 - Fluid Mechanics (3)
  - EG209 - Thermodynamics I (3)
  - MAT330 - Differential Equations (3)

Course Credit

3
EG411 - Composite Processing

Course Description

In this course advanced composite fabrication processes are examined with the intent of understanding primary process control variable and their effect on composites fabrication. As general background, the primary manufacturing processes for polymer matrix composites are overviewed and classified. To develop a theoretical background, transport and conversation equations are introduced and supported with examples. Viscosity and reaction kinetics of thermostats and thermoplastics are introduce with attention to measurement methods. The concept of permeability and Darcy’s law are covered. Dimensional analysis is used as a means to generalize process models, and process models from simplified geometries are covered to form a foundation for more advanced process modeling. With this information, a few composites fabrication processes are studied in some details, and simple process models are developed. In manufacture, and testing of a basic composite processing system.

Course Requisites

♦ Complete:
  ♦ EG201 - Fluid Mechanics (3)
  ♦ EG208 - Materials Science (3)
  ♦ EG209 - Thermodynamics I (3)
  ♦ MAT350 - Applied Linear Algebra (3)

Course Credit

3

EG412 - Aircraft Design I

Course Description

In this course students learn aircraft design techniques and apply aeronautical science concepts to aircraft design. It brings together most of the aeronautical subjects studied so far and requires the students to demonstrate creativity in the application of these concepts. Design procedures, processes, steps and tools related to aircraft are introduced and applied to the three major phases of design: conceptual design, preliminary design, and detail design. The course includes an aircraft design project, with problem sets and lectures devoted to various aspects of the design and analysis of a complete air vehicle.

Course Requisites

♦ Complete all of the following
  ♦ Complete:
    ♦ EG310 - Engineering Design III (3)
    ♦ EG326 - Aircraft Structures (3)
  ♦ Concurrently enroll in:
    ♦ EG419 - Flight Dynamics II/Stability/Control (3)

Course Credit

3

EG418 - Flight Dynamics I (Performance)

Course Description

In this course, the equations of motion for steady state rectilinear flight are derived and applied to various flight conditions, such as pressure and temperature as functions of altitude and other atmospheric variables. Students learn to calculate all performance specifications of an aircraft such as maximum speed, maximum endurance, range, ceiling, take-off run, rate of climb, fastest turn, and tightest turn. Both propeller-driven and jet aircraft are covered. As part of this course, students plan and conduct three flight tests using a specially instrumented DWC Cessna 172 aircraft; they evaluate the results of the flight tests and compare them with theoretical calculations.

Course Requisites

♦ Complete:
  ♦ EG314 - Aerodynamics (3)

Course Credit

3
EG419 - Flight Dynamics II/Stability/Control

Course Description

This is a basic course in the stability and control of aircraft which are two pre-requisites of a safe flight. The six degree-of-freedom differential equations of motion are introduced, after which the linearized perturbed state equations of motion are derived. Important topics in this course are: longitudinal static and dynamic stability, stick fixed and stick free neutral points and static margin, lateral-directional static and dynamic stability, trim conditions, longitudinal-lateral-directional coupling, control and maneuverability, stick fixed and stick free maneuver points, stability and control derivatives and handling qualities and control response. As part of this course, students will plan and conduct three flight tests using a specially instrumented DWC Cessna 172 aircraft; they will evaluate the results of the flight tests and compare them with theoretical calculations.

Course Requisites

- Complete:
  - EG333 - Control Systems Analysis (3)
  - EG418 - Flight Dynamics I (Performance) (3)

Course Credit

3

EG420 - Design of Thermo-Fluid Systems

Course Description

This course provides theory and practical application examples on the design of thermo-fluid systems. Topics include measurement and of non-Newtonian viscosity, design and analysis of piping systems and networks, pumps and fan characterization and selection, boiling and condensation in heat exchange, and heat exchanger design. The course involves significant commercial software utilization, a lab component, and a paper-study project focusing on analysis of a thermo-fluid system design.

Course Requisites

- Complete:
  - EG410 - Heat Transfer (3)
  - MAT350 - Applied Linear Algebra (3)

Course Credit

3

EG424 - Industrial Robots

Course Description

In this course students will be introduced to the mathematical theory underlying multi-degree-of-freedom industrial robot systems including such topics as spatial descriptions and transformations, and manipulator kinematics including Denavit-Hartenberg notation. The course will also include an introduction to the topics of Industrial Automation and Machine Vision. The lab component of the course will take the students through a series of exercises that will introduce them to a 6-axis industrial robot (ABB IRB 140), the robot software systems, end-of-arm actuators, an industrial machine vision camera (COGNEX Insight 5400), and the camera-related software. A series of building-block exercises leading to the team-based final project will require the students to integrate the robot and camera systems to accomplish a specific task and will demonstrate the students' competence with these systems. Other robot types such as parallel axis robotic systems are introduced as well.

Course Requisites

- Complete:
  - MAT350 - Applied Linear Algebra (3)

Course Credit

3
EG426 - Mobile Robots

Course Description

This course examines key aspects of autonomous systems including mobile robot kinematics, drive mechanisms and control, perception, sensors, localization, map making, and path planning. A particular emphasis is given to the use computer vision for robot navigation, including feature identification, camera calibration, and optical measurement. The course concludes with techniques for integrating vision, mobile robots, and robot manipulators into a complete system and a team-based final project that requires students to integrate a robot and a camera system to accomplish a specified task. The final project provides a multi-disciplinary team experience for students.

Course Requisites

- Complete:
  - MAT350 - Applied Linear Algebra (3)

Course Credit

3

EG430 - Unmanned Aerial Vehicle Analysis and Design

Course Description

This is a senior level course which emphasizes primarily on automatic flight control systems. In this course students learn UAV design techniques and apply stability and control concepts to UAV design and development. Topics include classes and missions of UAVs, dynamic modeling, mission planning, autopilot, automatic control, navigation systems, stability augmentation systems, communication systems, payloads, and launch and recovery systems. Lectures devoted to various aspects of the analysis, development, and design of UAVs. In addition, an introduction to advanced control system design techniques will be presented. The course includes a design-build project; students are provided with an RC aircraft and are required to convert it to an unmanned aerial vehicle to do a given flight mission.

Course Requisites

- Complete:
  - EG419 - Flight Dynamics II/Stability/Control (3)

Course Credit

3

EG498 - Capstone Design I

Course Description

This course offers seniors the opportunity to participate in a multidisciplinary design experience. The course requires students to work in teams and to demonstrate creativity and application of design principles. The course culminates in a public presentation of the project.

Course Requisites

- Complete 1 of the following
  - Complete all of the following
    - Admitted to BS.MEG
    - 90 credits.
  - Complete all of the following
    - Admitted to BS.AEG
    - Concurrently enroll in:
      - EG412 - Aircraft Design I (3)
      - EG419 - Flight Dynamics II/Stability/Control (3)
    - 90 credits.
  - Complete all of the following
    - Admitted to BS.ECE
    - Complete:
      - EE310 - Communication Systems (3)
      - EE330 - Analog Electronics (3)

Course Credit

3
EG499 - Capstone Design II

Course Description
This course is a continuation of EG498 Capstone Design I. This course offers seniors the opportunity to participate in a multidisciplinary design experience. The course requires students to work in teams and to demonstrate creativity and application of design principles. The course culminates in a public presentation of the project.

Course Requisites
- Complete:
  - EG498 - Capstone Design I (3)

Course Credit
3

English

ENG070 - Academic Writing and Research Skills

Course Description
This course focuses on the academic writing skills required of an undergraduate student. It will explore and practice the process writing approach: invention (brainstorming, clustering/mapping, free writing, and outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. Essay writing will encompass the following discourse patterns: description, definition, division and classification, cause and effect, argumentation. Furthermore, the course will focus on justifying claims by teaching proper source integration and documentation. The academic skills of summarizing, paraphrasing, and quoting will ultimately lead to a scholarly and well documented research paper.

Course Credit
3

ENG071 - Critical Reading Skills

Course Description
This course focuses on preparing undergraduate international students for the rigors of academic reading at the college level. Emphasis will be placed on critical reading, vocabulary building, vocabulary pronunciation, note-taking techniques and text organization and study skills. Authentic academic texts will be used to assist in the development of critical reading and thinking skills. Students will develop a variety of strategies for understanding the reading, locating main ideas, inferring the author’s intent, drawing conclusions and distinguishing between facts and opinions. Students will also learn specific skills for note-taking, outlining, annotating and summarizing.

Course Credit
3

ENG072 - Grammar Workshop

Course Description
This course focuses on the development of grammatical accuracy in writing. Students are taught how to distinguish global errors (sentence structure, tense consistency, and cohesive devices) from local errors (pronoun reference, subject-verb agreement, word forms) in their own writing and to categorize their errors to better understand their specific needs for further study. Students are introduced to other learning strategies as well, such as using available resources and peer collaboration to assist them in developing greater accuracy and fluency. In addition, students become familiar with common feedback symbols and abbreviations used by college instructors. This course is offered in conjunction with ENG 070 and ENG 071.

Course Credit
3
ENG073 - Effective Intercultural Communication
Course Description
Studying and living in a different culture is not without its challenges. Effective, intercultural communication strategies prepare students to live or work in other countries, gain respect for one another, and gain confidence in their English language speaking skills. Cultural differences often put international students at a disadvantage when studying and interacting with both domestic and international students. By recognizing that different groups of people solve common problems in different ways, students come to value their differences and learn new approaches. This course will help students understand how cultural attitudes are reflected in language use. Students will read case studies to employ strategies that involve critical thinking, problem-solving, and authentic use of the language. The course will include pronunciation practice to help international students communicate more smoothly as well as build upon writing skills taught in other ENG 070 courses that need developing. Students will engage in role-play and learn about group interaction among cultures.

Course Requisites
- Appropriate placement test scores or successful completion of Intensive English Program Level 7.

Course Credit
3

ENG074 - Using Technology to Develop Classroom Teamwork Skills
Course Description
Despite high levels of academic success in their home countries, international students often need guidance in working together with their peers on group projects. This course will include Team Problem solving, creating, collaborating, and communicating using a variety of technology platforms. Students will collaborate to create podcasts and vodcasts as a way to increase their listening and speaking opportunities and give them an authentic audience. They will also watch and listen to TED talks on leadership, motivation, and education and will be creating and developing their own similar style TED talk on a variety of topics. They will also learn about Mobile Assisted Learning Language (MALL) to motivate them towards greater engagement with the English language. Students will work on their team-building skills and learn how to delegate various responsibilities within the group.

Course Credit
3

ENG075 - Navigating the American Higher Education Classroom Culture
Course Description
Navigating an unfamiliar higher education classroom culture can be a challenge. Using techniques such as active listening, including paraphrasing or repeating what the other person has said, people confirm their understanding and prevent misinterpretation. Language barriers can affect students’ academic learning and prevent them from participating in the full university experience. Beginning with readings and case studies, students will be presented with realistic American classroom situations to develop an understanding of how to present and respond to various opinions from classmates and teachers. The course will welcome a variety of visitors including teachers and students from SNHU who will provide advice and guidance for students for both small group and one-to-one interaction. Watching films will also serve as a base for various language tasks and activities. They will provide a realistic context for language use, present new vocabulary and idioms, and provide insight to the American higher education classroom culture.

Course Credit
3
ENG099 - Fundamentals of Writing

Course Description

ENG-099 is a developmental course designed to help students acquire the composition skills they need to succeed in ENG-120. The course begins with a focus on critical reading skills. Students will be engaged in preparing essays that respond to written texts, thereby combining critical reading skills with writing strategies. In addition, ENG-099 provides introduction to and review of grammar, mechanics, and other college writing conventions with a focus on application of those skills in student writing. One major objective of ENG-099 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writing of others. Summary, analysis, and response skills will be taught and practiced culminating in the creation of a final portfolio where students demonstrate proficiency in critical reading and writing skills. Classroom instructors confirm placement in ENG-099 during the first two weeks of instruction. ENG-099 is a developmental course. The three credits received for ENG-099 count towards a student’s GPA, but they do not count towards the 120 credits required for graduation. Students who take this course will have to take an additional course to complete their degree. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

Course Credit

3

ENG099I - Fundamentals of Writing for International Students

Course Description

ENG-099I is a developmental course designed to help International students acquire the composition skills they need to succeed in ENG-120. The course begins with a focus on critical reading skills. Students will be engaged in preparing essays that respond to written texts, thereby combining critical reading skills with writing strategies. In addition, ENG-099I provides introduction to/review of grammar, mechanics, and other college writing conventions with a focus on application of those skills in student writing. One major objective of ENG-099I is to teach students to prepare essays that review and evaluate the ideas and issues found in the writing of others. Summary, analysis, and response skills will be taught and practiced culminating in the creation of a final portfolio where students demonstrate proficiency in critical reading and writing skills. Classroom instructors confirm placement in ENG-099I during the first two weeks of instruction. ENG-099I is required for all ILE students who have completed the 070 series and must be completed before students can enroll in ENG-120. The three credits received for ENG-099I count towards a student’s GPA, but they do not count towards the 120 credits required for graduation. Students who take this course will have to take an additional course to complete their degree. Classes are kept intentionally small, typically 12 students per section, to assure maximum benefit.

Course Credit

3

ENG120 - College Composition I

Course Description

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

Course Credit

3
ENG121 - College Composition II  
Course Description
ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG120H - Honors College Composition I (3)

Course Credit
3

ENG200 - Sophomore Seminar  
Course Description
This is a theme-based seminar that builds on the skills learned in SNHU-101 and ENG-120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student’s sophomore year.

Course Requisites
- Complete all of the following:
  - 1 of the following:
    - ENG120 - College Composition I (3)
    - ENG120H - Honors College Composition I (3)
  - 30 credits.

Course Credit
3

ENG220 - Business Communication  
Course Description
This course is a practical introduction to the preparation of business correspondence, employment applications and resumes and formal research reports. Written communication skills are emphasized.

Course Requisites
- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

ENG226 - Introduction to Creative Writing  
Course Description
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.

Course Credit
3
ENG229 - Writing for the Stage  
**Course Description**  
This course works with theatrical writing from the inside out, and focuses on a psychokinetic method of playwriting as process rather than production. Students do not write plays as such. They develop the narrative within by using a variety of approaches such as clustering the senses, engaging the plasticity of the page, and activating the surrealist exquisite corpse. The students will discover the need that drives their stories.

**Course Credit**  
3

ENG230 - Writing for Film  
**Course Description**  
Through a series of short writing prompts and film viewing, students will develop a basic understanding of the art of visual storytelling. Students will use techniques such as telegraphing, dangling cause, dramatic irony, dramatic tension and sequencing to develop a script that relies heavily on visual expression.

**Course Credit**  
3

ENG326 - Genre Writing Workshop  
**Course Description**  
This course introduces students to the basic skills and principles of genre writing. Genres studied include fan fiction, fantasy, horror, romance, and young adult. Members of the class will produce creative work on a weekly basis and take turns presenting their work to the group for commentary and discussion. This course includes significant reading assignments (novels, experimental and multimodal works, and academic scholarship).

**Course Requisites**  
- Complete:  
  - ENG120 - College Composition I (3)

**Course Credit**  
3

ENG327 - Playwriting Workshop  
**Course Description**  
This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. May not be used as a literature elective. Not available every semester. Writing Intensive Course.

**Course Requisites**  
- 1 of the following:  
  - ENG120H - Honors College Composition I (3)  
  - ENG120 - College Composition I (3)

**Course Credit**  
3
ENG328 - Poetry Writing Workshop

Course Description
This course is a roundtable forum in which 10 to 15 students will write short or long poems using traditional and experimental forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective. Not available every semester.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG120H - Honors College Composition I (3)

Course Credit
3

ENG329 - Fiction Writing Workshop

Course Description
This course is a roundtable forum in which 10 to 15 students will write short or long fiction using the techniques of 19th-century realism as well as modernist and experimental techniques. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective. Not available every semester.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

ENG330 - Nonfiction Writing Workshop

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

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

ENG340 - Context of Writing: Writers/Publishing

Course Description
ENG 340 is a survey course in contemporary literature designed for students interested in creative writing. Students will study contemporary American literature from a writer’s perspective with a special focus on prose style, structure, scene development, and other elements of the craft of writing. Students will also be introduced to the workings of the American publishing industry, including the roles of literary agent and editor.

Course Requisites
- 1 of the following:
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3
**ENG350 - The English Language**

**Course Description**

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest such as the language of advertising or propaganda.

**Course Requisites**

- Complete all of the following
  - 1 of the following:
    - ENG120H - Honors College Composition I (3)
    - ENG120 - College Composition I (3)
  - Complete 1 of the following
    - 60 credits.
    - Instructor permission

**Course Credit**

3

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**ENG431 - Advanced Creative Writing**

**Course Description**

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.

**Course Requisites**

- Complete all of the following
  - 1 of the following:
    - ENG120 - College Composition I (3)
    - ENG120H - Honors College Composition I (3)
  - 1 of the following:
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)

**Course Credit**

3

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**ENG485 - Senior Thesis in Creative Writing**

**Course Description**

For creative writing majors. Over two semesters, mentored by a Creative Writing faculty member, the student will write a collection of stories or poems, a novella, a play/screenplay or a major portion of a novel. CW faculty will set the deadlines for proposal, outline, revision drafts and finished product. Final evaluation will include at least one other CW faculty member. The final result will be a scholarly essay of 40-60 pages to be presented as an academic paper in a public forum at least three weeks before graduation. Offered as needed.

**Course Requisites**

- Complete:
  - ENG431 - Advanced Creative Writing (3)

**Course Credit**

3
EFL501 - Language Learning and Acquisition
Course Description

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

Course Credit

3

EFL502 - Evaluation and Assessment
Course Description

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

Course Credit

3

EFL503 - Descriptive Linguistics of American English
Course Description

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

Course Credit

3

EFL504 - Introduction to Curriculum Development, Design and Implementation
Course Description

Topics include curriculum, syllabus and lesson planning with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

Course Credit

3

EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology
Course Description

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

Course Credit

3
EFL523 - Listening and Speaking Techniques  
**Course Description**  
This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

**Course Credit**  
3

EFL525 - Reading and Writing Techniques  
**Course Description**  
This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

**Course Credit**  
3

EFL526 - Aspects of Literacy/Multilingual Learner  
**Course Description**  
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.

**Course Credit**  
3

EFL527 - Strategies/Techniques for Teaching Grammar  
**Course Description**  
This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

**Course Credit**  
3

EFL530 - Methods of Teaching English through Drama  
**Course Description**  
This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners.

**Course Credit**  
3
EFL531 - Pronunciation Techniques

Course Description

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

Course Credit

3

EFL536 - Content-Based Instruction

Course Description

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels.

Course Credit

3

EFL537 - Computer-Assisted Language Learning

Course Description

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL.

Course Credit

3

EFL540 - Socio-Cultural Context of Language Teaching

Course Description

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

Course Credit

3

EFL599 - Supervised Practice Teaching

Course Description

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

Course Credit

3

English As a Second Language
ESL100 - English as a Second Language

Course Description
This is an intensive ESL program designed to improve one's English language proficiency in order to pursue a degree program at SNHU or other purposes. Students are placed according to five levels of proficiency, from beginning to advanced (TOEFL range to 173+ on the CBT). Classes meet 20 hours per week and focus on listening, speaking, reading, writing, grammar, and cultural communication skills.

Course Credit
0

ESL111A - Beginning ESL Listening A

Course Description
This course is an entry level listening course for non-native English learners. It introduces social communicative listening. The focus is on understanding the sounds of spoken English, intonation and stress, recognizing basic vocabulary, understanding questions, and identifying the general topic and details of a conversation.

Course Credit
0

ESL111B - Beginning ESL Listening B

Course Description
This course is an entry level listening course for non-native English learners. It introduces social communicative listening. The focus is on understanding the sounds of spoken English, intonation and stress, recognizing basic vocabulary, understanding questions, and identifying the general topic and details of a conversation.

Course Credit
0

ESL112A - Beginning ESL Reading A

Course Description
This is an entry level reading course for non-native English learners. It introduces basic reading skills of recognizing English script and associated sounds, develops a sight vocabulary, word combinations, ideas conveyed by sentences and paragraphs, teaches reading strategies to determine main idea and details, and identifies a beginning, middle and end to a text.

Course Credit
0

ESL112B - Beginning ESL Reading B

Course Description
This is an entry level reading course for non-native English learners. It introduces basic reading skills of recognizing English script and associated sounds, develops a sight vocabulary, word combinations, ideas conveyed by sentences and paragraphs, teaches reading strategies to determine main idea and details, and identifies a beginning, middle and end to a text.

Course Credit
0

ESL113A - Beginning English Grammar A

Course Description
This is an entry level grammar course for non-native English learners. The focus is on the basic rules of grammar for parts of speech, singular/plural nouns, simple present, past and progressive verb tenses, and subject/object pronouns. This course will closely support speaking and writing courses.

Course Credit
0
ESL113B - Beginning English Grammar B  
**Course Description**  
This is an entry level grammar course for non-native English learners. The focus is on the basic rules of grammar for parts of speech, singular/plural nouns, simple present, past and progressive verb tenses, and subject/object pronouns. This course will closely support speaking and writing courses.

**Course Credit**
0

ESL114A - Beginning ESL Speaking A  
**Course Description**  
This is an entry level speaking course for non-native English learners. It introduces social communicative speaking. The focus is on producing the sounds of English, combining sounds into words, developing a sense of stress and intonation, using acquired vocabulary, asking and answering questions, and participating in short conversations.

**Course Credit**
0

ESL114B - Beginning ESL Speaking B  
**Course Description**  
This is an entry level speaking course for non-native English learners. It introduces social communicative speaking. The focus is on producing the sounds of English, combining sounds into words, developing a sense of stress and intonation, using acquired vocabulary, asking and answering questions, and participating in short conversations.

**Course Credit**
0

ESL115A - Beginning ESL Writing A  
**Course Description**  
This is an entry level writing course for non-native English learners. It is designed to develop basic writing skills using acquired vocabulary and grammar rules. The focus is on word order, being able to identify sentence structures (S/V, S/V/O, etc.), writing simple and compound sentences, and basic paragraph order.

**Course Credit**
0

ESL115B - Beginning ESL Writing B  
**Course Description**  
This is an entry level writing course for non-native English learners. It is designed to develop basic writing skills using acquired vocabulary and grammar rules. The focus is on word order, being able to identify sentence structures (S/V, S/V/O, etc.), writing simple and compound sentences, and basic paragraph order.

**Course Credit**
0

ESL116A - Beginning American Culture A  
**Course Description**  
This is an entry level introduction to American culture course for non-native English learners. It introduces students who have recently arrived in America to its traditions, customs, institutions, holidays, social interactions, and academic expectations. This course also reinforces the language skills being developed in the other entry level courses.

**Course Credit**
0
ESL116B - Beginning American Culture B  
Course Description  
This is an entry level introduction to American culture course for non-native English learners. It introduces students who have recently arrived in America to its traditions, customs, institutions, holidays, social interactions, and academic expectations. This course also reinforces the language skills being developed in the other entry level courses.

Course Credit  
0

ESL121A - Introduction to ESL Listening A  
Course Description  
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.

Course Credit  
0.25

ESL121B - Introduction to ESL Listening B  
Course Description  
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.

Course Credit  
0.25 - 0.5

ESL122A - Introduction to ESL Reading A  
Course Description  
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.

Course Credit  
0.25

ESL122B - Introduction to ESL Reading B  
Course Description  
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.

Course Credit  
0.25 - 0.5

ESL123A - Fundamentals of English Grammar A  
Course Description  
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.

Course Credit  
0.25
**ESL123B - Fundamentals of English Grammar B**  
**Course Description**  
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.  

**Course Credit**  
0.25 - 0.5

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**ESL124A - Introduction to ESL Speaking A**  
**Course Description**  
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.  

**Course Credit**  
0.25

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**ESL124B - Introduction to ESL Speaking B**  
**Course Description**  
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.  

**Course Credit**  
0.25 - 0.5

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**ESL125A - Introduction to ESL Writing A**  
**Course Description**  
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.  

**Course Credit**  
0.25

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**ESL125B - Introduction to ESL Writing B**  
**Course Description**  
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.  

**Course Credit**  
0.25 - 0.5

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**ESL126A - Comparative Cultures I A**  
**Course Description**  
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.  

**Course Credit**  
0.25
ESL126B - Comparative Cultures I B

Course Description
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.

Course Credit
0.25 - 0.5

ESL131A - Development of ESL Listening A

Course Description
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.

Course Credit
0.25

ESL131B - Development of ESL Listening B

Course Description
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.

Course Credit
0.25 - 0.5

ESL132A - Development of ESL Reading A

Course Description
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.

Course Credit
0.25

ESL132B - Development of ESL Reading B

Course Description
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.

Course Credit
0.25 - 0.5
ESL133A - Fundamentals of English Grammar II A

Course Description
This course helps students 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.

Course Credit
0.25

ESL133B - Fundamentals of English Grammar II B

Course Description
This course helps students 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.

Course Credit
0.25 - 0.5

ESL134A - Development of ESL Speaking A

Course Description
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.

Course Credit
0.25

ESL134B - Development of ESL Speaking B

Course Description
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.

Course Credit
0.25 - 0.5

ESL135A - Development of ESL Writing A

Course Description
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.

Course Credit
0.25
**ESL135B - Development of ESL Writing B**

**Course Description**

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.

**Course Credit**

0.25 - 0.5

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**ESL136A - Comparative Cultures II A**

**Course Description**

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.

**Course Credit**

0.25

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**ESL136B - Comparative Cultures II B**

**Course Description**

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.

**Course Credit**

0.25 - 0.5

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**ESL141A - Introduction to Academic Listening a**

**Course Description**

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.

**Course Credit**

0.25

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**ESL141B - Introduction to Academic Listening B**

**Course Description**

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.

**Course Credit**

0.25 - 0.5
ESL142A - Introduction to Academic Reading A
Course Description
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.

Course Credit
0.25

ESL142B - Introduction to Academic Reading B
Course Description
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.

Course Credit
0.25 - 0.5

ESL143A - Understanding English Grammar A
Course Description
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.

Course Credit
0.25

ESL143B - Understanding English Grammar B
Course Description
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.

Course Credit
0.25 - 0.5

ESL144A - Introduction to Oral Communication A
Course Description
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.

Course Credit
0.25

ESL144B - Introduction to Oral Communication B
Course Description
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.

Course Credit
0.25 - 0.5
**ESL145A - Introduction to Essay Writing A**  
**Course Description**

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.

**Course Credit**

0.25

**ESL145B - Introduction to Essay Writing B**  
**Course Description**

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.

**Course Credit**

0.25 - 0.5

**ESL146A - Comparative Cultures III A**  
**Course Description**

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.

**Course Credit**

0.25

**ESL146B - Comparative Cultures III B**  
**Course Description**

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.

**Course Credit**

0.25 - 0.5

**ESL151A - Development of Academic Listening A**  
**Course Description**

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.

**Course Credit**

0.25
ESL151B - Development of Academic Listening B  
**Course Description**

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.

**Course Credit**
0.25 - 0.5

ESL152A - Development of Academic Reading A  
**Course Description**

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 textbooks; 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.

**Course Credit**
0.25

ESL152B - Development of Academic Reading B  
**Course Description**

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 textbooks; 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.

**Course Credit**
0.25 - 0.5

ESL153A - Understanding English Grammar II A  
**Course Description**

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.

**Course Credit**
0.25
ESL153B - Understanding English Grammar II B

**Course Description**

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.

**Course Credit**

0.25 - 0.5

ESL154A - Development of Oral Communication A

**Course Description**

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.

**Course Credit**

0.25

ESL154B - Development of Oral Communication B

**Course Description**

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.

**Course Credit**

0.25 - 0.5

ESL155A - Development of Essay Writing A

**Course Description**

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.

**Course Credit**

0.25
ESL155B - Development of Essay Writing B  
**Course Description**

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.

**Course Credit**

0.25 - 0.5

ESL156A - Comparative Culture Studies A  
**Course Description**

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.

**Course Credit**

0.25

ESL156B - Comparative Culture Studies B  
**Course Description**

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.

**Course Credit**

0.25 - 0.5

ESL161A - Advanced Academic Listening A  
**Course Description**

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.

**Course Credit**

0.25

ESL161B - Advanced Academic Listening B  
**Course Description**

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.

**Course Credit**

0.25 - 0.5
**ESL162A - Advanced Academic Reading A**

**Course Description**
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.

**Course Credit**
0.25

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**ESL162B - Advanced Academic Reading B**

**Course Description**
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.

**Course Credit**
0.25 - 0.5

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**ESL163A - Understanding English Grammar III A**

**Course Description**
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.

**Course Credit**
0.25

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**ESL163B - Understanding English Grammar III B**

**Course Description**
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.

**Course Credit**
0.25 - 0.5

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**ESL164A - Advanced Oral Communication A**

**Course Description**
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.

**Course Credit**
0.25
ESL164B - Advanced Oral Communication B  
Course Description  
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.

Course Credit  
0.25 - 0.5

ESL165A - Essay Writing for Academic Purposes A  
Course Description  
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.

Course Credit  
0.25

ESL165B - Essay Writing for Academic Purposes B  
Course Description  
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.

Course Credit  
0.25 - 0.5

ESL166A - Comparative Cultures V A  
Course Description  
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.

Course Credit  
0.25

ESL166B - Comparative Cultures V B  
Course Description  
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.

Course Credit  
0.25 - 0.5
ESL241A - Introduction to Academic Listening II A

Course Description
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.

Course Credit
0.25

ESL241B - Introduction to Academic Listening II B

Course Description
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.

Course Credit
0.25 - 0.5

ESL242A - Introduction to Academic Reading II A

Course Description
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.

Course Credit
0.25

ESL242B - Introduction to Academic Reading II B

Course Description
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.

Course Credit
0.25 - 0.5

ESL243A - Further Understanding English Grammar A

Course Description
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.

Course Credit
0.25
ESL243B - Further Understanding English Grammar B  
**Course Description**  
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.  

**Course Credit**  
0.25 - 0.5

ESL244A - Introduction to Oral Communication II A  
**Course Description**  
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 as 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.  

**Course Credit**  
0.25

ESL244B - Introduction to Oral Communication II B  
**Course Description**  
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 as 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.  

**Course Credit**  
0.25 - 0.5

ESL245A - Introduction to Essay Writing II A  
**Course Description**  
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.  

**Course Credit**  
0.25

ESL245B - Introduction to Essay Writing II B  
**Course Description**  
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.  

**Course Credit**  
0.25 - 0.5
ESL246A - Comparative Cultures IV A

Course Description

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.

Course Credit

0.25

ESL246B - Comparative Cultures IV B

Course Description

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.

Course Credit

0.25 - 0.5

Environmental Studies

ENV100 - Introduction to Sustainability

Course Description

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.

Course Credit

3

ENV101 - Environmental Science

Course Description

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

Course Credit

3

ENV111 - Environmental Science Compass

Course Description

This 1-credit course familiarizes students with the structure and personnel of the Environmental Science degree program, and the resources in place for their support and success. Course sessions focus on introducing students to science faculty members and their areas of expertise, to lab spaces on campus and the equipment available to them, and to additional resources such as the Shapiro Library’s science databases. Students will also be introduced to professional experiences through Career Services and guest talks from local Environmental Science professionals from a variety of organizations.

Course Requisites

- Admitted to BS.ESC

Course Credit

1
ENV219 - Environmental Issues

Course Description

Students in this course examine major environmental problems to make them aware of current and potential environmental issues from the perspectives of society, business, and the individual.

Course Credit
3

ENV220 - GIS, Field Methods and Technology

Course Description

This is an issue- and methods-based course that will introduce students interested in environmental field work to the tools and technology of the profession. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities to improve their skills. Main topics of the course will be the use and application of geographic information systems (GIS), multiple environmental field research techniques, and statistical and data analysis software.

Course Credit
3

ENV250 - Environmental Science Research Methods

Course Description

This course provides students with an understanding of how to evaluate, conduct, write and design research. Required for environmental science majors, it introduces the why, when and how quantitative and qualitative methods are used as investigative tools. The course follows the scientific method and focuses on how to search the literature, write a literature review, formulate research questions/hypotheses, and design experiments to test these hypotheses. We will also explore qualitative methods and discuss their use in the field with special attention to conducting interviews, case studies, and focus groups. Students will prepare a research proposal on a topic of interest. Formulation of this project begins early, forms the basis for a final project, and is presented in a mock scientific conference.

Course Credit
3

ENV305 - Global Climate Change

Course Description

This interdisciplinary course brings students up to date on what is known and not known about the causes and consequences of global climate change, and about viable response options. Topics include analysis of climate drivers such as greenhouse gas emissions, and land-use changes, and investigation of some climate system responses such as increased storm intensity and increased surface temperature. Students also explore some of the societal and economic impacts of global climate change. By reference to the most recent report of the Intergovernmental Panel on Climate Change, paleoclimate studies, and other authoritative sources, students learn how to separate fact from fiction in the often publicized debate about the dynamics of global climate change and about how we should respond to it.

Course Requisites

- 1 of the following:
  - ENV101 - Environmental Science (3)
  - SCI219 - Environmental Issues (3)

Course Credit
3
ENV322 - Environment and Development

Course Description

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.

Course Requisites

- 1 of the following:
  - ENV100 - Introduction to Sustainability (3)
  - ENV101 - Environmental Science (3)
  - SCI219 - Environmental Issues (3)

Course Credit

3

ENV344 - Environmental Science Colloquium I

Course Description

This is an issue and methods based course that will introduce environmental science majors to the tools and technology used in the field. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities. A main focus of the course will be on the use and application of geographic information systems (GIS).

Course Requisites

- Complete:
  - ENV101 - Environmental Science (3)

Course Credit

1

ENV348 - U.S. Environmental Law and Politics

Course Description

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in ENV 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - ENV100 - Introduction to Sustainability (3)
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - Complete 1 of the following
    - Complete:
      - POL210 - American Politics (3)
    - 45 credits.

Course Credit

3
ENV349 - Comparative Environmental Law and Sustainable Development

Course Description
How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - ENV100 - Introduction to Sustainability (3)
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - Complete 1 of the following
    - Complete:
      - POL210 - American Politics (3)
      - 45 credits.

Course Credit
3

ENV361 - Environmental Impact and Site Assessment

Course Description
This broadly interdisciplinary course introduces students to the principles, practices, and procedures followed by environmental professionals in assessing sites for the presence of environmental hazards that could trigger cleanup requirements under federal or state environmental laws, and in assessing the environmental impacts of proposed development projects under the National Environmental Policy Act and similar state laws, using insights drawn from the natural sciences, the social sciences, and other fields. Students spend most of the course undertaking a virtual Phase I site assessment at a hypothetical former industrial site and its environs using Brownfield Action, a web-based simulation developed by experts to teach students the skills needed to prepare a professional-level environmental site assessment, and preparing a draft environmental impact statement for the hypothetical redevelopment project proposed for the site.

Course Requisites

- Complete:
  - SCI333 - Waste: Sources, Reduction, & Remediation (3)

Course Credit
3
ENV372 - Sustainability Strategies for Business

Course Description
How can businesses contribute to the environmental sustainability of human societies without sacrificing the bottom line? This broadly interdisciplinary, systems-based course draws insights from the natural sciences, social sciences, and other fields to explore a full range of strategic options relevant to businesses large and small in nearly every economic sector. Students spend nearly half of the course in a group-based simulation in which they assume the roles of the principals of consulting firms competing with rival firms to design a sustainability-focused strategic facility siting and environmental management plan for adoption by their client’s board of directors using a version of The Triple Bottom Line Tool, a web-based platform designed by sustainability experts to help investors, decision-makers, and economic development professionals to enhance and communicate investment performance across a broad array of environmental and other investment impacts.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV100 - Introduction to Sustainability (3)
    - ENV111 - Environmental Science Compass (1)
    - SCI219 - Environmental Issues (3)
- Earned at least this many credits: 60

Course Credit
3

ENV373 - LEED Green Associate Credential

Course Description
This course is the vehicle through which students receive ENV course credit for successfully completing the U.S. Green Building Council’s (“USGBC”) Leadership in Energy & Environmental Design (“LEED”) Green Associate exam preparation program, which provides students with an up-to-date understanding of the most current green building principles and practices. Students demonstrate successful completion of the program by earning a passing score on the USGBC’s Green Associate professional credential exam. For more information, see the UCBGC’s credentials and Green Associate professional credential exam preparation web pages (http://www.usgbc.org/leed/credentials & http://www.usgbc.org/articles/prepare-your-leed-green-associate-exam, as well as SNHU’s sustainability certificate program coordinator. This course is graded on a pass/fail basis.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV372 - Sustainability Strategies for Business (3)
  - Permission of the supervising faculty member designated by the sustainability certificate program coordinator.

Course Credit
1

ENV374 - OSHA General Industry Outreach Training

Course Description
This course is the vehicle through which students receive ENV course credit for completing the U.S. Occupational Safety and Health Administration’s (“OSHA”) Outreach Training Program for General Industry, which prepares students to recognize, avoid, abate, and prevent safety and health hazards in general industry workplaces. Students may enroll in either the 10-hour course (1 credit) or the 30-hour course (3 credits). Students demonstrate successful completion of either course through receipt of a student course completion card or training certificate. For more information, see OSHA’s General Industry Outreach Training web page (https://www.osha.gov/dte/outreach/generalindustry/index.html) and Outreach Training Program General Industry Procedures (https://www.osha.gov/dte/outreach/generalindustry /generalindustry_procedures.pdf), as well as SNHU’s sustainability certificate program coordinator. This course is graded on a pass/fail basis.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV372 - Sustainability Strategies for Business (3)
  - Permission of SNHU’s environmental management and sustainability program coordinator.

Course Credit
1 - 3
ENV375 - Hazardous Waste Coordinator Certificate

Course Description
This course is the vehicle through which students receive ENV course credit for successfully completing the New Hampshire Department of Environmental Services' ("NHDES") Hazardous Waste Coordinator Certification program. Students demonstrate successful completion of the program by earning a passing score on the program exam. For more information see NHDES's Hazardous Waste Coordinator Certification Program web page (http://des.nh.gov/organization/divisions/waste/hwcb/hwccp/index.htm) and Hazardous Waste Coordinator Training and Certification Environmental Fact Sheet (http://des.nh.gov/organization/commissioner/pip/factsheets/hw/documents/hw-26.pdf), as well as SNHU's sustainability certificate program coordinator. This course is graded on a pass/fail basis.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV372 - Sustainability Strategies for Business (3)
  - Permission of the supervising faculty member designated by the sustainability certificate program coordinator.

Course Credit
1

ENV404 - Environmental Sustainability Field Experience I

Course Description
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.

Course Requisites
- Complete:
  - ENV319 - US Environmental Law and Politics (3)

Course Credit
3

ENV405 - Environmental Sustainability Field Experience II

Course Description
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.

Course Requisites
- Complete:
  - ENV319 - US Environmental Law and Politics (3)

Course Credit
3
ENV410A - Semester in Washington, D.C.: Environmental Policy Field Experience

Course Description
This course is the vehicle through which students receive ENV course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU environmental management program coordinator.

Course Requisites
- Complete all of the following
  - Earned at least this many credits: 60
  - Permission of SNHU’s environmental management program coordinator

Course Credit
12

ENV410B - Semester in Washington, D.C.: Environmental Studies Seminar

Course Description
This course is the vehicle through which students receive ENV course credit for the seminar component of SNHU’s Semester in Washington, D.C. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the SNHU environmental management program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center’s web site (www.twc.edu) and the SNHU environmental management program coordinator.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV319 - US Environmental Law and Politics (3)
  - 60 credits.
  - Permission of SNHU’s environmental management program coordinator

Course Credit
3

ENV440 - Senior Seminar

Course Description
This is an issue-based discussion course designed to define and explore the multifaceted consequences of environmental science issues. Several topics will be explored from either long-standing or current environmental science issues. Students are expected to conduct extensive research on relevant topics and communicate their knowledge in both oral and written assignments.

Course Requisites
- Senior Standing as an Environmental Science major

Course Credit
3
ENV444 - Environmental Science Colloquium II

Course Description
This is an issue-based discussion course aimed to define and explore multifaceted topics in environmental science. Designed like a senior seminar, students are expected to conduct extensive research on varied topics and then communicate their knowledge in both oral and written assignments.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV344 - Environmental Science Colloquium I (1)
  - 90 credits.

Course Credit
1

ENV445 - Sustainability Capstone Experience

Course Description
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 a pre-professional experience.

Course Requisites
- Complete all of the following
  - Complete:
    - ENV100 - Introduction to Sustainability (3)
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - Two 300 level courses in any field

Course Credit
3

Fashion Merchandising

FMK290 - Fashion Merchandising Internship

Course Description
Students enrolled in this program will complete a minimum of 150 hours internship in the fashion field. The internship must pertain to the way apparel products and apparel accessories are marketed and distributed. It has to be approved by the career development center and the fashion program coordinator. It is strongly suggested that students complete the internship in the summer between their first and second year at Southern New Hampshire University.

Course Credit
3

Fashion Merchandising Management
**FMM101 - Basic Design and Color Theory**

*Course Description*

This course examines the basic principles of design, including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. This course is cross-listed with GRA-101.

*Course Credit*

3

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**FMM111 - Foundational Integration Experience**

*Course Description*

The fashion merchandising foundational integration experiences give students the opportunity to apply the knowledge acquired in the core areas of fashion management. They will explore macro and micro environmental factors that affect companies in the industry. They will conduct an industry overview to understand the challenges and opportunities facing this industry by visiting and collecting data from companies operating in the industry in the U.S. and Canada. The trips will include a lab fee of approximately 300 dollars per student for hotel and transportation (lab fee-current market estimate) 1. Develop industry overview: Challenges and opportunities on the domestic and international apparel markets 2. Identify local/regional fashion/accessories retailer to investigate: Conduct their situation analysis 3. Initiate a contact with the retailer: Patronize the retailer’s store (Collect data to inform the situation analysis). Lab fee applies-estimate: 300 dollars per student 4. Present findings (alternatives/recommendations) to client to address challenges and maximize opportunities 5. Research the business and personal responsibilities of buyers 6. Attend a regional retail conference on retail industry issues: Asset protection and loss prevention annual conference in DCU center in Worcester, MA

*Course Credit*

1 - 3

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**FMM114 - Introduction to Fashion Merchandising**

*Course Description*

Fashion principles and procedures used in planning, selecting, pricing and selling fashion goods in retail stores, catalogs and on the Internet are studied. Merchandising systems, assortment plans and inventory control methods are analyzed. A field trip to New York City’s market district is a possibility.

*Course Credit*

3

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**FMM204 - Textiles and Color Theory**

*Course Description*

Textile information pertinent to merchandising is included in this course. Analysis of fibers, yarns and weaves, fabric recognition, and a detailed study of natural and man-made materials are emphasized.

*Course Credit*

3

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**FMM208 - History of Fashion and Costume**

*Course Description*

Fashion is another term for the costume of a time and place, an expression of a period with all of its passions, politics, attitudes and history. This course considers textiles, silhouettes, shapes, and design adaptations in light of the technological capacities of the time, the geographic environment, social structure, political systems and economic conditions around the globe and over time. Students will gain an understanding of appreciation of how these underpin and influence contemporary fashion design and development.

*Course Credit*

3
FMM209 - Sourcing, Supply Systems and Distributions

Course Description

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S. To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers’ profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

Course Credit

3

FMM210 - Sourcing, Supply Systems and Distributions

Course Description

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S. To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers’ profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

Course Credit

3

FMM225 - Merchandise Planning

Course Description

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer’s financial performance.

Course Credit

3

FMM325 - Sustainability in Fashion

Course Description

The overall objective of this course is to explore the role that sustainability plays in fashion merchandising managers' decision to buy from vendors. It explores production and commercialization decisions with respect to buying green. It exposes students to the influence of social responsibility on fashion retailers’ decisions.

Course Credit

3

FMM333 - Exploration Integration Experience

Course Description

The fashion merchandising exploration integrated experiences expose students to apparel and accessories stores management. Students will work directly with local or regional apparel/accessories vendors and retailers to organize fashion merchandise exhibition in the marketing studies center on the SNHU Manchester campus. Displayed merchandise would include women and men apparel and accessories products. Their target market consists of SNHU students, staff, faculty and people from the community. Students will develop the following skills through these experiences: Merchandise and event planning, vendor relation, event and store promotion, merchandise display, store management and customer relations. To display merchandise that meet consumer expectation, students will conduct qualitative and quantitative research. 1. Qualitative research (Primary data collection): Observation and Focus group 2. Qualitative research (Secondary data): Literature review In the second semester of the exploration integrated experience students will experience a mandatory semester long study abroad at Florence University of the Arts (FUA, Florence Italy). The FUA experience will consist of being members of students teams that manage an on campus apparel boutique created and managed by the Fashion program at FUA.

Course Credit

3 - 6
FMM340 - Merchandise Management Strategies
Course Description
Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer’s success. Retail merchandise management brings to light the vital relationship between the manufacturer and the retailer. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise.

Course Requisites

- Complete:
  - FMM225 - Merchandise Planning (3)

Course Credit

3

FMM410 - Fashion Research and Forecasting
Course Description
This course applies the qualitative and quantitative investigations approaches to fashion and fashion accessories. Students will analyze descriptive and inferential statistics to understand consumer taste for current and future trends in fashion.

Course Requisites

- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit

3

FMM417 - Global Sourcing and Apparel
Course Description
This course analyzes global trades in textiles and apparel. The course explains the necessity of export and import in the textiles and apparel industry. Topics include global trades in apparel (the benefits of export and import), trade policies and trade organizations.

Course Requisites

- Complete:
  - FMM114 - Introduction to Fashion Merchandising (3)
  - MKT222 - Principles of Retailing (3)

Course Credit

3

FMM457 - Strategic Fashion Management
Course Description
Students utilize knowledge accumulated in various courses of the program to design a fashion merchandise strategy for a local fashion and apparel retailers or a strategy for fashion accessory retailers. This course considers both qualitative and quantitative research methodologies to investigate management issues or examine opportunities for fashion retailers.

Course Requisites

- Complete:
  - FMM204 - Textiles and Color Theory (3)
  - FMM208 - History of Fashion and Costume (3)
  - FMM325 - Sustainability in Fashion (3)
  - FMM340 - Merchandise Management Strategies (3)
  - MKT228 - Technology in Fashion and Retailing (3)
  - MKT231 - Visual Merchandising (3)

Course Credit

3
Finance

FIN250 - Personal Financial Planning
Course Description
This course provides an overview of personal financial decision-making. The course uses the life-cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

Course Credit
3

FIN260 - Risk Management and Insurance
Course Description
This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to prepare and submit a written business and/or personal plan of risk management.

Course Credit
3

FIN305 - Foundations of Finance
Course Description
Foundations of Finance (FIN 305) is designed to provide students with a balanced introduction to the theory and practice of finance by presenting an overview of the central issues and topics in finance currently relevant to business decision-making. In addition, Foundations of Finance is intended to provide all business students, regardless of major, with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. Topics include time value of money, risk and return, capital budgeting, capital markets, and bond and stock valuation.

Course Requisites
- Complete all of the following
  - Complete:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - ACC201 - Financial Accounting (3)
    - ACC105 - Foundations of Accounting I (2)
  - Complete:
    - MAT225 - Calculus I: Single-Variable Calculus (3)
- NOTE: only CMT majors will take MAT-225 in place of MAT-240

Course Credit
2
FIN320 - Principles of Finance

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - ECO201 - Microeconomics (3)
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - ACC105 - Foundations of Accounting I (2)
    - ACC201 - Financial Accounting (3)

Course Credit

3

FIN330 - Corporate Finance

Course Description

This course focuses on the topics of corporate finance with the intent to extend and further develop the long-term investment and financing topics introduced in either the Principles or Foundations of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Writing intensive course.

Course Requisites

- 1 of the following:
  - FIN320 - Principles of Finance (3)
  - FIN305 - Foundations of Finance (2)

Course Credit

3

FIN336 - Multinational Corporate Finance

Course Description

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

Course Requisites

- Complete:
  - FIN320 - Principles of Finance (3)

Course Credit

3
FIN340 - Fundamentals of Investments

Course Description
This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. This course emphasizes the decision-making process that underlies all investment decisions.

Course Requisites
- 1 of the following:
  - FIN305 - Foundations of Finance (2)
  - FIN320 - Principles of Finance (3)

Course Credit
3

FIN345 - Student Managed Investment Fund

Course Description
This course is intended to provide rigorous academic training in money management, portfolio selection, and risk management concepts. This course will also provide students with the opportunity to manage a portion of the SNHU endowment fund. This course will also require students to establish an investment philosophy and investment policy guidelines, preparation of an investment process statement and to understand the administrative aspects of the fund’s brokerage account. Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports.

Course Requisites
- 1 of the following:
  - FIN320 - Principles of Finance (3)
  - FIN305 - Foundations of Finance (2)

Course Credit
3

FIN426 - Contemporary Issues in Finance

Course Description
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.

Course Requisites
- Complete:
  - FIN330 - Corporate Finance (3)
  - FIN340 - Fundamentals of Investments (3)

Course Credit
3

FIN440 - Investment Analysis

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

Course Requisites
- Complete:
  - FIN340 - Fundamentals of Investments (3)

Course Credit
3
FIN490 - Finance Economics Internship

Course Description

The finance/economics internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

Course Credit

3 - 12

Fine Arts

FAS110 - Introductory Drawing

Course Description

In this course, students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition. Class meets 60 hours per term.

Course Credit

3

FAS210 - Introduction to Acting

Course Description

Students in this class will explore movement, voice, text and theatrical compositions that encourage, nurture and develop the authentic creative expression of the actor. Student work will culminate in a performance project that utilizes collaborative and generative ensemble work within the context of the evolving actor.

Course Credit

3

FAS225 - Introduction to Photography

Course Description

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

Course Credit

3

FAS226 - Digital Photography

Course Description

Photography as a visual medium is integral to the study of contemporary communication. This course introduces students to the history and practice of producing photographic images. The course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of dark-room, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use various digital cameras techniques to capture, process, and print a portfolio of several original photographic images. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises.

Course Credit

3
FAS260 - History of Architecture  
**Course Description**  
The aim of this course is to stimulate the appreciation of architecture in students who have had little or no exposure to the subject. The course is organized by historical periods, from ancient Egypt through the end of the 20th century. It considers architectural aims, materials, methods, structural principles, major works and styles. It makes connections between individual buildings and the cultural contexts from which they were derived. Field trips are required.  

**Course Credit**  
3

FAS270 - Introduction to Film History  
**Course Description**  
As an overview of film history and aesthetics, this course explores film history from 1895 to the present. Emphasis is on the development of film as a technology, an art form, an industry, and a cultural institution. The class will research and discuss genres, movements, directors, and landmarks in film history. Students will view films, participate in in-class and online discussions of films and readings, attend lectures, and write a collaborative research project.  

**Course Credit**  
3

FAS301 - Film and American Culture  
**Course Description**  
The course will be an examination of major shifts and events in American politics as reflected through the films of the twentieth century. What can we learn about periods in history from the cultural products they leave behind? Can we piece together an accurate look at an era through the stories they tell? We will explore time periods such as pre-WWI immigration, The Roaring Twenties, The Depression, Isolationism, World War II, the post-war atomic era, the 1960s counterculture, Vietnam, the Reagan 1980s, and the post-9/11 era. We will look at a variety of filmmaking genres—from cartoons to documentaries to government films to narrative features—to piece together the history of politics in twentieth century America.  

**Course Requisites**  
- Complete:  
  - HIS114 - United States History II: 1865-Present  

**Course Credit**  
3

FAS302 - Gender and Film  
**Course Description**  
This course will undertake a comprehensive and chronological history of gendered representations on the screen. We will begin in the turn-of-the twentieth century silent era with "damsels in distress," and we will conclude with twenty-first century films that address the continuing and global struggle for gender equality. In between we will cover such subjects as: "The New Woman" of the 1920s; pioneering films exploring lesbian, gay, and transgender issues which date back to the 1930s; femme fatales in film noir; and male filmic stereotypes such as the cowboy. This will be achieved through screenings, readings, lectures, active discussions, and presentations. Students should take FAS270 (History of Film) before taking this course.  

**Course Credit**  
3
FAS303 - Golden Age of Film Comedy

Course Description
This course focuses on the masters of early film comedy from the beginning stages of American filmmaking at the turn of the 20th century until the arrival of sound in the 1930s. This period spawned some of the most influential figures in world cinema - including Mack Sennett, Fatty Arbuckle, Charlie Chaplin, Buster Keaton, Harold Lloyd, Harry Langdon, and the Marx Brothers - all of whom were among the most famous personalities of their day. The work of the early film comedians had a profound effect on the history of world filmmaking - from Fellini to Kurosawa to Woody Allen - and served as a model for the work of some of cinema's greatest artists in the sound era. This course is designed to be part American history, part film history, part art criticism, part appreciation, and most importantly, part fun.

Course Credit
3

FAS305 - Digital Documentary Photography

Course Description
This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Course Credit
3

FAS310 - Illustration

Course Description
This course builds upon skills and concepts learned in FAS-110 (Introductory Drawing) with the focus shifting to applications of drawing in projects related to the discipline of graphic design. Drawing skills will be applied to such practical applications as storyboarding, text illustration and display, packaging design, web design, video animation and multimedia.

Course Requisites
- Complete:
  - FAS110 - Introductory Drawing (3)

Course Credit
3

FAS320 - History of Design

Course Description
This course introduces the major movements in the history of design since the Industrial Revolution, including the Arts & Crafts Movement, Art Nouveau, Art Deco, the Bauhaus, constructivism, and contemporary trends in popular design. Student will be encouraged to apply their learning to practical design exercises.

Course Credit
3
FAS326 - History of Photography

Course Description

This course will examine the history of photography from its invention in 1839 to the present time. The course will endeavor to address the technical artistic and social underpinnings of this most modern of art forms.

Course Credit

3

FAS335 - Romanticism to Impressionism

Course Description

This course examines European painting of the 19th-century, one of the most abundantly creative periods in all of art history. From grand historical paintings of Napoleon, to intimate Romantic visions, to remarkably fresh, dewy landscapes, to sublime views of industry and urban development, the art of this period rises to the height of both aesthetic achievement and cultural relevance. In addition, to presenting famous artists and works, the course draws forth central themes of the time, including the rise of individualism, industrialization, urbanization, the growing power of the market place, and the flourishing of middle class culture.

Course Credit

3

FAS342 - Modernism

Course Description

This course will examine the development of painting and sculpture in Europe from the 1880s through 1945 in relation to its social, cultural, and political contexts. An incredibly rich period for the visual arts, the Modernist movement stands alone in its dazzling array of visual styles, its passionate and at times tumultuous involvement with politics and social concerns, and its international scope.

Course Credit

3

FAS345 - Contemporary Art

Course Description

This is an experiential course that will introduce students to art since 1945 and the contexts in which it is displayed. During the semester students will work closely with a visiting artist in designing, creating, analyzing, and explaining (in oral and written forms) a unique exhibition for the McIninch Art Gallery. In addition, students will learn the history of contemporary art, attend field trips to local galleries, and interview artists. The course will be interactive, dynamic, thought-provoking, and fun.

Course Credit

3

FAS353 - Improvisation and Performance

Course Description

Students in this course will develop a working knowledge of the basic techniques used in theatrical improvisation through a variety of structures, exercises, and methods. Student work will culminate in a public improvisation performance.

Course Credit

3

FAS365 - Arts Management

Course Description

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.

Course Credit

3
FAS370 - American Art
Course Description
This is a course that 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 Hopper, 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.

Course Credit
3

FAS380 - Women, Art and Society
Course Description
This course explores the nature of gendered representation in the history of art from the Renaissance to the present. While the primary focus will be on the representation of women and the work of women artists, the construction of masculinity in the arts will also be addressed. Art will be examined in relation to its political, social, economic, and religious context to establish the broader implications of these visual documents. The student will gain a broadly inclusive understanding of the Western artist tradition as well as sensitivity to gender issues and the gendered nature of representation.

Course Credit
0

Fine Arts-Masters

MFA501F - Summer Residency I Fiction
Course Credit
3

MFA501NF - Summer Residency I Nonfiction
Course Credit
3

MFA502F - Winter Residency I Fiction
Course Credit
3

MFA502NF - Winter Residency I Nonfiction
Course Credit
3

MFA503F - Summer Residency II Fiction
Course Credit
3

MFA503NF - Summer Residency II Nonfiction
Course Credit
3
MFA504F - Winter Residency II Fiction
Course Credit

3

MFA504NF - Winter Residency II Nonfiction
Course Credit

3

MFA510 - MFA Workshop: Fiction Writing I
Course Description

Fiction Writing I is a course designed to help the student entering the MFA program in fiction grasp the central principles of writing fiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished fictional prose (prose well beyond the first or second draft) and 30 pages of polished fiction exercises.

Course Credit

12

MFA511 - MFA Workshop: Fiction Writing II
Course Description

Fiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent fiction. As in Fiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished fictional prose (prose well beyond the first or second draft) and 60 pages of polished fiction exercises.

Course Requisites

♦ Complete:
  ♦ MFA510 - MFA Workshop: Fiction Writing I (12)

Course Credit

12

MFA512 - Graduate Fiction Workshop III
Course Description

Fiction Writing Workshop III builds on the foundations lain in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 510 and 511). In this course, students will write a 10-15-page close-reading essay on a single work of fiction (a novel, story, or story collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

Course Requisites

♦ Complete:
  ♦ MFA511 - MFA Workshop: Fiction Writing II (12)

Course Credit

12
MFA513 - Graduate Fiction Workshop IV

Course Description

Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a novel, a collection of stories, or a self-contained section of a novel.

Course Requisites

- Complete:
  - MFA512 - Graduate Fiction Workshop III (12)

Course Credit

12

MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I

Course Description

Nonfiction Writing I is a course designed to help the student entering the MFA program in nonfiction grasp the central principles of writing professional-quality nonfiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished nonfictional prose (prose well beyond the first or second draft) and 30 pages of polished nonfiction exercises.

Course Credit

12

MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II

Course Description

Nonfiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent nonfiction. As in Nonfiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished nonfictional prose (prose well beyond the first or second draft) and 60 pages of polished nonfiction exercises.

Course Requisites

- Complete:
  - MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (12)

Course Credit

12

MFA522 - Graduate Nonfiction Workshop III

Course Description

Nonfiction Writing Workshop III builds on the foundations lain in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 520 and 521). In this course, students will write a 10-15 page close-reading essay on a single work of nonfiction (a memoir, work of literary journalism, creative essay, or essay collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

Course Requisites

- Complete:
  - MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (12)

Course Credit

12
**Course Description**

Nonfiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a memoir, a work of literary journalism, a collection of essays, or a self-contained section of a memoir or work of literary journalism.

**Course Requisites**

- **Complete:**
  - MFA522 - Graduate Nonfiction Workshop III (12)

**Course Credit**

12

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**Course Description**

This is a semester-long course that follows from a weeklong introductory workshop on the basics of teaching college composition and course syllabus design. The colloquium provides an opportunity for ongoing mentorship and professional development in the field of composition pedagogy and theory. A weekly seminar provides time for the mentoring and professional development of TAs’ teaching practice with the support of a full-time Writing Program faculty member. Topics covered in the seminar include an introduction to composition pedagogies theories through reading and response; introduction to and practice in assessment, including grading norming and effective written response to student writing; the basics of how to develop a Teaching Portfolio and craft a Statement of Teaching Philosophy.

**Course Description Detail**

Each student will attend the faculty member’s ENG120 class once per week as an observer/assistant, and also work one (1) hour per week as a tutor in the Writing Center. Guidelines for Observation and Assistance of Composition Faculty: This list represents the TA’s responsibilities over two semesters unless otherwise noted.

- The TA will attend class once a week (first semester) or twice a week (second semester) to observe teaching and the facilitation of student learning.
- The TA may assist students in the classroom in multiple ways including answering questions, offering feedback, listening to ideas, and clarifying points.
- The TA will work with students one-to-one in The Learning Center once a week. The students may be from the assigned class, or they may be walk-in students looking for writing assistance (first semester).
- The TA will hold one office hour per week to work with students in the class (second semester).
- The TA will read assigned readings on pedagogy and practice (weekly during the first semester and when needed during the second semester).
- The TA will participate in a weekly discussion board reflecting on the assigned readings, classroom activities, and student experiences (first semester).
- The TA will discuss the goals, tasks, and, if applicable, readings for each class with the faculty mentor before and after class.
- The TA will attend a face-to-face weekly discussion to expand on ideas shared in the discussion board. During that face-to-face meeting, actual scenarios of classroom instruction and challenges will be considered. The TA will be expected to incorporate ideas grounded in pedagogy that have been learned from readings and discussions when participating in these conversations (first semester).
- The TA will have weekly correspondence with the faculty mentor, which may include either in-person meetings or e-mail check-ins based on the needs of the class (second semester).
- The TA may discuss assessment and practice with the instructor. Student work will be considered as teaching assistants participate in norming sessions to guide assessment. The TA will be learning about how to assess student work; the TA will not be responsible for grading papers or assigning grades.
- The TA may discuss semester planning with the instructor: learning objectives, instructional methods, assignments, texts, scheduling, syllabus creation.
- Under the guidance of the faculty mentor, the TA may develop lessons in the second part of the semester to help student learning and practice teaching skills. The teaching of the TA may start with mini-lessons and move into longer periods of class time as the TA takes on more responsibility for instruction and facilitation in the classroom.
- The TA will only teach lessons with the faculty mentor present. The TA may reflect in writing about any lessons taught. He/she will then meet with the faculty mentor who can offer feedback and facilitate discussion about the instruction.

**Course Requisites**

- Teaching Assistants (TAs) are required to take Colloquium in their first semester teaching in SNHU’s Writing Program. Upon successful completion of colloquium, TAs are eligible to continue teaching in the Writing Program and receive ongoing mentorship by assigned Writing Program faculty.

**Course Credit**

4
MFA556 - Teaching Apprenticeship

Course Description

Each student will observe and assist the instructor of a section of either ENG-120 or ENG-200, depending on course availability. (See "Guidelines for Observation and Assistance of Composition Faculty" below). Each student will also attend a once-per-month TA training seminar with other TAs in the certification program, led by a Writing Program faculty member.

Course Description Detail

Guidelines for Observation and Assistance of Composition Faculty: This list represents the TA's responsibilities over two semesters unless otherwise noted. • The TA will attend class once a week (first semester) or twice a week (second semester) to observe teaching and the facilitation of student learning. • The TA may assist students in the classroom in multiple ways including answering questions, offering feedback, listening to ideas, and clarifying points. • The TA will work with students one-to-one in The Learning Center once a week. The students may be from the assigned class, or they may be walk-in students looking for writing assistance (first semester). • The TA will hold one office hour per week to work with students in the class (second semester). • The TA will read assigned readings on pedagogy and practice (weekly during the first semester and when needed during the second semester). • The TA will participate in a weekly discussion board reflecting on the assigned readings, classroom activities, and student experiences (first semester). • The TA will discuss the goals, tasks, and, if applicable, readings for each class with the faculty mentor before and after class. • The TA will attend a face-to-face weekly discussion to expand on ideas shared in the discussion board. During that face-to-face meeting, actual scenarios of classroom instruction and challenges will be considered. The TA will be expected to incorporate ideas grounded in pedagogy that have been learned from readings and discussions when participating in these conversations (first semester). • The TA will have weekly correspondence with the faculty mentor, which may include either in-person meetings or e-mail check-ins based on the needs of the class (second semester). • The TA may discuss assessment with the instructor. Student work will be considered as teaching apprentices participate in norming sessions to guide assessment. The TA will be learning about how to assess student work; the TA will not be responsible for grading papers or assigning grades. • The TA may discuss semester planning with the instructor: learning objectives, instructional methods, assignments, texts, scheduling, syllabus creation. • Under the guidance of the faculty mentor, the TA may develop lessons in the second part of the semester to help student learning and practice teaching skills. The teaching of the TA may start with mini-lessons and move into longer periods of class time as the TA takes on more responsibility for instruction and facilitation in the classroom. The TA will only teach lessons with the faculty mentor present. The TA may reflect in writing about any lessons taught. He/she will then meet with the faculty mentor who can offer feedback and facilitate discussion about the instruction.

Course Requisites

- Complete:
  - MFA555 - Writing Program TA Colloquium (4)

Course Credit

4

MFA557 - Teaching with Observation and Feedback

Course Description

The student will teach a section of ENG-120. A full-time Writing Program faculty member will conduct one (1) observation of the student in the course of the semester. After the student has successfully completed teaching a section of ENG-120, the student will receive a Graduate Certificate in the Teaching of Composition.

Course Description Detail

The faculty member who conducts the observation will evaluate the student’s teaching and provide feedback in discussions with the student. The student will also attend a monthly training seminar with other TAs in the certification program, led by a Writing Program faculty member.

Course Requisites

- Complete:
  - MFA555 - Writing Program TA Colloquium (4)
  - MFA556 - Teaching Apprenticeship (4)

Course Credit

4

French
LFR111 - Beginning French I  
**Course Description**  
Designed for students with no previous knowledge of French; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts.

**Course Credit**  
3

LFR112 - Beginning French II  
**Course Description**  
Continuation of LFR 111.

**Course Requisites**  
- Complete:
  - LFR111 - Beginning French I (3)

**Course Credit**  
3

LFR211 - Intermediate French I  
**Course Description**  
Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French.

**Course Requisites**  
- Complete:
  - LFR112 - Beginning French II (3)

**Course Credit**  
3

LFR212 - Intermediate French II  
**Course Description**  
Continuation of LFR 211.

**Course Requisites**  
- Complete:
  - LFR211 - Intermediate French I (3)

**Course Credit**  
3

LFR311 - French Civilization and Culture  
**Course Description**  
This course develops further a student's fluency in the French language and knowledge of French civilization and culture. Mainly taught in French, the course covers the rich heritage of France from literature to cooking and fashion. Although open to any student with sufficient French, would especially be for qualified history and English majors.

**Course Credit**  
3

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**Game Design & Development**
GAM110 - Game Programming I

Course Description

Students will learn the basis of computing as well as the fundamentals of programming. Students will be taught the correlation between math and programming languages and how they are used in games. Students will get a firsthand introduction on how C# and C++ are used in game engines. A student will be introduced to scripting languages, object oriented languages and functions. Students will have an understanding of multiple types of classes that include base, abstract, and concrete, as well as class hierarchies.

Course Credit

3

GAM205 - Introduction to Games

Course Description

While games have long been regarded as trivial or inconsequential, their increasing popularity and influence in American culture demands more critical perspectives that better enable us to understand their significance and value. This course provides an introduction to the critical study of games. Through course readings, discussion, and academic research, students will analyze the design, production, consumption, and aesthetics of games, drawing on perspectives from across a variety of disciplines. Specific attention is paid to how games affect and are affected by the people who play them and the context in which they are developed and played.

Course Credit

3

GAM207 - Information Technology and Digital Games

Course Description

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.

Course Credit

3

GAM210 - History of Digital Games

Course Description

Digital games have, in their relatively brief history, evolved to become the most dominant form of entertainment on the planet. The modern digital game is as much a product of cultural context as the technologies that enabled their development. This course is designed to explore the history of digital games, their foundation in traditional games, and the modern application of game design theory. Through course readings, discussion, and academic research, students will analyze the history of digital games through both a technological and a socio-cultural perspective.

Course Credit

3
GAM211 - Interactive Animation  
**Course Description**  
This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.  

**Course Credit**  
3

GAM215 - World-Building for Games  
**Course Description**  
Rich, highly immersive imagined worlds have a long tradition in fantasy and science fiction from J.R.R. Tolkien’s Middle Earth to the dystopian universe of Suzanne Collins’ Hunger Games. Increasingly, digital games rely on these imagined worlds to create environments for players to interact with and explore. In this course students will learn and apply the principles of world-building and environmental storytelling to craft a series of imagined worlds for digital games. Students will be tasked with developing worlds around a number of common themes in digital games such as fantasy realms, forgotten civilizations, post-apocalyptic futures, and alien worlds, including the historical, geographic, social, and cultural details that make imagined worlds so engaging.  

**Course Credit**  
3

GAM218 - Programming and Mechanics for Games  
**Course Description**  
In this course students will learn the basics of using code and how it is applied in games. No prior programming knowledge is required. Students will be taught how to use data types, classes, functions, and variables inside a modern game engine using a coding language that fits a specific game engine. This course is geared toward introducing core game specific programming practices and mechanics. This course will allow students to explore and create code in a modern game engine within its core programming language.  

**Course Credit**  
3

GAM220 - Game Programming II  
**Course Description**  
Students will learn advanced programming topics to further enhance their abilities to implement software solutions to problems. Object oriented design, data abstraction techniques, and data structures like linked lists, vectors, maps, stacks and queues will be introduced and developed. More advanced uses of functions, such as function pointers and recursion will be discussed. Students will also be introduced to various algorithms used for searching and sorting data. All topics will be introduced and discussed with a focus on how they are used to build interactive games.  

**Course Requisites**  
- Complete:  
  - GAM110 - Game Programming I (3)

**Course Credit**  
3
GAM303 - Design of Virtual Game Environments

Course Description

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

Course Requisites

- 1 of the following:
  - IT207 - Information Technology and Digital Games (3)
  - GAM207 - Information Technology and Digital Games (3)

Course Credit

3

GAM305 - Digital Game Development

Course Description

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with IT 305.

Course Requisites

- Complete:
  - IT207 - Information Technology and Digital Games (3)

Course Credit

3

GAM310 - Player-Centered Game Design

Course Description

Digital games have quickly become the most dominant and popular form of entertainment in the United States, but that meteoric rise has garnered considerable scrutiny from the public. While early psychological research focused primarily on potentially negative effects of gaming, attention has more recently shifted to understanding the broader psychological principles at work in digital games. This course introduces students to the application of psychological theories, concepts, and methodologies to the study of digital games. Through course readings, discussion, and academic research, students will explore a variety of topics related to digital game psychology, including motivation, immersion, interaction, cognition, emotional investment, addiction, aggression, and prestige.

Course Credit

3

GAM312 - Scripting for Games

Course Description

This course is going to be covering scripting fundamentals as well as how to script in a game engine. Students will learn how to create basic script files and get an understanding for variables, functions, events, loops, conditional statements, and classes. This course will also cover scripting solutions in multiple game engines.

Course Requisites

- Complete:
  - GAM110 - Game Programming I (3)
  - GRA211 - Interactive Animation (3)

Course Credit

3
GAM315 - Interactive Storytelling  
**Course Description**  
Storytelling in digital games is often rightly criticized for being unimaginative and lackluster. The interactive nature of this medium requires dramatically different approaches but historically, little attention has been paid to the development of these skills in potential authors. In this course, students explore the different ways that modern digital games and other forms of interactive fiction tell stories by applying theories and principles of narrative development and story structure. Emphasis is placed on how video games are similar to and profoundly different from traditional linear fiction. In addition to reading scholarly works on games and narrative, students develop original and engaging stories fit for contemporary digital games.

**Course Credit**  
3

GAM330 - Physics for Games  
**Course Description**  
This course looks into the basics of Physics techniques specific for games from a programming perspective. Students will learn the basics of physics on Objects, Characters, Vehicles, Crowds, and Weather. Topics will also include collision objects and detection. Students will also get an introduction to AI with Character, Crowd and World Behaviors.

**Course Requisites**  
- Complete:  
  - PHY101 - Principles of Physics (3)

**Course Credit**  
3

GAM345 - Algorithms and Data Structures for Games  
**Course Description**  
Students will learn advanced algorithms and data structure topics to further enhance their abilities to implement software solutions to problems. Linked lists, doubly linked lists, vectors, maps, stacks and queues will be reviewed and developed. Graphs, binary trees, and quad trees will be discussed and implemented. Common algorithms used for searching and sorting data stored in the various types of data structures will be covered. Runtime and memory analysis for all data structures and algorithms will also be discussed.

**Course Requisites**  
- Complete:  
  - GAM110 - Game Programming I (3)  
  - GAM220 - Game Programming II (3)

**Course Credit**  
3

GAM350 - Multiplayer Video Game Development  
**Course Description**  
This class looks into the techniques required to develop multiplayer game experiences. The course will start with the basics on how to develop video games with multiple player controlled objects using various input devices, shared and split-screen experiences, as well as designing asynchronous and asymmetric games. During the second half of the semester, online networking topics will be introduced which will include peer to peer and client server networking models. Topics such as syncing game objects between networked clients, remote procedure calls, and persistence will also be discussed.

**Course Requisites**  
- Complete:  
  - GAM110 - Game Programming I (3)  
  - GRA211 - Interactive Animation (3)

**Course Credit**  
3
GAM405 - Artificial Intelligence for Games  
Course Description  
Students get an introduction to AI inside a game engine. Using Action scripting, C++, or C# students will be introduced to Path finding, Crowd Control, Character Control, Non Player behavior, World behavior and Object behavior. Students will also be introduced to game play algorithms designed to create immersive reactive worlds. 

Course Requisites  
- Complete:  
  - GAM110 - Game Programming I (3)  
  - GRA211 - Interactive Animation (3)  
  - GAM312 - Scripting for Games (3)  

Course Credit  
3  

GAM415 - Graphics Game Engine  
Course Description  
Students get an introduction to advanced graphics topics including skeletal animation, ray tracing, particle integration, lighting, shaders and materials. Projects are introduced to implement these important visual effects. The knowledge obtained will be assimilated and applied to a wide range of usages and application. Linear Algebra algorithms will be refreshed and/or introduced specific to the topic at hand. Students will learn the basics of Direct X, Open GL, and Rendering solutions (forward and deferred). 

Course Requisites  
- Complete:  
  - GAM110 - Game Programming I (3)  
  - GRA211 - Interactive Animation (3)  
  - GAM220 - Game Programming II (3)  

Course Credit  
3  

GAM425 - Game Programming Capstone  
Course Description  
The game programming capstone is designed to help students bring together all of the knowledge and skills they have acquired throughout the program. Students will work on a project of their own design that showcases their abilities as game programmers. Emphasis is placed on students' ability to create dynamic gameplay experiences through the application of industry standard methods, techniques, and technologies. 

Course Requisites  
- Complete:  
  - GAM312 - Scripting for Games (3)  
  - GAM330 - Physics for Games (3)  
  - GAM405 - Artificial Intelligence for Games (3)  
  - GAM415 - Graphics Game Engine (3)  

Course Credit  
3
GAM450 - Artificial Intelligence

Course Description
This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. Offered as needed.

Course Requisites
- Complete:
  - GAM211 - Interactive Animation (3)

Course Credit
3

GAM465 - Digital Multimedia Development

Course Description
This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working Web sites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution. Offered as needed.

Course Requisites
- Complete 1 of the following
  - Complete:
    - IT375 - Digital Graphics Design (3)
  - Complete:
    - GRA310 - Digital Graphic Design for the Web (3)

Course Credit
3

GAM495 - Game Programming Capstone

Course Description
This course represents the integration of previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Students will develop a self-identified gaming project as a culminating capstone experience. The course will be structured around this critical task so that students have the appropriate support and resources required to be successful.

Course Requisites
- Complete:
  - GAM110 - Game Programming I (3)
  - GAM312 - Scripting for Games (3)
  - GRA211 - Interactive Animation (3)

Course Credit
3

Geography
**GEO200 - World Geography**

*Course Description*

This course examines the implications of global location and topography for the people of planet Earth. Students will explore how geography shapes the dynamics of human societies, with an emphasis on the geoenvironmental, geopolitical, and geosocial phenomena that help to define the modern world.

**Course Credit**

3

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**GEO202 - Regional Geography: Appalachia**

*Course Description*

This course will examine the geography of Appalachia. Emphasis will be placed on the physical, historical, social, and cultural geography of this region. Topics include: geologic formation of the Appalachian Mountains, the Civil War, socioeconomic problems, impacts of coal mining, and regional culture. This course requires a field trip with associated fees to Appalachia during spring break.

**Course Credit**

3

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**Graduate Language Studies**

**GLS470 - Writing the Research Paper**

*Course Description*

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.

**Course Credit**

3

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**GLS471 - Mastering English Grammar**

*Course Description*

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.

**Course Credit**

3

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**GLS472 - Team Work/Oral Presentation**

*Course Description*

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.

**Course Credit**

3
GLS473 - Strategies for Effective Intercultural Business Communication

Course Description

In today's globalized world, being knowledgeable about effective, intercultural business communication strategies is needed for students who want to live or work in other countries. It also helps them gain respect for one another and gain confidence in their English language speaking skills. By recognizing that different groups of people solve common problems in a variety of ways, students come to value their differences and learn new approaches. This course will help increase awareness and appreciation for the complexity of intercultural skills in business communication. It will offer a critical perspective through the analysis of case studies that involve critical thinking, problem-solving, and authentic use of the language. The course will include pronunciation practice to help international students communicate more smoothly. The course will also incorporate business writing skills that need developing. Students will engage in role-play in various international business situations and learn about group interaction among cultures.

Course Requisites

- Applicable test scores or successful completion of IEP Level 7

Course Credit

3

GLS474 - Team Building Using Technology and Communication

Course Description

In today's globalized and multicultural society, team-building activities increase communication, raise morale, empower team members, and encourage students to work together to solve problems. This course will include team problem-solving, creating, collaborating, and communicating using a variety of approaches, including the use of technology. Analysis and discussion of leadership styles will include situational leadership, motivational leadership, and creative leadership. Students will work on the appropriate skills to effectively delegate various responsibilities within the group.

Course Requisites

- Applicable test scores or successful completion of IEP Level 7

Course Credit

3

GLS475 - Navigating the American Business Climate

Course Description

Navigating an unfamiliar business culture can be a challenge. By using techniques such as paraphrasing and repetition, people confirm their understanding and prevent misinterpretation. Navigating the American Business Culture will focus on the presentation and discussion of business systems (regional differences and similarities), workforce demographics, social responsibility, business ethics, management and leadership styles, and negotiation techniques. Students will engage in the subject with readings and case studies combined with classroom visits from guest speakers from the local business community. Watching films will also serve as a basis for various language tasks and activities. They will provide a realistic context for language use, present new vocabulary and idioms, and provide insight into the American business culture.

Course Requisites

- Applicable test scores or successful completion of IEP Level 7

Course Credit

3
GRA101 - Basic Design and Color Theory
Course Description
This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual designing systems that guide the student through the application of computer graphics tools. The basic visual design elements of line, space, texture and color are creatively explored as students complete a series of projects that relate to advertising layout and design and visual merchandising.
Course Credit
3

GRA105 - Concept Art and Color Theory
Course Description
Students will begin with an understanding of how narrative design, color design, form vs. function and world building define the aesthetics of concept art. Students will be introduced to the fundamentals of digital and traditional techniques for creating concept art. These fundamental skills will help students in the design phase for creating concepts for characters, creatures, and environments. Students will learn about color theory as a cohesive workflow with design to create aesthetically pleasing concept art.
Course Credit
3

GRA201 - Intro to Digital Sculpting
Course Description
In this course students will be introduced into Digital sculpting with zbrush. Also understand how digital sculpting fits into a pipeline in a game production environment. Techniques covered in this course will be software navigation, sculpting with multiple brushes, masking, poly painting, and materials. The course will cover some practices used to prep a model for the next stage in creating a game model. Some techniques will show how zbrush can work seamlessly with other 3D modeling software. The class will also have assignments that include observational and concept drawing.
Course Credit
3

GRA202 - 3-D Modeling and Animation
Course Description
In this course students will be introduced to 3DS max. It will give them an overview of what max does specifically for games. This course will be focused on modeling. Students will learn the basics of modeling low poly and high poly models. How they are unwrapped and used in conjunction with textures. It will also show a wide range of techniques used in the industry for modeling for mobile, PC and current generation consoles.
Course Credit
3

GRA210 - Fundamentals of Game Design
Course Description
Many people have ideas for their own video games, but how do you get started making them? This course lays the foundation for students interested in entering the game industry. This is accomplished by learning game mechanics and design theory through hands on work. Using industry standard tools, students work through the process of creating games from start to finish.
Course Credit
3
GRA211 - Interactive Animation

Course Description
This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Course Requisites
- Complete:
  - GAM110 - Game Programming I (3)

Course Credit
3

GRA212 - 3-D Character Animation

Course Description
This course will introduce students to character animation by learning the 12 principles of animation. We will also be going over the pipeline for skinning and rigging a character.

Course Credit
3

GRA215 - Texturing for Games

Course Description
Starting with an introduction to 2D software, this course with cover the many methods of texturing game assets using today's industry standard techniques and software.

Course Credit
3

GRA220 - Introduction to Digital Imaging

Course Description
Using industry standard image editing software, this course is an introduction to professional computer graphics creation and to the software and hardware typically used in the graphic design, video, photography and interactive Web/multimedia industries. 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. Special attention will be paid to copyright awareness in the age of the digital image.

Course Credit
3
GRA310 - Digital Graphic Design for the Web

Course Description
This course focuses on digital graphic design theory and its application to web design. Students learn about the technical requirements of professionally created digital web documents. Students will be focused on designing communication and marketing applications for the World Wide Web all the while considering user experience and functionality. Differences in designing for the desktop computer and mobile internet appliances will be a topic for discussion and incorporated in hands-on exercises and projects. Each student will develop several minisites and by the end of the semester will have produced at least one deployable site. Topics include design strategies, web authoring/editing environments, color calibration and aesthetics, web typography, style sheets, template use, graphics format selecting and optimization, and HTML coding and debugging.

Course Requisites
- Complete: GRA220 - Introduction to Digital Imaging (3)

Course Credit
3

GRA311 - Environment Design

Course Description
In the first half of this course students will be introduced to a pipeline for the creation of environments inside of a game studio. Students will be shown how to use reference drawings and images to help build props and environment pieces. Students will also be shown how these assets can be used, not only as standalone assets but to create other bigger picture assets when used as a modular set piece. Then the students will digitally sculpt environment assets from references provided to them. When the sculpting phase is finished the students will learn how to build a game model from their digital sculpt. Students will then create the textures that will be used for a final render. In the second half of this course students will be able to go through this same pipeline but instead of using provided artwork, they will create something from their own imagination.

Course Requisites
- Complete: GRA202 - 3-D Modeling and Animation (3)

Course Credit
3

GRA315 - Game Design and Production

Course Description
This course ties together subjects such as project management, game design theory, and development. Working together in small and randomly assigned teams, students design, document, manage, and develop projects within set time frames. Each student will have the opportunity to experience different roles within a development team including designer, programmer, artist, and producer. All projects are presented to the class each development cycle for feedback and peer reviews before working on the next project. Design and project management methods are lectured and put into practice in each new cycle.

Course Requisites
- Complete:
  - GRA210 - Fundamentals of Game Design (3)
  - GRA211 - Interactive Animation (3)

Course Credit
3
GRA317 - Studio Environment

Course Description

The video game industry relies on professionals who can work together as a team, and understand the functions of their peers. In this class, students are put into teams based on their degree focus to work together in a simulated studio environment. Through this process, students will learn gaming industry business development skills such as project management, marketing, and legal vocabulary. Upon completion of this course, students may apply these skills in a small studio or startup environment, where product creators are often asked to aid in the development of the business.

Course Requisites

- Complete:
  - GRA210 - Fundamentals of Game Design (3)
  - GRA315 - Game Design and Production (3)

Course Credit

3

GRA332 - Digital Publishing

Course Description

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.

Course Requisites

- Complete:
  - COM232 - Desktop Publishing (3)

Course Credit

3

GRA340 - Typography

Course Description

Typography deals with the language of type, the history of typography, typeface and character recognition, legibility, appropriate uses of measure, manuscript specifications and the individual visual dynamics of letterforms. In this class students will learn how to work with type as a stand-alone design element. Students will also learn how to incorporate type successfully with imagery. The assignments will cover a broad range of type applications. Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will first focus on the appropriate setting of spaces in-between the letters that make up words and projects will gradually increase in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning.

Course Requisites

- Complete:
  - GRA220 - Introduction to Digital Imaging (3)

Course Credit

3
GRA401 - Character Design  
**Course Description**  
This course will involve a combination of concept, texturing, digital sculpting and 3d modeling to create characters that would appear on both mobile and current generation consoles. Students will learn a proven pipeline used in the gaming industry to bring a concept to creation and ready for game implementation. The course will begin showing students how this pipeline works in combination of different types of software following a given concept. They will have the understanding of how specific software works along the path of the pipeline to create a character. Students will then be asked to create their own concept following the techniques used in class to present a finished game character for their final project.

**Course Requisites**  
- Complete:  
  - GRA201 - Intro to Digital Sculpting (3)  
  - GRA202 - 3-D Modeling and Animation (3)

**Course Credit**  
3

GRA402 - Creature Design  
**Course Description**  
In this course students will be shown how creatures are created from an idea to a fully fleshed out game model. They will work through weekly assignments to see the connection of real world animals and fantasy creatures. Students will follow step by step instruction with supplied concepts to build a fantasy creature through real world animal anatomy and the creative process. In the second half of this course students will learn how to go through this same process of using reference of actual creatures/animals from the real world as a spring board to create their own fantasy creature.

**Course Requisites**  
- Complete:  
  - GRA201 - Intro to Digital Sculpting (3)  
  - GRA202 - 3-D Modeling and Animation (3)

**Course Credit**  
3

GRA405 - Personal Branding  
**Course Description**  
In this course, students will build upon their branding skills and will be introduced to selfpromotion and self-branding. Students will create a brand and identity for themselves. Through lectures, hands-on exercises, research, projects and critique sessions, students will learn different techniques to create visually appealing self-promotion pieces. At the conclusion of the course, students will have a collection of projects that will assist them in obtaining a job.

**Course Requisites**  
- Complete:  
  - COM232 - Desktop Publishing (3)

**Course Credit**  
3
GRA410 - Advanced Digital Graphic Design for Web

Course Description
This course engages upper-level design students in current industry standards used in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. The course is divided into teaching modules emphasizing the integration of several software packages for design problem solving. Emphasis is placed on conceptualization and the mastery of professional site mapping and wire framing techniques. Exercises and projects provide challenging design problem-solving experience. Project themes involve self-promotion and client-based work. All projects rely on the student's ability to integrate previously mastered techniques in a broad range of software.

Course Requisites
- 1 of the following:
  - GRA310 - Digital Graphic Design for the Web (3)
  - IT375 - Digital Graphics Design (3)

Course Credit
3

GRA420 - Advanced Digital Imaging

Course Description
This hands-on computer graphics course combines skills from previous design courses to explore the history, process and essential skills required to develop successful brand identity systems. Topics such as logo design, selection of fonts and colors, and the development of branded marketing materials are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video and Web. At the conclusion of this course, students will have developed a complete branded identity system and assembled a portfolio presentation for public viewing.

Course Requisites
- Complete:
  - GRA220 - Introduction to Digital Imaging (3)
  - GRA340 - Typography (3)

Course Credit
3

GRA440 - 3-D Art and Design

Course Description
In this course students will explore how their individual creative strengths and digital skill sets fit into a professional work flow of commercial game production. Students will choose one or multiple aspects of game art creation: Character design, Environment design, or Animation. All creative work produced in this course will be executed in the context of strict deadlines that simulate industry expectation. Students will concentrate on game development source control and integration of art assets into a production pipeline. Each student develops a digital portfolio and website that showcase their ability to create professional creative art work. Students will learn the process of objective self-evaluation and peer criticism and preparing their portfolios to match professional job board postings.

Course Requisites
- Complete all of the following
  - Complete:
    - GRA402 - Creature Design (3)
  - 1 of the following:
    - GRA311 - Environment Design (3)
    - GRA401 - Character Design (3)

Course Credit
3
GRA470 - User Interface and Experience

Course Description
This course provides a culminating experience in web design by focusing on advanced concepts in user interface design and user-centered design. Students integrate multiple interactive and rich media techniques to develop user experiences reflecting new and innovative developments in web design. The course covers principles of usability and usability testing, case studies, advanced prototyping tools and techniques, and the concepts and techniques behind several methods of user interface design.

Course Requisites
- Complete:
  - GRA310 - Digital Graphic Design for the Web (3)

Course Credit
3

GRA480 - Independent Study

Course Description
This course allows the student to investigate any graphics subject not incorporated into the curriculum.

Course Credit
3 - 6

History

HIS101 - The Ancient World: Exploring the Past

Course Description
A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Ancient period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Course Credit
3

HIS102 - The Medieval World: Exploring the Past

Course Description
A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Medieval period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Course Credit
3

HIS103 - The Early Modern World: Exploring the Past

Course Description
A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Early Modern period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Course Credit
3
HIS104 - The Modern World: Exploring the Past
Course Description
A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Modern period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.
Course Credit
3

HIS109 - Western Civilization to 1500
Course Description
This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.
Course Credit
3

HIS110 - Western Civilization Since 1500
Course Description
This course traces the growth of Western history from the 16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.
Course Credit
3

HIS113 - United States History I: 1607-1865
Course Description
The first half of the United States history survey courses covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.
Course Credit
3

HIS114 - United States History II: 1865-Present
Course Description
The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of the world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.
Course Credit
3

HIS117 - World Civilizations: Prehistory - 1500
Course Description
An introductory survey of the world's major civilizations from prehistory to 1500. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.
Course Credit
3
HIS118 - World Civilizations: 1500 - Present

**Course Description**

An introductory survey of major civilizations from 1500 to the present, with particular emphasis on interactions and conflicts between Western and non-Western parts of the world. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

**Course Credit**

3

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HIS220 - Modern European History: 1890-Present

**Course Description**

This course investigates the trajectory of European hegemony in the 20th century. Special attention is devoted to the effects of the two major conflicts that were fought on European soil. Not available every semester.

**Course Credit**

3

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HIS222 - War and Society: Antiquity to 1800

**Course Description**

A survey of warfare during the ancient, medieval, and early modern eras. Particular attention will be devoted to the evolution of military technology and the various ways that Western and non-Western societies adopted gunpowder weaponry.

**Course Credit**

3

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HIS223 - Modern War and Society

**Course Description**

This course will introduce students to the history of warfare in the modern world. It will focus on the modernization of military technique and technology among Western societies, and also on the various that 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.

**Course Credit**

3

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HIS235 - Modern Russia

**Course Description**

This course studies Russian/Soviet history from 1905 to the present with an emphasis on revolutionary traditions, government and politics, culture and religion and social philosophy. Not available every semester.

**Course Credit**

3

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HIS238 - Modern Germany: 1871 - Present

**Course Description**

An introduction to modern German history, covering the period from 1871 to the present. Topics include unification under Bismarck's leadership, Germany's role in World War I and World War II, and postwar division and reunification.

**Course Credit**

3
HIS240 - World War I
Course Description
The course will begin with an overview of how warfare evolved during the industrial era, not just in terms of technology and tactics, but doctrinally, socially, and economically. It will then examine nineteenth- and early-twentieth-century diplomacy, along with the underlying and immediate causes of World War I. Chronological and topical treatments of the war’s conduct will follow. The course will conclude with in-depth discussion of the war’s aftermath, focusing on the peace settlements and the formation of new political orders in Europe and elsewhere.

Course Credit
3

HIS241 - World War II
Course Description
This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930s which contributed to the outbreak of World War II. Not available every semester.

Course Credit
3

HIS242 - The Cold War
Course Description
This course examines the origins, development, and consequences of the Cold War as an ideological, cultural, economic, military and political struggles that concentrated the energies of two nuclear “superpowers” while fundamentally reshaping the way that scores of nations interacted with each other. As the Cold War often manifested itself in any number of proxy conflicts, this course approaches the topic from a global perspective, paying special attention to the Cold War as an international phenomenon.

Course Credit
3

HIS245 - United States History since 1945
Course Description
An examination of the United States in its rise to global power in the aftermath of World War II. Central to the course are the international and domestic realities of the Cold War, particularly the struggle for equal civil rights within the United States. The course will examine the post-Cold War world as well, examining the transition to the domestic and international challenges of the 21st century.

Course Credit
3

HIS249 - The Common Good
Course Description
This course will examine a fundamental historical group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good - what it is comprised of, how various communities have embraced or rejected it, and what the consequences were of those choices.

Course Credit
3
**HIS254 - Civil Rights Movement**

*Course Description*

Beginning with the rise of Jim Crow laws in post-Civil War America, this course examines the efforts of Americans, particularly black Americans, to uproot the race-based segregation and exclusion that defined American society. In particular, it will examine the efforts of the post-World War II generation of black Americans to upend segregation with all manner of efforts, from non-violent resistance to the threat of open violence to the advocacy of a new kind of Black Nationalism.

*Course Credit*

3

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**HIS259 - Silk Roads and Samurai**

*Course Description*

An overview of the societies and cultures of China and Japan (and to a lesser extent, Korea) before 1600 C.E. through primary and secondary sources. Because East Asia developed in relative isolation from the West one goal of this course is to point out and study distinctive aspects of "East Asian civilization." A second goal is the study of the relationship between the evolution of China and Japan. Since China has the oldest identifiable civilization in the region, we will spend somewhat more time on Chinese history.

*Course Credit*

3

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**HIS260 - Modern China**

*Course Description*

A survey of Chinese history, beginning in the mid-1700s and continuing to the present. Topics include the decline and collapse of the Qing Dynasty, the Chinese Republic’s struggle for survival, and the transformation of China into a communist state.

*Course Credit*

3

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**HIS264 - Modern Japan**

*Course Description*

An introduction to the history of Japan from the late 1700s to the present. Topics include the decline of the Tokugawa Shogunate, the Meiji Restoration, the militarization of Japan during the world wars, and the country's postwar recovery and economic modernization.

*Course Credit*

3

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**HIS270 - American Environmental History**

*Course Description*

The course examines the history of the American environment, paying particular attention to the impact of European settlement on the landscape and the subsequent commodification of resources that defined the American experience in the modern age. It will pay close attention to such phenomena as industrialization, pollution, population trends, urbanization, chemically-dependent food production, and energy consumption, to name only a few. Particularly important, the course will delve into the process of political responses to environmental and ecological challenges as they have evolved over time.

*Course Credit*

3

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**HIS301 - World History and Culture**

*Course Description*

This course is designed to offer the student a historical and cultural understanding of Africa, India, China and Japan, in their interactions with the western world. Recommended for majors in History and Social Studies Education with a concentration in History.

*Course Credit*

3
HIS308 - Case Studies in Revolution  
**Course Description**  
This course will introduce students to case studies in key revolutions of the modern era. Examples will vary from semester to semester and may involve the direct comparison of different revolutions but each offering of the course will focus on a major transformative moment or process. At the instructor’s discretion, “revolution” may be interpreted in its traditional sense of political upheaval (including, but not limited to, the American, French, Russian, and Chinese revolutions), but more abstract forms of socio-economic or cultural/intellectual transition may be considered as well (such as scientific, industrial, sexual, or digital revolutions, to name only a few possibilities).  
**Course Credit**  
3

HIS309 - Dictators in the Modern Era  
**Course Description**  
This course will acquaint students in depth with examples of major dictatorships selected from the history of the 20th and 21st centuries. During this era, certain regimes have come to exercise unprecedented levels of control over their populations. What developments created the preconditions for these new forms of government? What historical impact have such governments had? The regimes under consideration will vary from year to year; possible case studies may include, but are not restricted to, Soviet Russia; Fascist Italy and Nazi Germany; Imperial Japan, Maoist China, and North Korea; and Latin American dictatorships, such as Cuba under Castro or Argentina under Pinochet.  
**Course Credit**  
3

HIS330 - Civil War and Reconstruction  
**Course Description**  
This course examines various interpretations of Civil War causation; the major political, economic and military aspects of the war; and the rebuilding of Southern society after the war’s end. Not available every semester.  
**Course Credit**  
3

HIS332 - Colonial New England  
**Course Description**  
This course investigates the experiences and evolving institutions of the North Atlantic colonists, from the first landings to the making of the Constitution. Special emphasis will be placed upon the colonists’ relationship with Native Americans and upon the origins, progress and character of the struggle against Great Britain. Not available every semester.  
**Course Credit**  
3

HIS338 - Young America  
**Course Description**  
This course traces the growth of the United States from its beginnings as a fledgling republic to its expansion into a continental empire. Particular attention is given to the development of the first and second American party systems, the democratization of American politics, westward expansion, the market revolution, and the changing roles of women and African-Americans.  
**Course Credit**  
3
HIS340 - Making History

Course Description
This course is founded upon a fundamental yet complex question; what is history? The course investigates this question by examining the various kinds of history; witnessing the myriad ways of communicating historical stories and arguments ranging from the scholarly monograph to the town square statue to the museum exhibit; and learning how historians of all types actually make history through close, rational analysis of historical sources. In the process students will learn that history is an ever-evolving craft, central to the life of every society.

Course Requisites
- 60 credits.

Course Credit
3

HIS357 - American Slavery

Course Description
This course explores the colonial and national experience of Africans and African-Americans through 1865. Particular attention is given to a general understanding of African history, the trans-Atlantic slave trade, slave life in the Caribbean and the American South, the role of free blacks in both northern and southern colonies and states, antebellum abolitionist and proslavery arguments, and the consequences of emancipation. Also addressed will be the debate over whether Africans/African-Americans were active agents or passive participants in early American history.

Course Credit
3

HIS460 - History Research Seminar (Capstone)

Course Description
This capstone course requires each student to design and craft his/her own written research project. In close consultation with the instructor, each student will select a topic, discover relevant primary and secondary sources, evaluate and analyze those sources, and develop an argument-based paper as a result of that process. (Class limit: 15 students)

Course Requisites
- Complete:
  - HIS340 - Making History (3)

Course Credit
3

Honors

HON201 - Interdisciplinary Studies I

Course Description
HON 201 Interdisciplinary Studies-Great Books I (3 credits) Required for Honors graduation. Students in this two semester seminar (must be taken with HON 202) are guided by the instructor in their readings, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. This course has a yearlong two-course requirement. The Honors student must complete both semesters to receive credit in the Honors Program.

Course Credit
3
HON202 - Interdisciplinary Studies II

Course Description
This is the second half of the require two-semester course. It emphasizes texts from the Enlightenment.

Course Requisites
- Complete:
  - HON201 - Interdisciplinary Studies I (3)

Course Credit
3

HON301 - Issues/Values: Honors Seminar

Course Description
The Honors Seminar, offered every year as an upper level course for honors students, is designed to involve the students in a deeper study of a particular topic of current research and interest. Students read and evaluate multiple works related to the seminar topic, write multiple short papers plus at least one longer analysis. Whenever possible, students may have the opportunity to meet and talk with some of the authors studied. Topics are announced on an annual basis and have included in the past such topics as "Democracy in the Twenty-first Century," and "The Politics of Food." Offered every year. Honors students should include at least one HON-301 Seminar in their honors courses for graduation.

Course Credit
3

HON314 - Seminar in Research Methods

Course Description
This course builds on the assumption that research is an act of selecting and interpreting information. The course provides students, who are interested in pursuing an undergraduate thesis/project, a review of theories, concepts, and methodologies in basic and applied research. Various approaches to research are evaluated. The guidelines for developing, conducting, and presenting cross-discipline research projects are reviewed and discussed. The course is designed to provide an environment in which students will explore and proceed in the development and formulation of their areas of research interests.

Course Credit
3

HON401 - Independent Honors Thesis

Course Description
Required for Honors graduation. In this yearlong individual research project, each student in the Honors Program has the opportunity to learn about a subject of his or her choice, pending approval of the Honors director. Under the guidance of a faculty mentor, the student drafts a proposal for study that may involve many kinds of learning experiences. The results are communicated both as a written project report and as a presentation before the Honors Colloquium during the spring semester.

Course Credit
1.5 - 3

Hospitality Administration

HOS101 - Introduction to Hospitality and Tourism

Course Description
This introductory course provides an overview of the hospitality and tourism industry. The many different segments as well as scope, size and trends will be discussed. Through guest speakers and site visits, students will develop knowledge of varying elements to include industry careers and the skills needed to succeed.

Course Credit
1
HOS202 - Hospitality Managerial Accounting

Course Description

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.

Course Requisites

- 1 of the following:
  - ACC201 - Financial Accounting (3)
  - ACC105 - Foundations of Accounting I (2)

Course Credit

3

HOS205 - Foundations of Hospitality Managerial Accounting

Course Description

This course will continue to reinforce the concepts learned in Foundations of Accounting I. Add selected topics from hospitality managerial accounting. Additionally, the course emphasizes the methods and procedures of internal controls and the generation and analysis of financial information for the management of hospitality business operations. The managerial accounting tools and processes that contribute to more effective decision making will be explored. Students will also learn the principles to evaluate the financial impact of alternative business decisions.

Course Requisites

- Complete:
  - ACC105 - Foundations of Accounting I (2)

Course Credit

2

HOS220 - Geography of Global Cultures

Course Description

What is tourism in an age of globalization where culture is increasingly a commodity? What is the experience of tourists and locals who daily enact rituals of encounter in today’s expanding circuits of travel? This course investigates the relationship between culture and tourism and answers these questions. Issues and trends in the management of tangible and intangible assets such as interpretation, globalization, cross cultural values, impacts of development, sustainable tourism, etc. are examined. Course Offering: Offered fall and spring semesters.

Course Credit

3

HOS225 - Introduction to Commercial Food Production

Course Description

This is a beginning course in the theory and preparation of haute cuisine. Students will learn how to procure raw ingredients and prepare quantity food dishes for the commercial food service industry. Sanitation principles, safety guidelines, proper use of equipment are practiced. The National Restaurant Association ServSafe exam is administered.

Course Credit

3
HOS311 - Policy and Planning for Sustainable Development

Course Description
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.

Course Requisites
- 60 credits.

Course Credit
3

HOS315 - Rooms Division Management

Course Description
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.

Course Credit
3

HOS320 - Hospitality Sales Management

Course Description
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.

Course Requisites
- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT105 - Foundations of Marketing (2)

Course Credit
3

HOS321 - Hospitality Sales Management

Course Description
Students will be exposed to the responsibilities of sales managers and the strategic role of sales within hospitality organizations. The focus of the course is on the management of a sales program and salespeople, however personal selling will be introduced and integrated into the syllabus. The course will extend student's understanding of the hospitality sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

Course Requisites
- 1 of the following:
  - MKT105 - Foundations of Marketing (2)
  - MKT113 - Introduction to Marketing (3)

Course Credit
2
HOS322 - Beverage Management and Control

Course Description
This course covers the profitability and control aspects of beverage service for commercial food service operations. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a beverage program that includes the layout and design of the facility, the equipment, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. The Servsafe Alcohol exam sponsored by the National Restaurant Association and proctored by a Certified Instructor on responsible alcohol service is administered. This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week.

Course Credit
3

HOS327 - Food and Beverage Operations Management

Course Description
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 management quality theories learned while supervising front- and back-of-the-house areas of the Quill campus restaurant/special events while throughout the semester. A focus on analyzing current industry trends are examined to understand the principles of designing successful future trends for the food service industry. Course Offering: This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week.

Course Requisites
- Complete:
  - HOS225 - Introduction to Commercial Food Production (3)

Course Credit
3

HOS340 - Special Events Management

Course Description
Special events management is the profession that plans and controls public and private assemblies gathered for the reasons of celebration, entertainment and education purposes. The course is designed to help students learn the leadership and management tools needed to design and execute special events. The purpose is to acquire an in depth knowledge about the industry and become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. The skills obtained include creating a vision and strategic plan, networking, developing publicity, coordinating teams, delegating tasks and managing group dynamics, budgeting, handling emergencies, designing and evaluating events.

Course Credit
3

HOS341 - Meeting Planning

Course Description
This course has been designed to challenge students in the meeting planning process. The course utilizes the skills and common body of knowledge acquired in HOS 340 and introduces students to a more specialized area of study focusing on meeting planning. Analysis of the tools and strategies adopted by the industry will enable students to effectively plan, implement and evaluate the products and services associated with meeting planning. The student will manage (plan, promote, budget and execute) a business meeting over the period of 1 or more days. Course Offering: This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week.

Course Requisites
- Complete:
  - HOS340 - Special Events Management (3)

Course Credit
3
HOS401 - Convention Sales and Group Planning

Course Description
The purpose of this course is to provide students with an in-depth knowledge of the management and operation of conventions, trade shows and exhibitions for both profit and non-profit organizations. A convention project emphasizing program planning, budgeting, contracts, marketing, public relations, site and facility selection, exhibit planning, transportation, food and lodging arrangements is required for successful completion of the course. Additionally career opportunities are explored.

Course Requisites
- Complete:
  - HOS340 - Special Events Management (3)
  - HOS341 - Meeting Planning (3)

Course Credit
3

HOS415 - Hotel Business-Analytics Applications

Course Description
The 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. This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week. Offered once a year during the spring semester. Must have senior standing or minimum 90 credits completed.

Course Requisites
- Complete all of the following
  - 90 credits.
  - Complete:
    - HOS315 - Rooms Division Management (3)

Course Credit
3

HOS416 - Legal Issues in the Hospitality and Tourism Industry

Course Description
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.

Course Requisites
- Complete:
  - HOS220 - Geography of Global Cultures (3)

Course Credit
3
HOS417 - Hospitality Law  
**Course Description**  
This course examines the common and statutory law along with all the aspects of the United States' legal system. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored in the context of the hospitality and tourism industry. Included are discussions of the duties and responsibilities of hospitality and tourism businesses to the guests; the duty to maintain the property, the duty to receive travelers, the various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways to prevent and respond to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated.

**Course Requisites**  
- Complete:
  - ENG200 - Sophomore Seminar (3)  
  - HOS315 - Rooms Division Management (3)  
  - HOS327 - Food and Beverage Operations Management (3)

**Course Credit**  
2

HOS418 - Hospitality Facilities Management  
**Course Description**  
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.

**Course Requisites**  
- Complete:
  - HOS315 - Rooms Division Management (3)

**Course Credit**  
3

HOS420 - Financial Analysis for the Hospitality Industry  
**Course Description**  
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 hospitality 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.

**Course Requisites**  
- Complete:
  - ACC201 - Financial Accounting (3)  
  - HOS202 - Hospitality Managerial Accounting (3)

**Course Credit**  
3
HOS424 - Managing, Merchandising, and Service of Wines

Course Description

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective in the wine industry. The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the length and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age (21 years).

Course Requisites

- 60 credits.

Course Credit

3

HOS425 - Food and Beverage Pairing

Course Description

Art and Science are combined to facilitate student-centered learning regarding the profiles that both food and beverages share when paired correctly to enhance dining experiences. Sensory tastings will explore how to maximize food and beverage flavors. Understanding the requirements of Wine, Tea and Water Sommeliers, Cicerones, Mixologists and Chefs goals will lay a foundation for effectively training hospitality service staff and designing food and beverage pairing menus. Course Offering: This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

Course Requisites

- Complete all of the following
  - Complete:
    - HOS327 - Food and Beverage Operations Management (3)
    - HOS424 - Managing, Merchandising, and Service of Wines (3)
  - Age restriction

Course Credit

3

HOS427 - Food and Beverage Concept Development

Course Description

This course exposes students to the process, challenges and rewards of developing a food and beverage concept from idea to the construction of the first unit. Students will learn the basic concepts of food service 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 on construction, sustainability 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. Industry best practices will be addressed. The course includes readings, discussions, case studies and culminates with students formulating a detailed food and beverage concept and development plan. Course Offering: This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

Course Requisites

- Complete:
  - HOS327 - Food and Beverage Operations Management (3)

Course Credit

3
HOS428 - Resort Development and Management  
**Course Description**  
This course provides an overview of resort management and operations. The history and evolution of resorts, the principles of successful management and development and, the operations of modern day resorts will be discussed. Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts. A design project is required for successful completion of this course. Course Offering: This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat time (on-line) one class period (75 minutes) per week.  

**Course Requisites**  
- Complete:  
  - HOS315 - Rooms Division Management (3)  

**Course Credit**  
3  

HOS430 - Casino and Gaming Operations  
**Course Description**  
This course analyzes gaming as a discipline and introduces students to gaming as an integral part of the hospitality industry. Students will study gaming development, casino organization and operation, the mathematics of casino games, and the importance and integration of gaming in hospitality management. Offered as needed.  

**Course Credit**  
3  

HOS492 - Experiential Learning  
**Course Description**  
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 a 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 a 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 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.  

**Course Credit**  
0  

Humanities  

HUM199 - International Cultural Awareness II: General Culture  
**Course Description**  
This course will provide students the opportunity to engage in the local cultural heritage of the foreign country during their semester abroad, be it through history, art, literature, philosophy, food, studio arts, traditions, or any other broad aspect of culture. The course may also provide students with the opportunity to engage in cultural integration programs linked with the local community.  

**Course Credit**  
3
HUM201 - Intro to Humanities I  
**Course Description**
Assuming little or no previous exposure to its content, this course offers vocabulary, understanding, and appreciation of the visual arts in their cultural contexts of history, religious settings, literature 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 HUM 202. Offered every year.

**Course Credit**
3

HUM202 - Intro to Humanities II  
**Course Description**
Assuming little or no previous exposure to its content, this course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts of history, music, literature, and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism, Realism and Early Modernism, while also exploring related issues in non-European cultures. May be taken independently of HUM 201. Offered every year.

**Course Credit**
3

HUM300 - Humanities Seminar  
**Course Description**
This course will allow students the opportunity to explore one thematic subject in depth through the lenses of three humanities disciplines. Broad cultural subjects [such as the Renaissance, the culture of Paris, nationalism, and food and culture, to name a few] are best understood from the richly woven fabric of history, art, music, literature, and philosophy. Each spring one topic will be offered, team-taught by 2 or 3 humanities faculty, each with a different expertise. This inter-disciplinary approach will encourage a dynamic learning experience based on critical thinking, creative reflection, and making new connections.

**Course Credit**
3

Individually Designed

IND201 - Self-Designed Degree Program Planning  
**Course Description**
This course is a tutorial through which the student, in consultation with a faculty mentor, establishes a self-designed major in General Studies with a concentration in a discipline of his or her choice. Students complete an academic plan of study and provide a rationale for their curriculum choices in line with the goals of the university's general education program.

**Course Credit**
3

IND301 - Self-Designed Tutorial I  
**Course Description**
In this course the student meets with the faculty mentor on a scheduled basis over the semester to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

**Course Requisites**
- Complete:
  - IND201 - Self-Designed Degree Program Planning (3)

**Course Credit**
1
IND302 - Self-Designed Tutorial II

Course Description

In this course the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Course Requisites

- Complete:
  - IND201 - Self-Designed Degree Program Planning (3)

Course Credit

1

IND303 - Self-Designed Tutorial III

Course Description

In this course, the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Course Requisites

- Complete:
  - IND201 - Self-Designed Degree Program Planning (3)

Course Credit

1

IND401 - Honors Thesis: Self-Designed Major

Course Description

This six-credit course provides the setting for a year-long effort to bring together in a carefully designed and well-executed honors thesis, the integrated learning experience achieved in the self-designed major.

Course Credit

6

Information Technology

IT100 - Introduction to Information Technology

Course Description

This is the fundamental computer fluency course. It is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. Students learn about the application and science of information technology. Concepts to master include the fundamentals of computer information technologies along with issues that affect people today such as: Internet and other network technologies, web publishing, digital media, hardware, software, file and database management, information security, viruses, and spyware, social impact, as well as algorithmic thinking and the limits of computation. Students develop capabilities such as 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.

Course Credit

3
IT105 - Business Information Technology

Course Description

Information technology is integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society.

Course Credit

2

IT135 - Interactive Scripting in Virtual Environment

Course Description

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities).

Course Credit

3

IT145 - Foundation in Application Development

Course Description

This course is an introduction to the design, implementation, and understanding of computer programs. The course emphasizes programming as a problem-solving technique in business and engineering applications. Students will write computer code in a logical, structured, and organized manner. 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. Students will learn to write, review and document interactive applications and working with Software Development Kits and Integrated Development Environment tools. Offered every year. This is a programming course and lab intense.

Course Requisites

- Complete:
  - IT135 - Interactive Scripting in Virtual Environment (3)

Course Credit

3

IT201 - Computer Platform Technologies

Course Description

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

Course Credit

3
IT203 - Information Technology & Globalization

Course Description
Exploration of the fundamental processes underlying globalization with particular emphasis on the role of technological development in both historical and contemporary context. Globalization is a complex process marked by intensified transnational flows of people, information and goods and services. This course examines the role of information technology as a key feature and facilitator in the globalization process with a particular emphasis on international business and commerce. We analyze and explore the ways technology shapes contemporary social and economic changes in a global context.

Course Requisites

- Complete:
  - IT105 - Business Information Technology (2)
  - INT105 - International Business: A Macro Perspective (2)

Course Credit
1

IT205 - Digital Music

Course Description
This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required.

Course Credit
3

IT209 - Introduction to Robotics

Course Description

Course Credit
3

IT210 - Business Systems Analysis and Design

Course Description
This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations' structures and information technology. Team approaches are utilized along with structured computer laboratories and cases using spreadsheet and database management tools. Writing intensive course.

Course Requisites

- Complete all of the following
  - Complete:
    - IT210 - Business Systems Analysis and Design (3)
  - Earned at least this many credits: 60

Course Credit
3
IT211 - Interactive Animation

Course Description

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Course Credit

3

IT213 - Humanoid Robots

Course Description

This course explores contemporary tools and principles of humanoid robots. Students will learn about the essential elements of humanoid robots. Students will review a variety of humanoid robots and their applications. Students will create scenarios in which a humanoid robot will be useful, create prototype behaviors for a robot application, and critique the application with respect to practicality, social impact, and ethics. Knowledge of computer programming is not required.

Course Credit

3

IT214 - Technology and Art

Course Description

This course is designed to look at the intersection of technology and art. The focus will be on how technology is currently being used to create art and how the technology works. Students will learn about different types of technology and have a chance to use them to create projects for the course.

Course Credit

3

IT230 - Software Development with C#.NET

Course Description

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

Course Requisites

- Complete:
  - IT145 - Foundation in Application Development (3)

Course Credit

3
IT251 - Introduction to Unix/Linux Operating System  
**Course Description**
This course provides an introduction to the structure and functioning of the UNIX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX commands. Offered as needed.

**Course Requisites**
- Complete all of the following
  - Complete:
    - IT201 - Computer Platform Technologies (3)
  - Complete:
    - CS113 - Introduction to Programming (3)
- NOTE: only students in the CSC major will take CS-113 in place of IT-201

**Course Credit**
3

IT270 - Web Site Design  
**Course Description**
This course serves as an introduction to creating interactive pages for the World Wide Web. Specifically, it will survey Internet concepts, network protocols and client-server communications. The course covers HTML, the language of the World Wide Web; the Document Object Model (DOM), essential to creating and manipulating elements of a Web page under program control; CSS, the syntax for building consistent styles and appearances across Web pages; and JavaScript, the programming language that cements the various technologies together to facilitate dynamic interactive elements. Offered every year.

**Course Credit**
3

IT291 - IT Foundation Experience  
**Course Description**
The IT Foundation Experience exposes students to a variety of fundamental skills and knowledge that solidify the core IT curriculum delivered in Year-1 of their program. This course provides the technology background and business applications in modern web systems. Students will learn Human-computer interaction (HCI) as a discipline concerned with the design, evaluation, and implementation of interactive computing systems. Students will develop interactive web pages and integrate them with web-based systems and mobile applications for hand-held devices. Topics include: principles of HCI, factors that determine a design's effectiveness, dynamic web concepts and implementation techniques using both markup languages, style sheet and scripting.

**Course Credit**
2 - 4
IT311 - Advanced Application Development

Course Description

This course continues a comprehensive study on the object-oriented programming paradigm, and implementation of data structures and algorithms. The course covers the key concepts including inheritance, encapsulation, polymorphism and communication with messages. Students will continue to learn logical reasoning, algorithmic thinking, and structured problem solving, data structures and abstraction techniques, debugging; GUI and program design issues. Best programming practices of editing, debugging, documentation, testing, and code review are stressed. Offered every year. This is a programming course.

Course Requisites

- Complete all of the following
  - Complete:
    - IT145 - Foundation in Application Development (3)
  - 1 of the following:
    - IT105 - Business Information Technology (2)
    - IT210 - Business Systems Analysis and Design (3)

Course Credit

3

IT315 - Object Oriented Analysis and Design

Course Description

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

Course Requisites

- Complete:
  - IT145 - Foundation in Application Development (3)

Course Credit

3

IT330 - Database Design and Management

Course Description

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

Course Requisites

- Complete:
  - IT145 - Foundation in Application Development (3)

Course Credit

3
IT340 - Network and Telecommunication Management

Course Description

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

Course Requisites

- Complete all of the following
  - Complete:
    - IT201 - Computer Platform Technologies  (3)
  - 1 of the following:
    - IT210 - Business Systems Analysis and Design  (3)
    - IT105 - Business Information Technology  (2)

Course Credit

3

IT375 - Digital Graphics Design

Course Description

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 students 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.

Course Requisites

- Complete:
  - IT100 - Introduction to Information Technology  (3)

Course Credit

3

IT380 - Cybersecurity and Information Assurance

Course Description

This course explores the basic concepts in cybersecurity and information assurance. Topics include security policies, models, and mechanisms for secrecy, integrity, and availability of communications and information. The course also covers approaches to prevent, detect and recover from the loss of information, cryptography and its applications, vulnerability scanning, functions of a chief security officer software applications and web services for maintaining information security and security in computer networks and distributed systems.

Course Requisites

- Complete:
  - IT201 - Computer Platform Technologies  (3)

Course Credit

3
IT390 - Mobile Application Design and Development

Course Description
This course focuses on the techniques and tools necessary to achieve successful system implementation of mobile applications. Topics covered include managing the system implementation process, implementation design issues, how mobile application development is affected/constrained by existing software, techniques for writing quality code, techniques for testing code, understanding the role of proper documentation, and understanding, designing and managing implementation support functions. Students go through all the steps necessary to code, test and develop an actual mobile application. The course consists of a mix of lectures and hands-on laboratory work.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - IT135 - Interactive Scripting in Virtual Environment (3)
    - IT145 - Foundation in Application Development (3)
  - Complete 1 of the following
    - 1 of the following:
      - IT201 - Computer Platform Technologies (3)
      - IT210 - Business Systems Analysis and Design (3)
      - IT105 - Business Information Technology (2)
    - Instructor permission

Course Credit
3

IT391 - IT Integration Experience

Course Description
The IT Research and Integration Experience exposes students to the current research trend in technology and engages them to integrate curricula delivered in Year-2 of their program into applied research in technology. This course exposes students to basic research techniques and methodology in information technology, and engages in a technical research on contemporary topics. Students synthesize past course work, knowledge, skills, and experiences in order to research and study a scholarly Information Technology topic. Student may choose a topic, with the consent of the instructor, to research in depth. The course results in each student producing a final written product - a research thesis, along with a public oral presentation of the thesis. Writing Intensive.

Course Requisites
- Complete 1 of the following
  - Permission of Instructor
  - Complete:
    - IT291 - IT Foundation Experience (2 - 4)

Course Credit
2 - 4
IT415 - Advanced Information Systems Design (Capstone)

Course Description

This is the first of a two-part capstone course for IT majors which covers the major methodologies used in Systems Analysis, Design, and Implementation. This course focuses mainly on the systems analysis part of the systems development process and emphasizes SDLC (Software Development Life Cycle). Different system development strategies are examined within the broader context of identifying and understanding the detailed stages that 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.

Course Requisites

- Complete all of the following
  - Complete:
    - IT201 - Computer Platform Technologies (3)
    - IT315 - Object Oriented Analysis and Design (3)
    - IT330 - Database Design and Management (3)
  - 90 credits.

Course Credit

3

IT420 - Advanced Information Systems Implementation (Capstone)

Course Description

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

Course Requisites

- Complete:
  - IT415 - Advanced Information Systems Design (Capstone) (3)

Course Credit

3

IT450 - Artificial Intelligence

Course Description

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

Course Requisites

- 1 of the following:
  - IT135 - Interactive Scripting in Virtual Environment (3)
  - IT145 - Foundation in Application Development (3)

Course Credit

3
IT465 - Digital Multimedia Development  
**Course Description**  
This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working Web sites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution. Offered as needed.

**Course Requisites**  
- 1 of the following:  
  - IT375 - Digital Graphics Design (3)  
  - GRA310 - Digital Graphic Design for the Web (3)

**Course Credit**  
3

IT475 - Current Trends in Information Technology  
**Course Description**  
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.

**Course Requisites**  
- Complete all of the following  
  - 1 of the following:  
    - IT210 - Business Systems Analysis and Design (3)  
    - IT105 - Business Information Technology (2)  
  - Completion of 45 credits

**Course Credit**  
3

IT481H - Trends in Computer Information Technology Honors  
**Course Description**  
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.

**Course Requisites**  
- Complete all of the following  
  - Complete:  
    - IT210 - Business Systems Analysis and Design (3)  
  - Must be enrolled in 3 Year Honors program.

**Course Credit**  
3 - 6
IT485 - Information Technology Strategy and Management

Course Description
This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Offered every year. Writing intensive course.

Course Requisites
- 60 credits.

Course Credit
3

IT491 - IT Application Experience (Capstone)

Course Description
The IT Capstone Application Project Experience give students the opportunity to apply the knowledge acquired in the core areas of information technology in their entire program. This course provides students with a summative capstone experience where students gain integrated skills across the curriculum and articulate their professional goals in relation to their studies. The course reinforces the foundational aspects of information technology concepts, languages, tools, and resources. The course includes an integrated project in which student teams apply their knowledge and skills in IT/business alignment, requirements analysis, security requirements, modeling, software engineering, implementation, computer networks, database, and project management. Teamwork and hands-on design and development are essential components of the course.

Course Requisites
- Complete 1 of the following
  - Permission of Instructor
  - Complete:
    - IT391 - IT Integration Experience (2 - 4)

Course Credit
2 - 4

Integrated Studies

IST000 - College Unbound: Interdisciplinary

Course Description
College Unbound: Interdisciplinary Studies

Course Credit
12
IST190 - DRIVEN: Leadership in Action  
Course Description

In this course, students will earn credit for their work in a specific leadership role on campus when there is a department initiated course that accompanies that experience. The course may be 8 or 16 weeks and credits can vary based on course requirements. This course will generally adhere to the following eligibility requirements: • The student has been selected for a specific leadership role on campus • This role requires students to be responsible for leading or managing their peers through facilitation, program planning, organizing group activities, etc. • There are a minimum of 15 students in the same leadership role who could create the course cohort • The student is required to enroll in a course in order to fulfill this role for credit • The course has learning outcomes that are connected with General Education

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are they cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Credit

1 - 3

IST280 - DRIVEN: Experiential Learning Course  
Course Description

In this course, students will earn one credit for participation in a semester long leadership course. This includes twenty hours of participation in myriad of out of the classroom experiences that are intentionally subversive to the traditional in-class format. These leadership courses are marked by a multi-disciplinary instruction approach that should include a number of the following: featured speakers, untraditional class locations, engaged experiential learning, independent research, reflection and mentoring. The course will generally adhere to these criteria: * the student has been selected or chosen to participate in the course * the course has set meeting times and course assignments * the content has a focus on gaining leadership skills in a variety of contexts

Course Credit

1

IST290 - College Unbound Internship  
Course Description

A course designed to give the student a working experience.

Course Credit

3
IST385 - DRIVEN: Experiential Learning Course III

Course Description

In this course, students who have completed IST 280 - Experiential Learning Course 2 - will be allowed to earn an additional credit for participation in a related course experience or a new and unrelated course also connected to leadership. This includes twenty hours of participation in myriad of out of the classroom experiences that are intentionally subversive to the traditional in-class format. These leadership courses are marked by a multi-disciplinary instruction approach that should include a number of the following: featured speakers, nontraditional class locations, engaged experiential learning, independent research, reflection and mentoring. The course will generally adhere to these criteria: ● the student has been selected or chosen to participate in the course ● the course has set meeting times and course assignments ● the content has a focus on gaining leadership skills in a variety of contexts

Course Requisites

- Complete:
  - IST380 - DRIVEN: Experiential Learning Course II (1)

Course Credit

1

IST390 - DRIVEN: Leadership in Action 3

Course Description

In this course, students who have completed IST 290 – Leadership in Action 2 - will be allowed to earn an additional credit for their work in a specific leadership role on campus when there is a department initiated course that accompanies that experience. The course may be 8 or 16 weeks and credits can vary based on course requirements. This course will generally adhere to the following eligibility requirements: ● The student has been selected for a specific leadership role on campus ● This role requires students to be responsible for leading or managing their peers through facilitation, program planning, organizing group activities, etc. ● There are a minimum of 15 students in the same leadership role who could create the course cohort ● The student is required to enroll in a course in order to fulfill this role for credit ● The course has learning outcomes that are connected with General Education

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

- Complete:
  - IST190 - DRIVEN: Leadership in Action (1 - 3)
  - IST290 - DRIVEN: Leadership in Action II (1 - 3)

Course Credit

1 - 3
IST392 - DRIVEN: Immersive Experience Course

Course Description

In this course, students will earn one credit for participation in an educational experience characterized by instruction and an immersive trip. This is coordinated by a staff or faculty member who facilitates weekly educational content that connects to a purposeful off-campus experience. The course will involve eight weeks of preparation before the designated trip or retreat. The course will generally adhere to these criteria: • The student is chosen to participate in a high-impact experience coordinated by a faculty or staff member • The student has good academic and disciplinary standing and is approved to travel • The content of the eight week course and trip should connect to the General Education requirements • The trip includes at least one overnight off-campus • The student will be evaluated on successful participation in the coursework and travel experience and a reflective capstone essay or project.

Course Description Detail

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Course Credit

1

IST410 - DRIVEN: Immersive Experience Course II

Course Description

In this course, students who have completed IST 392 – Immersive Experience - will be allowed to earn an additional credit for participation in an educational experience characterized by instruction and an immersive trip. This is coordinated by a staff or faculty member who facilitates weekly educational content that connects to a purposeful off-campus experience. The course will involve eight weeks of preparation before the designated trip or retreat. The course will generally adhere to these criteria: • The student is chosen to participate in a high-impact experience coordinated by a faculty or staff member • The student has good academic and disciplinary standing and is approved to travel • The content of the eight week course and trip should connect to the General Education requirements • The trip includes at least one overnight off-campus • The student will be evaluated on successful participation in the coursework and travel experience and a reflective capstone essay or project.

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are the students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they've seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

- Complete:
  - IST392 - DRIVEN: Immersive Experience Course (1)

Course Credit

1
IST420 - DRIVEN: Experiential Project Coordinator

Course Description

In this course, students will earn one credit for a specifically identified leadership experience on campus. This experience is sponsored by a staff or faculty advisor who approves and introductory proposal and reflective capstone essay. This experiential project will involve a significant leadership experience over the course of sixteen weeks and will adhere to the following requirements: * the student has identified a campus leadership experience to engage in * this experience requires the student to be responsible for leading or managing a significant project, program, or activity that requires their time, skill and attention the entire semester. * the experience develops skills that would be beneficial to their professional development * among other requirements, the student will be evaluated on the proposal, successful completion of the project and the reflective capstone essay.

Course Requisites

* Complete:
  * IST385 - DRIVEN: Experiential Learning Course III (1)

Course Credit

1

IST425 - DRIVEN: Experiential Project Coordinator II

Course Description

In this course, students who have completed IST 420 - Experiential Project Coordinator - will be allowed to earn an additional credit for a specifically identified leadership experience on campus. This experience is sponsored by a staff or faculty advisor who approves and introductory proposal and reflective capstone essay. This experiential project will involve a significant leadership experience over the course of sixteen weeks and will adhere to the following requirements: • the student has identified a campus leadership experience to engage in • this experience requires the student to be responsible for leading or managing a significant project, program, or activity that requires their time, skill and attention the entire semester. • the experience develops skills that would be beneficial to their professional development among other requirements, the student will be evaluated on the proposal, successful completion of the project and the reflective capstone essay.

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

* Complete:
  * IST420 - DRIVEN: Experiential Project Coordinator (1)

Course Credit

1
IST440 - DRIVEN: Experiential Project Coordinator III

Course Description

In this course, students who have completed IST 425 - Experiential Project Coordinator II - will be allowed to earn an additional credit for a specifically identified leadership experience on campus. This experience is sponsored by a staff or faculty advisor who approves an introductory proposal and reflective capstone essay. This experiential project will involve a significant leadership experience over the course of sixteen weeks and will adhere to the following requirements: • the student has identified a campus leadership experience to engage in • this experience requires the student to be responsible for leading or managing a significant project, program, or activity that requires their time, skill and attention the entire semester. • the experience develops skills that would be beneficial to their professional development among other requirements, the student will be evaluated on the proposal, successful completion of the project and the reflective capstone essay.

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

- Complete:
  - IST425 - DRIVEN: Experiential Project Coordinator II (1)

Course Credit

1
IST473 - DRIVEN: Experiential Learning Course IV

Course Description

In this course, students who have completed IST 385 - Experiential Learning Course III - will be allowed to earn an additional credit for participation in a related course experience or a new and unrelated course also connected to leadership. This includes twenty hours of participation in myriad of out of the classroom experiences that are intentionally subversive to the traditional in-class format. These leadership courses are marked by a multi-disciplinary instruction approach that should include a number of the following: featured speakers, nontraditional class locations, engaged experiential learning, independent research, reflection and mentoring. The course will generally adhere to these criteria: • the student has been selected or chosen to participate in the course • the course has set meeting times and course assignments • the content has a focus on gaining leadership skills in a variety of contexts

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

- Complete:
  - IST385 - DRIVEN: Experiential Learning Course III (1)

Course Credit

1
IST480 - DRIVEN: Experiential Project Coordinator IV

Course Description

In this course, students who have completed IST 440 - Experiential Project Coordinator III - will be allowed to earn an additional credit for a specifically identified leadership experience on campus. This experience is sponsored by a staff or faculty advisor who approves and introductory proposal and reflective capstone essay. This experiential project will involve a significant leadership experience over the course of sixteen weeks and will adhere to the following requirements: • the student has identified a campus leadership experience to engage in • this experience requires the student to be responsible for leading or managing a significant project, program, or activity that requires their time, skill and attention the entire semester. • the experience develops skills that would be beneficial to their professional development among other requirements, the student will be evaluated on the proposal, successful completion of the project and the reflective capstone essay.

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

◆ Complete:
  ◆ IST440 - DRIVEN: Experiential Project Coordinator III  (1)

Course Credit

1
IST490 - DRIVEN: Leadership in Action IV

Course Description

In this course, students who have completed IST 390 – Leadership in Action 3 - will be allowed to earn an additional credit for their work in a specific leadership role on campus when there is a department initiated course that accompanies that experience. The course may be 8 or 16 weeks and credits can vary based on course requirements. This course will generally adhere to the following eligibility requirements: • The student has been selected for a specific leadership role on campus • This role requires students to be responsible for leading or managing their peers through facilitation, program planning, organizing group activities, etc. • There are a minimum of 15 students in the same leadership role who could create the course cohort • The student is required to enroll in a course in order to fulfill this role for credit • The course has learning outcomes that are connected with General Education

Course Description Detail

University College continues to explore a vision of student development and engagement focused on delivering a robust “coming of age” experience. As envisioned, the overall experience should integrate intellectual, emotional and social development in a seamless delivery model. Coming of age recognizes the essential integration of personal development with academic growth and reflects the diverse ways through which students learn. DRIVEN operates in the spirit of that vision through its foundational commitment to experiential learning. Although it is difficult to truly capture a definition of “experiential learning,” educators and experts agree on a number of factors that tend to reflect the fundamental values of the term. The elements below are conceptualized based on the work of the National Society for Experiential Education and are necessary elements of every DRIVEN course. Is the activity contextualized? Are the students in a real physical context? Does the experience have applicability in a real world setting? Is the activity in reference to an applied setting or situation? Is it in response to a real circumstance? Is the activity open ended? Is there a problem to solve? Does it involve discovery without a predetermined path? Is the experience something the students could fail at? Do the students struggle or wrestle on their way to reaching the learning outcomes? Are the students participating in a first-hand experience? Are the students required to take action? Are students the cause of forward momentum or progress? Is the activity self-directed? Are students asked to think critically during or after the experience in order to make sense of what they’ve seen and done? Are the students asked to articulate critical observations? Does the activity require students to connect experiences to academic concepts?

Course Requisites

- Complete:
  - IST190 - DRIVEN: Leadership in Action (1 - 3)
  - IST290 - DRIVEN: Leadership in Action II (1 - 3)
  - IST390 - DRIVEN: Leadership in Action 3 (1 - 3)

Course Credit

1 - 3

International Business

INT105 - International Business: A Macro Perspective

Course Description

This course is designed to provide students with an introductory exposure to the essential elements of international business. In a contemporary modern economy, businesses operate in a highly integrated global market where factors of production are mobilized within and across the borders. Accordingly, business decisions made in local settings require a keen understanding of the context of the business transcending the domestic boundaries. This course provides a conceptual foundation for International Business with an emphasis on hands-on activities and applications. The course promotes understanding of international dynamics affecting domestic and international businesses. It introduces a framework to explore the environment of international business operations through a comparative analysis of economic, political and sociocultural systems. As an introductory course, it focuses on the internationalization of operations of SMEs and MNCs across diverse geographic, political, economic and cultural boundaries. A practical country entry analysis is an integral part of the course that allows students to explore the complexities and risks encountered in diverse boundaries.

Course Credit

2
INT113 - Introduction to International Business

Course Description

This course is the foundation for business in a global context with an emphasis on applications. It offers a survey of fundamentals and principles of management in the context of globally oriented firms and primarily presents an assessment of the differences between business in domestic and international context. The course explores fundamental issues in business in an increasingly interdependent world; including management principles and techniques in a global context. Themes constituting fundamentals of international business such as economic, political, cultural and social environment of business; organizations that facilitate international business and organizational structures; trade theory; government influence on trade; international business modalities and entry strategies into foreign markets, global financial system as well as the emerging issues related to international business; are also explored.

Course Credit

3

INT203 - Information Technology & Globalization

Course Description

Exploration of the fundamental processes underlying globalization with particular emphasis on the role of technological development in both historical and contemporary context. Globalization is a complex process marked by intensified transnational flows of people, information and goods and services. This course examines the role of information technology as a key feature and facilitator in the globalization process with a particular emphasis on international business and commerce. We analyze and explore the ways technology shapes contemporary social and economic changes in a global context.

Course Requisites

- Complete:
  - INT105 - International Business: A Macro Perspective (2)
  - IT105 - Business Information Technology (2)

Course Credit

1

INT221 - Global Financial System

Course Description

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

Course Credit

3

INT280 - International Business Foundational Experience

Course Description

The International Business Foundational Experience exposes students to a variety of learning opportunities that reinforce the core international business curriculum delivered in Year-1 of their program and inspires students to explore various facets of international business concepts, theories and practice. To complete the requirements for this Year-1 experience, students will: Conduct secondary research to understand a given Multinational Corporation, its industry and the countries where its assets and/or revenues are concentrated. Prepare a comprehensive MNC profile report to be achieved in e-Portfolio; Conduct serial interviews with a local SME executive with global orientation or an Innovation Hub entrepreneur who started a venture with international scope; prepare transcript of the interviews and a reflection report; attend a full-day international business workshop offered by New Hampshire International Trade Resource Center; attend Academy of International Business North East Annual Meeting; prepare an observation report for the sessions attended; participate in community service OR civic engagement activities with local organizations such as International Institute of New England and World Affairs Council; develop formal reflections, on both their individual and team experiences, and offer feedback for improvement of the course at the conclusion of the term.

Course Credit

1.5 - 3
INT309 - Legal Environment of International Business

Course Description
The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Conventions on International Sale of Goods will be given particular attention. Not available every semester.

Course Requisites
- Complete:
  - INT113 - Introduction to International Business (3)

Course Credit
3

INT315 - International Management

Course Description
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.

Course Credit
3

INT316 - Cultural & Political Environment of International Business

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

Course Credit
3

INT322 - International Retailing

Course Description
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.

Course Requisites
- Complete:
  - MKT222 - Principles of Retailing (3)

Course Credit
3
INT335 - Importing & Exporting in International Trade

Course Description

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

Course Requisites

- Complete:
  - INT113 - Introduction to International Business (3)

Course Credit

3

INT336 - Multinational Corporate Finance

Course Description

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.

Course Requisites

- 1 of the following:
  - FIN305 - Foundations of Finance (2)
  - FIN320 - Principles of Finance (3)

Course Credit

3

INT340 - Business Environment of the Middle East

Course Description

The course covers the economic structures, financial institutions and policy challenges in the leading countries of the Middle East. Through introducing a brief historical look on selected aspects of economic policies in these countries, the course will discuss the contemporary nature of the problems facing the region and the overall business environment of the region. The course will address topics such as the role of oil companies in the region, problems of industrialization in resource based economies, the historical experience of trade liberalization, labor markets, demography and migration, growth and industrialization, the effect of globalization on the region.

Course Requisites

- Complete:
  - INT113 - Introduction to International Business (3)

Course Credit

3
INT380 - Global Practicum-I  
Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - INT113 - Introduction to International Business (3)
    - INT280 - International Business Foundational Experience (1.5 - 3)
  - Must be enrolled in the Degree in Three program

Course Credit

3 - 6

INT400 - International Business Project  
Course Description

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of Multinational Corporations in the International Business setting. The course will give students the opportunity to work in teams by focusing on a practical approach to learning. It will provide students with skills that can facilitate their entry into a job market in International Business or related field at various levels of expertise.

Course Requisites

- 1 of the following:
  - INT113 - Introduction to International Business (3)
  - INT105 - International Business: A Macro Perspective (2)

Course Credit

3

INT410 - International Entrepreneurship  
Course Description

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur’s viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam.

Course Credit

3
INT422 - International Strategic Management
Course Description
The course introduces students to strategic management in the global arena. It focuses on the internal strategic environment of an organization, the external strategic factors present in the international environment, and the manner in which a strategic thrust and a strategic fit are created between these two environments. The course relies on the use of case studies of U.S. and foreign international corporations. Not available every semester. Writing Intensive Course.

Course Requisites
- Complete all of the following
  - Complete:
    - INT113 - Introduction to International Business (3)
  - 60 credits.

Course Credit
3

INT433 - Multinational Marketing
Course Description
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.

Course Requisites
- Complete 1 of the following
  - Complete all of the following
    - 1 of the following:
      - ECO202 - Macroeconomics (3)
      - ECO205 - Foundations of Macroeconomics (2)
    - 1 of the following:
      - INT105 - International Business: A Macro Perspective (2)
      - INT113 - Introduction to International Business (3)
    - 1 of the following:
      - MKT105 - Foundations of Marketing (2)
      - MKT113 - Introduction to Marketing (3)
  - OR Permission of instructor

Course Credit
3

INT441 - Licensing and Negotiations in the International Arena
Course Description
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.

Course Requisites
- Complete 1 of the following
  - 1 of the following:
    - INT105 - International Business: A Macro Perspective (2)
    - INT113 - Introduction to International Business (3)
  - permission of instructor

Course Credit
3
INT481 - Global Practicum-II
Course Description
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.

Course Requisites
◆ Complete all of the following
  ◆ Complete:
    ■ INT113 - Introduction to International Business (3)
    ■ INT280 - International Business Foundational Experience (1.5 - 3)
    ■ INT380 - Global Practicum I (3 - 6)
  ◆ Must be in Degree in Three program

Course Credit
3 - 6

INT490 - International Business Internship
Course Description
Offered as needed.

Course Credit
0 - 12

INT730 - International Business Consulting Experience
Course Description
In the context of a consulting project, this course focuses on value creation through strategic formulation and implementation in the global marketplace. The course integrates theory and practice through the application of international business tools and methods. The course weaves together conceptual and practical considerations to create a balanced and exciting learning experience. It is designed to enhance students' analytical and problem solving capacity and to prepare them to function more effectively in the international business environment. After implementing and completing the project students should develop an integrative perspective cutting through the functional areas in the global context.

Course Requisites
◆ Complete:
  ◆ INT610 - Multinational Corporate Environment (3)

Course Credit
3
INT800 - Foreign Direct Investment  
Course Description
This course is an examination of direct investments made by a company or entity based in one country, into a company or entity based in another country. Entities making direct investments typically have a significant degree of influence and control over the company into which the investment is made. Key topics covered in the course include, but are not limited to: the foundations of FDI; the impact of location on FDI; FDI and Technology; FDI under Uncertainty; Risk and Profitability of the multinational corporation; and Political Risk Analysis. This is a research and writing intensive course.

Course Credit
3

INT801 - Foundations for Advanced International Business Study  
Course Description
The primary goal of the Foundations for Advanced International Business study is to provide a broad theoretical foundation for advanced international business courses. The course is composed of four modules covering theories of international business, international finance, international marketing and international strategy. Students are provided foundational discipline-specific knowledge and theoretical background to undertake advanced coursework in international business.

Course Credit
3

INT810 - Privatization, Economic Reform and Globalization in Emerging Markets  
Course Description
This seminar has been designed to introduce the students to the theoretical and applied literature on economic reform and globalization nexus in the emerging markets context. Another purpose of the course is to enhance student’s appreciation of research process and help development of a research agenda in subjects related to macro and micro integration of emerging markets to the global economic system. More specifically the course focuses on transition from centrally planned or government dominated economic systems to market economy and its micro and macro implications. A particular emphasis is placed on the international expansion of emerging market companies. Students are expected to acquire and demonstrate advanced knowledge on issues surrounding economic reform, privatization, economic integration and internationalization/globalization and to be able to conduct original research.

Course Requisites
- Complete:
  - INT610 - Multinational Corporate Environment (3)

Course Credit
3

INT820 - Seminar in Multinational Finance  
Course Description
This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance. The course provides an opportunity for students to explore their area of interest in this field.

Course Credit
3
INT830 - Theories of Globalization  
**Course Description**
This doctoral seminar presents globalization as the central issue that influences the practice of international business and internationalization processes of the FIRM and vice versa. Keeping the firm at the core, the course takes up globalization from various points of view, such as world economy and finance, geo-strategic and geo-political concerns, regionalism, institutions, global and corporate governance etc., which reflect opportunities and prosperity as well as big challenges facing international business theory, practice and research. The course enhances students' cognitive, heuristic, analytical and philosophical thinking process. It also creates the prospect for students to better their research, teaching, and communicative skills (writing and presentation skills).

**Course Credit**
3

INT840 - Seminar in Multinational Marketing  
**Course Description**
This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

**Course Credit**
3

INT850 - Seminar in Global Business Strategy  
**Course Description**
This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis as appropriate to illustrate specific problems characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability as defined by the major authors and practitioners in the field.

**Course Requisites**
- Complete:
  - INT700 - Multinational Business Strategy (Capstone) (3)

**Course Credit**
3

INT880 - Advanced Quantitative Methods/International Business I  
**Course Description**
This is an advanced course in building binary and continuous response regression models using cross-sectional, time series and panel data with applications to business. It includes selection of variables and form, testing hypotheses, diagnosing problems, and implementing remedial measures using EViews and other software. The course requires the students to apply the regression techniques to a research problem in international business.

**Course Credit**
3
INT881 - Advanced Quantitative Methods/International Business II

Course Description

This is an advanced course in multivariate analysis methods with applications to business. It includes ANOVA, ANCOVA, MANOVA, Principal Component Analysis, Discriminant Analysis, Cluster Analysis, and System Dynamics using SPSS, VENSIM and other software. The course requires the students to apply one or more multivariate analysis techniques to a research problem in international business.

Course Requisites

- Complete:
  - INT880 - Advanced Quantitative Methods/International Business I (3)

Course Credit

3

INT889 - Comprehensive Exam

Course Description

The Comprehensive Exam provides a transition for students to prepare for their doctoral comprehensive exam and to help monitor timely progress toward completion of the comprehensive exam and progression toward dissertation work. Students take the comprehensive exam during the term they enroll in Comprehensive Exam INT 889. Students are evaluated on a Pass/Fail basis are permitted to take INT889 no more than two consecutive terms.

Course Requisites

- Complete all of the following
  - Complete:
    - INT800 - Foreign Direct Investment (3)
    - INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)
    - INT820 - Seminar in Multinational Finance (3)
    - INT830 - Theories of Globalization (3)
    - INT840 - Seminar in Multinational Marketing (3)
    - INT850 - Seminar in Global Business Strategy (3)
    - INT880 - Advanced Quantitative Methods/International Business I (3)
    - INT881 - Advanced Quantitative Methods/International Business II (3)
  - Completion of minor area courses

Course Credit

1

INT890 - Doctoral Colloquium

Course Description

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Course Requisites

- Complete:
  - INT889 - Comprehensive Exam (1)

Course Credit

3

Justice Studies
JUS101 - Introduction to Criminal Justice
Course Description
This course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. The course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course.
Course Credit
3

JUS102 - American Policing
Course Description
An introduction to the police system in America, which is the gateway to the criminal justice process. Topics considered include the historical foundations of police processes, occupational roles and tasks of law enforcement, and the nature and designs of typical, as well as innovative, police systems. Perennial problems of policing, particularly as it relates to community interaction, are also essential components of the course.
Course Credit
3

JUS103 - Correctional Systems
Course Description
This course examines the management, structure, and organizational design of correctional institutions. Correctional planning, construction, program evaluation and community interaction will be considered and improvement strategies for correctional operations will be debated and critiqued. The course provides a broad based overview of the correctional system which incarcerates and confines, treats, and reclaims criminal personalities and protects and serves the state and the community by removing threats to the social order.
Course Credit
3

JUS104 - Introduction to Security
Course Description
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.
Course Credit
3

JUS111 - Introduction to Criminalistics
Course Description
This course is designed to introduce students to concepts of forensic science with an emphasis on the recognition, identification, individualization, and evaluation of physical evidence by applying the natural sciences to law-science matters. Basic scientific principles used in the practice of forensic science and types of evidence, physical evidence in particular, will be discussed. It provides useful information on how scientific truth is used to solve cases and protect the innocent, how increased scientific information and technology could create a safer society, and how that information and technology could be used to create a less free society. Examining the role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial and will be discussed.
Course Credit
3
JUS201 - Criminal Investigation

Course Description

This course is a comprehensive examination of civil and criminal investigations in both public and private modes, including most major felony processes and relevant civil actions. Focus is on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques, and linkage between investigative and prosecutorial agencies.

Course Credit

3

JUS202 - Industrial and Retail Security

Course Description

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.

Course Credit

3

JUS211 - Organized Crime

Course Description

A complete examination of the dynamic referred to as 'organized crime' commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

Course Credit

3

JUS215 - The Victim and the Justice System

Course Description

This course will examine issues surrounding the central character in a criminal act - the victim. Contents are designed to develop an understanding of what it means to be victimized, including the physical, psychological, and economic impact of crime upon victims, their families, and society in general. Special consideration will be given to specific victim populations (i.e. survivors of homicides, sexual assault, and family violence), secondary victimization by the criminal system, victim assistance programs, and future trends in this field. A full review of how the American justice system has responded to the needs of victims is part of the course content and includes a look at victim testimony at sentencing and parole and probation hearings, victim notification, Meghan's law, victim advisory and protection services, and other means in which the judicial system assures victim participation during the adjudicative phase.

Course Credit

3

JUS224 - Legal and Justice Research Methods

Course Description

A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas. Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedures, and social science materials related to law. Application of legal research strategies will be required.

Course Credit

3
JUS261 - Judicial Administration  
**Course Description**  
An examination of the American judicial system, highlighting state, local, and federal tribunals, including an assessment of their hierarchy, subject matter jurisdiction, and administration. Also reviewed will be judicial reasoning, judicial process and the chief personnel responsible for judicial operations. More particularly the course will expose the various phases inherent in civil and criminal litigation including the concepts of jurisdiction, venue, parties and the pleadings that guide advocacy. Typical case calendars and dockets will be examined throughout the course so that students may acquire a complete understanding of the litigation process.  

**Course Credit**  
3

JUS305 - International Criminal Justice  
**Course Description**  
This course compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. A thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement, whether through INTERPOL, treaty or other regulation.  

**Course Credit**  
3

JUS309 - White Collar Crime  
**Course Description**  
This course considers crime committed by corporations as well as white collar criminals; how such crimes are defined, who commits or is victimized by it, which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments.  

**Course Credit**  
3

JUS325 - Law, Justice and Family  
**Course Description**  
A full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provide protection from these abuses will be closely scrutinized.  

**Course Credit**  
3

JUS331 - Juvenile Justice System  
**Course Description**  
This course covers the juvenile justice system, with special emphasis on the way it procedurally differs from adult offender adjudication. The parts of the juvenile justice system, hearings, due process standards and constitutional mandates are fully reviewed. Status offenders and other youth classifications are considered, together with a historical summary of juvenile court philosophy. New trends in the procedural disposition of juveniles especially transfer to adult jurisdiction, types of punishment, suitability of the death penalty are discussed.  

**Course Credit**  
3
JUS345 - Probation and Parole  
Course Description  
This course examines the theory and practices of probation and parole with juvenile and adult offenders, including: release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole.

Course Credit  
3

JUS375 - Criminal Law  
Course Description  
An introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matters include parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea, actus rea, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant’s perspective by reviewing the accuser’s mental states, potential defenses and uses of mitigation.

Course Credit  
3

JUS376 - Criminal Procedure  
Course Description  
A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given the constitutional protections afforded through the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th. The course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards.

Course Credit  
3

JUS394 - Problems in Policing  
Course Description  
This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system.

Course Credit  
3

JUS395 - The Death Penalty  
Course Description  
An examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included.

Course Credit  
3
JUS400 - Foreign Study in Criminal Justice

Course Description
A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London, or Germany by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience.

Course Credit
3 - 12

JUS429 - Terrorism

Course Description
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.

Course Credit
3

JUS455 - Legal Traditions

Course Description
This course encompasses a complete examination of the law, its origins, roots and underpinnings in a jurisprudential context. Coverage includes a focused examination of classical, medieval and contemporary legal thinkers. Problems of personal privacy, sexual freedom, procreative control, the imposition of penalties, and notions of good will be considered. Course participants will consider these questions: What is law Is law related to religion and morality What are the foundations of law in Western Culture Can law, ethics and morality be differentiated How can a legal system be just Can law shape morality or does morality shape law How does Western legal tradition resolve ethical questions such as abortion, suicide, euthanasia, and the death penalty Is there a unified vision of law that consists of the good, of virtue and the idea of justice

Course Credit
3

JUS465 - Police Organization and Management

Course Description
The study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of some.

Course Credit
3

JUS466 - Homeland Security

Course Description
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.

Course Credit
3
JUS468 - Crimes Against Children
Course Description
This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

Course Credit
3

JUS485 - Forensic Law
Course Description
An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

Course Credit
3

JUS496 - Administrative Law
Course Description
Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level, to read, interpret and draft proposed rules and regulations, to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

Course Credit
3

JUS497 - Law and Evidence
Course Description
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.

Course Credit
3

JUS498 - Criminal Justice Internship
Course Description
An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required. (Variable Credit).

Course Credit
0-12
**Language**

**LAN199 - International Cultural Awareness I: Language**

**Course Description**

This course will provide students with a foreign language experience, offered at any level. Students will develop communication skills that will allow them to engage in the daily life overseas and will enhance and support their study abroad experience. The course will develop conversation as well as reading and writing skills. Equal focus will be given to grammatical structure and vocabulary.

**Course Credit**

3

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**Learning Strategies Seminar**

**LSS100 - Learning Strategies Seminar**

**Course Description**

LSS 100 is designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills and strategies that will enable them to experience success in college classes and beyond. By applying principles taught throughout the semester, students will become independent learners and will maximize their educational experience at SNHU.

**Course Requisites**

- Must have less than 30 credits

**Course Credit**

3

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**Literature**

**LIT229 - World Mythology**

**Course Description**

This course introduces students to the study of mythology. We will read and discuss myths from both western and non-western cultures. Students will also choose one cultures myth to concentrate on for a final project.

**Course Requisites**

- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG121 - College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

**Course Credit**

3
LIT231 - Nature Writers
Course Description
This course introduces students to the prose and poetry of major British and American writers and naturalists since the 18th century who observe nature vividly and write about humanity’s relationship with the natural environment.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

LIT233 - Banned Books
Course Description
This course examines the issue of censorship through the particular example of banned books. Students will analyze debates for and against censorship, and will study banned books alongside other media that either critiques, embraces, or reflects paranoia about censorship. In addition to scholarly articles and historical documents, readings may include literary works such as J. K. Rowling’s Harry Potter and the Sorcerer’s Stone, Ray Bradbury’s Fahrenheit 451, Vladimir Nabokov’s Lolita, Azar Nafisi’s Reading Lolita in Tehran, and Salman Rushdie’s The Satanic Verses.

Course Requisites
- Complete:
  - ENG120 - College Composition I (3)

Course Credit
3

LIT235 - War Literature
Course Description
This course focuses on the theme of war in prose and poetry. Students will examine a variety of literature and accompanying cultural materials that—whether American, British, or Global—speak to this all-important issue. The course will address social attitudes towards war, the psychological effects of war, and the historical implications of war, as portrayed in representative texts.

Course Credit
3

LIT237 - Young Adult Literature
Course Description
This course focuses on the theme of coming of age in young adult prose. Students will examine a variety of literature, which may include nonfiction as well as fiction. The course will address issues around coming of age, such as sex, addictions, abuse, friendships, relationships, and independence, as represented in specific texts.

Course Credit
3
LIT239 - Literature and the Mind  
**Course Description**
This course explores the relationship between ideas of the mind and consciousness in literature. Long before Sigmund Freud, poets, playwrights, and novelists investigated the human experience of knowing and experiencing one's self. After Freud, new concepts of the mind have reshaped how we understand creativity in both writing and reading literature. This course will introduce you to the pleasure and insight of literature through a representative selection of literature by European and American writers, and will include selected readings in psychology. Topics may include madness, identity, melancholy, deviance, memory, or creativity.

**Course Credit**
3

LIT241 - Crime Literature  
**Course Description**
This course will examine one of the most popular and celebrated literary genres: crime literature. Literature may include selections from British, American, and global fiction, non-fiction, short stories, plays, and/or poetry. Literary selections may include several subgenres of crime literature, such as historical crime literature, true crime, hard-boiled fiction, psychopathology, the police procedural, and legal analysis.

**Course Credit**
3

LIT243 - Pop Fiction  
**Course Description**
This course will analyze popular fiction. What makes a book a “best seller” What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast-paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, romance, horror, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, cultural difference, and violence in American culture—prominent elements in our psyches, popular culture, and pulp fiction. We will discuss, among other topics, how popular literature can help us understand the intersectionality of identity—especially issues of race, class, gender, sexuality, and ability.

**Course Credit**
3

LIT300 - Literary Theory  
**Course Description**
This course is an introduction to the major schools of contemporary critical theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts. Not available every semester.

**Course Requisites**
- Complete all of the following
  - 1 of the following:
    - ENG120H - Honors College Composition I (3)
    - ENG120 - College Composition I (3)
  - Complete 1 of the following
    - 60 credits.
    - instructor permission

**Course Credit**
3
LIT306 - Medieval Literature
Course Description
This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

LIT309 - Romance, Revolutions, and the Birth of The Novel
Course Description
This course focuses on the "long 18th century" in Great Britain, covering the era of the Enlightenment as well as Romanticism. This was a tumultuous time in British history, marked by numerous political and social revolutions as well as notable literary creativity. In this course, students will study developments in English literature such as the novel, the essay, satire, journalism, popular theater, and poetry. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism and abolition, the city and the country, industrialization, and the French Revolution. Authors studied may include Congreve, Defoe, Swift, Pope, Fielding, Wordsworth, Keats, Shelley, and Byron.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

LIT310 - Victorian Literature
Course Description
Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries and social revolution. This course studies representative selections from the major poets and prose writers and explores the social, political and intellectual changes reflected in the literature of the Victorian period. Authors may include Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3
LIT311 - Modern British Literature
Course Description
This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners - James Joyce, D.H. Lawrence, and Virginia Woolf - as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

LIT312 - Early American Literature
Course Description
While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620- with the settlement of Plymouth Plantation- through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

LIT313 - The American Renaissance
Course Description
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.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG121H - Honors College Composition II (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3
LIT314 - American Realism and Naturalism

Course Description
While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

LIT315 - Twentieth Century American Literature and Beyond

Course Description
The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

Course Requisites
- 1 of the following:
  - ENG120 - College Composition I (3)
  - ENG120H - Honors College Composition I (3)

Course Credit
3

LIT317 - European Literature

Course Description
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.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3
LIT318 - World Literature  
**Course Description**  
This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.  

**Course Requisites**  
- 1 of the following:  
  - ENG120H - Honors College Composition I (3)  
  - ENG120 - College Composition I (3)  

**Course Credit**  
3

LIT319 - Shakespeare  
**Course Description**  
Students in LIT 319 study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Not available every semester.  

**Course Requisites**  
- 1 of the following:  
  - ENG120H - Honors College Composition I (3)  
  - ENG120 - College Composition I (3)  

**Course Credit**  
3

LIT323 - Studies in Drama  
**Course Description**  
This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genre's form, but also experience the important role the genre has played in American, British, European, and global society and culture.  

**Course Requisites**  
- Complete 1 of the following  
  - Complete:  
    - ENG120 - College Composition I (3)  
  - Complete:  
    - ENG120H - Honors College Composition I (3)  

**Course Credit**  
3
LIT325 - Studies in the Novel
Course Description
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.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

LIT327 - Studies in Poetry
Course Description
This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influence poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, theme, and role within the field of poetry.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

LIT328 - Multi-Ethnic Literature: Describing the Hyphen
Course Description
Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figures into these writers' images of an American self and community.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3
LIT330 - Gender and Text  
**Course Description**

This course examines gender in and through literary texts and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBTQ community, and queer theory. The course explores these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject? Readings may include works by authors such as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Audre Lorde, Gloria Anzalda, and Michael Cunningham.

**Course Requisites**

- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

**Course Credit**

3

LIT335 - Major Author Studies  
**Course Description**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

**Course Requisites**

- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

**Course Credit**

3

LIT335L1 - Major Authors - American  
**Course Description**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

**Course Requisites**

- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

**Course Credit**

3
LIT335L2 - Major Authors - British
Course Description
In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

LIT335L3 - Major Authors - Global
Course Description
In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

LIT345 - Postcolonial Encounters
Course Description
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.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3
LIT350 - The Black Literary Tradition

Course Description
This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. Dubois, Zora Neale Thurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity. Offered as needed.

Course Requisites
- 1 of the following:
  - ENG120H - Honors College Composition I (3)
  - ENG120 - College Composition I (3)

Course Credit
3

LIT450 - Seminar in American Literature

Course Description
This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Writing Intensive Course.

Course Requisites
- Complete 1 of the following
  - Complete all of the following
    - Complete:
      - ENG200 - Sophomore Seminar (3)
    - 1 course(s) from subject(s):
      - LIT
      - Permission of instructor.

Course Credit
3

LIT451 - Seminar in British Literature

Course Description
This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester.

Course Requisites
- Complete 1 of the following
  - Complete all of the following
    - Complete:
      - ENG200 - Sophomore Seminar (3)
    - 1 course(s) from subject(s):
      - LIT
      - Instructor permission.
LIT452 - Seminar in Global Literature  
Course Description  
This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Not available every semester. Global marker.

Course Requisites  
- Complete 1 of the following  
  - Complete all of the following  
    - Complete:  
      - ENG200 - Sophomore Seminar (3)  
      - 1 course(s) from subject(s):  
        - LIT  
    - Permission of instructor.

Course Credit  
3

LIT485 - Senior Thesis in Literature  
Course Description  
This course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. The following requirements are for undergraduate day campus students. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual’s advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a yearlong course option. The following requirements are for undergraduate COCE students: Students who receive permission from their academic advisors must proceed to formulate a written thesis proposal to be submitted for approval to the selected instructor. If the project is approved, the student will collaborate with the instructor in the online course to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented to the instructor as a cohesive and polished academic paper with a supplemental essay that outlines plans to present/publish the paper after the course is complete. Offered on an ongoing basis, as this is, at a minimum, a two-term research and writing project.

Course Credit  
3

LIT517 - Graduate Studies in European Literature  
Course Description  
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.

Course Credit  
3

LIT518 - Graduate Studies in World Literature  
Course Description  
This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

Course Credit  
3
LIT522 - Graduate Studies in Popular and Contemporary Literature  
**Course Description**

This course will analyze today's popular and contemporary fiction. What makes a book a 'best seller' What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarmms generally try to touch that nerve also, both they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary subgenres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture - prominent elements in our psyches, popular culture, and pulp fiction-though we will certainly discuss other themes as well.

**Course Credit**
3

LIT523 - Graduate Studies in Drama  
**Course Description**

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genre’s form, but also experience the important role the genre has played in American, British, European, and global society and culture.

**Course Credit**
3

LIT525 - Graduate Studies in the Novel  
**Course Description**

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.

**Course Credit**
3

LIT527 - Graduate Studies in Poetry  
**Course Description**

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influential poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet’s style, themes, and role within the field of poetry.

**Course Credit**
3

LIT535 - Graduate Studies in Major Authors  
**Course Description**

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

**Course Credit**
3
LIT685 - Graduate Thesis in Literature

Course Description
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.

Course Credit
3

Mandarin Language/Culture

LMN111 - Elementary Mandarin Language/Culture I

Course Description
This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the mid-novice level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized.

Course Credit
3

LMN112 - Elementary Mandarin Language/Culture II

Course Description
This course is a continuation of LMN 111.

Course Requisites
- Complete:
  - LMN111 - Elementary Mandarin Language/Culture I (3)

Course Credit
0

LMN211 - Intermediate Mandarin Language and Culture

Course Description
A yearlong commitment, two classes per week. In this course, you will improve your Chinese skills in the areas of listening, speaking, reading, writing, and will make significant gains in the acquisition of vocabulary and grammar.

Course Requisites
- Complete 1 of the following
  - Complete:
    - LMN112 - Elementary Mandarin Language/Culture II
  - Permission of the instructor

Course Credit
3
LMN212 - Intermediate Mandarin Language and Culture II

**Course Description**

LMN 212 is an intermediate course designed as a continuation of LMN 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

**Course Requisites**

- Complete 1 of the following
  - Complete:
    - LMN211 - Intermediate Mandarin Language and Culture (3)
  - or equivalent
  - Permission of instructor

**Course Credit**

3

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**Marketing**

**MKT105 - Foundations of Marketing**

**Course Description**

Foundations of Marketing examines key concepts outlined in the American Marketing Association Professional Certified Marketing program. Concepts delivered in this class provide the foundation of marketing knowledge to apply to the client analyzed in the Application of Business Concepts courses. Learning outcomes for this course require each student to demonstrate marketing knowledge and application of that knowledge to client-related challenges.

**Course Credit**

2

**MKT113 - Introduction to Marketing**

**Course Description**

This course examines the organization's functions for creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

**Course Credit**

3

**MKT212 - Marketing Foundations Experience**

**Course Description**

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).

**Course Requisites**

- Must be enrolled in the Degree in Three program

**Course Credit**

1.5 - 3
MKT222 - Principles of Retailing  
**Course Description**  
This course studies the basics of retailing and emphasizes the development of retail institutions, store layout and design, merchandising, pricing and problems retailers experience in today's business environment.

**Course Requisites**  
- 1 of the following:  
  - MKT113 - Introduction to Marketing (3)  
  - MKT105 - Foundations of Marketing (2)

**Course Credit**  
3

MKT228 - Technology in Fashion and Retailing  
**Course Description**  
This course addresses web-based fashion and retailing business issues. On the one hand it explores the influence of technology on fashion products development. On the other hand it explores the role that technology plays at various levels of the retail business including supply chain development, retail channel management and consumer shopping experience.

**Course Requisites**  
- 1 of the following:  
  - MKT113 - Introduction to Marketing (3)  
  - MKT105 - Foundations of Marketing (2)

**Course Credit**  
3

MKT230 - Retail Sales Promotion  
**Course Description**  
This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class.

**Course Requisites**  
- Complete all of the following  
  - 1 of the following:  
    - MKT113 - Introduction to Marketing (3)  
    - MKT105 - Foundations of Marketing (2)  
  - Complete:  
    - MKT222 - Principles of Retailing (3)

**Course Credit**  
3
MKT231 - Visual Merchandising  
**Course Description**
Retail marketing is a highly charged, highly competitive component of the marketing discipline. Consumers everywhere and of every age and economic category, are well informed by internet sources. Driven by access and awareness, they are looking to be courted and enticed to buy one merchant's goods over another. Visual merchandising is the art and business of creating such attraction, using merchandise that is color coordinated, accessorized, sparkling, exciting, and causing shoppers to stop, take a closer look, and buy. Visual merchandising is retail theater at its best, complete with costumes, props, and sets. Like all marketing, however, visual merchandising has a clear purpose - sales- and therefore is strategic in nature, a component of a larger marketing picture. This course addresses the creative and strategic nature of visual merchandising, connecting students with both the flair and fancy of visual merchandising and the nitty-gritty of strategic planning, and clarifying the connection between them.

**Course Requisites**
- Complete:  
  - MKT222 - Principles of Retailing (3)

**Course Credit**
3

MKT265 - Social Media & Marketing Communications  
**Course Description**
This course is designed to give students an understanding of the concepts involved in integrated marketing communication (IMC) which includes a focus on social media and the role they play in advertising, public relations, branding, and corporate communication strategies. This course focuses on the planning, research and creative skills needed to reach promotional objectives.

**Course Credit**
3

MKT266 - Services Marketing  
**Course Description**
Given the substantial shift in emphasis from a base in manufactured goods to a domestic economy based in services, as well as the interconnectedness of the global economy, comprehension of the service aspect of business is a necessity for every marketer, in every company, in every industry. Therefore, an understanding of the unique requirements of marketing services or service components has become a basic marketing skill. This course presents key concepts in the marketing of services through readings in current business publications and experiential opportunities. It addresses the global perspective of services, and both B2B and consumer service dimensions.

**Course Requisites**
- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT105 - Foundations of Marketing (2)

**Course Credit**
3
MKT270 - Professional Selling

Course Description
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.

Course Requisites
- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT105 - Foundations of Marketing (2)

Course Credit
3

MKT300 - Advanced Professional Selling

Course Description
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.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - Complete:
    - MKT270 - Professional Selling (3)

Course Credit
3

MKT310 - Negotiation in Professional Sales

Course Description
Negotiation is an art and a science. We use it every day to settle differences in order to achieve beneficial outcomes. The fundamental skill of negotiation is used on a personal level for complex purchases such as in obtaining a position in a company or purchasing a car or a home. It is also used by business professionals to influence each other in order to meet their own goals as well as those of their organizations. While this course is intended for those preparing for a career in Professional Sales, it is also one which will benefit students regardless of their major. Students will learn the principles, strategies and tactics of effective negotiation and develop and enhance their own negotiation skills. Topics include negotiation fundamentals, the negotiation process, negotiation techniques, strategies and tactics, distributive bargaining, integrative bargaining, as well as individual and team negotiation.

Course Requisites
- Complete:
  - MKT270 - Professional Selling (3)

Course Credit
3
MKT312 - Consumer Research Experience

Course Description

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).

Course Credit

1.5 - 3

MKT320 - Sales Force Management

Course Description

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.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - Complete:
    - MKT270 - Professional Selling (3)

Course Credit

3

MKT322 - International Retailing

Course Description

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

Course Requisites

- Complete:
  - MKT222 - Principles of Retailing (3)

Course Credit

3
MKT326 - Global Consumer Culture

Course Description

Every day, everywhere in the world, people make decisions about what to wear and how to wear it. Daily dressing is about much more than clothing. It includes making choices of clothing, accessories and grooming. Its relationship to human nature is at once biological, social and aesthetic. As cultures and geography changes around the world, so too do the representations of that relationship become more diverse. Dressing thus represents a broad swath of widely differing actions and decisions. This course studies the way consumers worldwide choose their dress forms to represent who and what they are, and how they wish to express themselves those around them. It considers both commonalities and differences in global consumer cultures of dress.

Course Requisites

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT105 - Foundations of Marketing (2)

Course Credit

3

MKT328 - Sales Competition Team

Course Description

Students invited into this course are those who have demonstrated an ability and strong desire to pursue the sales role of a hunter after graduation. Consequently, this course serves to sharpen the sales skills they have acquired in other sales courses by combining both classroom knowledge and practical, competitive sales experience. Sales professionals provide one-on-one coaching, face-to-face and/or via web live video, to prepare students for regional, national, or international sales competitions. Prerequisites: MKT-300 and invitation by the Director of the Center for Professional Sales.

Course Requisites

- Complete:
  - MKT300 - Advanced Professional Selling (3)

Course Credit

3

MKT331 - Business to Business Marketing

Course Description

There are many key factors which make business-to-business (B2B) markets special and different from business-to-consumer (B2C) markets. Understanding these differences is not only beneficial but also critical for the Marketer’s creation of successful, revenue-generating marketing strategies. This course helps students understand the complexity of business products, the buying dynamics of organizations, the level of professional selling required in the industrial environment, and the skills needed to meet the business target audience’s needs. Students will develop the competencies to help drive business-to-business Marketing processes for growth. Topics include B2B markets, the business marketing mix, perceived value, supply chain, inter-organizational relationships and relationship marketing.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - Complete:
    - MKT270 - Professional Selling (3)

Course Credit

3
MKT337 - Marketing Research

Course Description

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - Complete:
    - MAT240 - Applied Statistics (3)

Course Credit

3

MKT343 - Consumer Misbehavior

Course Description

This course will explore current issues and problems that have been identified as culturally and/or legally unacceptable behaviors by consumers in the American society. The emphases will be on exploring the motivators of these behaviors, identifying the effects of these behaviors on various stakeholders, and analyzing current deterrent methods.

Course Requisites

- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT105 - Foundations of Marketing (2)

Course Credit

3

MKT345 - Consumer Behavior

Course Description

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - 1 of the following:
    - PSY108 - Introduction to Psychology (3)
    - SOC112 - Introduction to Sociology (3)

Course Credit

3
MKT350 - Ethical Issues in Marketing

Course Description
This course explores current ethical issues and problems in marketing. The emphasis is on identifying crucial issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues.

Course Requisites
- 1 of the following:
  - MKT113 - Introduction to Marketing (3)
  - MKT105 - Foundations of Marketing (2)

Course Credit
3

MKT355 - Social Media Marketing Strategy

Course Description
This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

Course Requisites
- 1 of the following:
  - COM310 - Social Media (3)
  - MKT265 - Social Media & Marketing Communications (3)

Course Credit
3

MKT360 - Direct Marketing

Course Description
This course explores the directing of goods and services through the consumer or business-to-business marketing channels where the desired consumer resources may be direct orders, lead generation and/or traffic generation. This course focuses on such topics as mailing list development, relationship marketing, database management, the development of an effective sales message and selection of media. The use of catalogs, direct mail letters and brochures, telemarketing and electronic marketing as ways to reach the consumer will be explored.

Course Requisites
- Complete:
  - MKT265 - Social Media & Marketing Communications (3)

Course Credit
3
MKT365 - Social Media Marketing Analytics

Course Description

This course will develop the students' ability to analyze social media data to evaluate a company's efforts and provide informed decisions to the company. Intensive skill building will be placed on defining social media metrics, capturing social media data, and analyze social media data to provide informed decisions. Students will examine privacy concerns and ethical implications for capturing users' data. Students will have hands on experience with social media analytical tools and become certified in one of the tools.

Course Requisites

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - MKT265 - Social Media & Marketing Communications (3)
    - COM310 - Social Media (3)

Course Credit

3

MKT378 - Brand Communications

Course Description

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers, and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - Complete:
    - MKT345 - Consumer Behavior (3)

Course Credit

3

MKT432 - Strategic Marketing Planning (Capstone)

Course Description

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing principles covered in other marketing courses to solve specific company problems. Topics include a diversity of product, market and industry environments. Writing Intensive Course.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MKT113 - Introduction to Marketing (3)
    - MKT105 - Foundations of Marketing (2)
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)

Course Credit

3
MKT433 - Multinational Marketing  
**Course Description**
This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment. Students also consider the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries. Offered once a year.

**Course Requisites**
- Complete 1 of the following
  - Complete all of the following
    - 1 of the following:
      - ECO202 - Macroeconomics (3)
      - ECO205 - Foundations of Macroeconomics (2)
    - 1 of the following:
      - INT105 - International Business: A Macro Perspective (2)
      - INT113 - Introduction to International Business (3)
    - 1 of the following:
      - MKT105 - Foundations of Marketing (2)
      - MKT113 - Introduction to Marketing (3)
  - permission of instructor

**Course Credit**
3

MKT442 - Retail Management  
**Course Description**
An advanced course that moves beyond the scope of MKT 222, this course is geared to the retailing major. Store operations, human relations, information technologies, shopping center management, merchandising policies and industry trend analysis are covered. Guest speakers and study tours to retail companies are included. Writing intensive course.

**Course Requisites**
- Complete:
  - MKT222 - Principles of Retailing (3)

**Course Credit**
3

MKT455 - Social Media Marketing Campaigns  
**Course Description**
This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

**Course Requisites**
- Complete:
  - MKT355 - Social Media Marketing Strategy (3)

**Course Credit**
3
MKT490 - Marketing Internship

Course Description

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondarily, 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.

Course Requisites

- Complete all of the following
  - 15 credits.
  - Senior Internship only

Course Credit

0 - 12

MKT499 - Marketing Simulation (Capstone)

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - MKT265 - Social Media & Marketing Communications (3)
    - MKT270 - Professional Selling (3)
    - MKT337 - Marketing Research (3)
    - MKT345 - Consumer Behavior (3)
    - MKT432 - Strategic Marketing Planning (Capstone) (3)
    - MKT433 - Multinational Marketing (3)
  - Admitted to BS.MAR, or BS.MAR.3
  - Students must purchase the GoVenture Any Business Student Subscription Code

Course Credit

3

MKT515 - Distinctive Concepts in Marketing

Course Description

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning.

Course Credit

3
MKT516 - Consulting Experience in Marketing

Course Description
The aim of this experience is for students to develop real world experiences in the many aspects of marketing and will involve corporate consulting in specific Marketing areas.

Course Requisites
- Complete:
  - MKT515 - Distinctive Concepts in Marketing (3)

Course Credit
4

MKT535 - Market Quantitative Analysis

Course Description
The role of marketing researchers is to establish a bridge between an organization internal resources and the external factors of the market in order to achieve consumer satisfaction. Existing data are available to understand consumers’ attitude and predict their behaviors toward products and services. The objective of this course is to introduce students to techniques that allow them to analyze market data. Students will explore market segmentation, forecasting and comparison techniques including cluster analysis, data mining, multiple regression, and analysis of variance.

Course Credit
3

MKT545 - Global Marketing

Course Description
The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning in international markets.

Course Credit
3

MKT565 - Product and Brand Management

Course Description
Strong brands and unique, targeted products are increasingly recognized as a company's most valuable assets. Brands and products create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of developing and honing products as well as creating, building brands, and managing both are critical success factors for a firm.

Course Credit
3

MKT577 - Building Customer Relationships

Course Description
Fundamental to the success of any organization is its relationship with customers. This course offers students the opportunity to become familiar with the theories and principles involved in the selling environment. A decision-making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying professional selling and sales management decision making in the business to business marketplace.

Course Credit
3
MKT646 - Promotional Strategies  
**Course Description**
This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

**Course Credit**
3

MKT656 - Distribution Management  
**Course Description**
The success in today's marketplace requires an effective and efficient supply chain system which in turn determine a firm productivity and performance. In this course students explore the strategic issue of order and market or planned demand. Students examine the relationship between logistics, product life cycle management and customers' needs.

**Course Credit**
3

MKT676 - Marketing Practicum  
**Course Description**
The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondarily, 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.

**Course Credit**
3

**Mathematics**

MAT050 - Fundamentals of Algebra  
**Course Description**
This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics may include: prealgebra review; real numbers; algebraic expressions; linear equations/inequalities; quadratic equations; graphing; systems of equations; exponents, polynomials and rational expressions. (Credits awarded for this course count toward a student's GPA, but they do not count toward the 120 credits required for graduation; or institutional requirements, such as the General Education requirements.)

**Course Credit**
3

MAT101 - Culinary Mathematics  
**Course Description**
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.

**Course Credit**
3
MAT106 - Math for Elementary Education I  
Course Description  
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.

Course Credit  
3

MAT130 - Applied Finite Mathematics  
Course Description  
This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

Course Credit  
3

MAT135 - The Heart of Mathematics  
Course Description  
The Heart of Mathematics considers the history, mathematical beauty, and real world applications of a wide variety of topics. This discussion-based course encourages "out-of-the-box" thinking to explore the connections between mathematics and the world around us. Topics may include: patterns in nature, infinity, topology, geometry, networking, fractals, and chaos theory, among others.

Course Credit  
0

MAT138 - Descriptive Statistics With Algebra  
Course Description  
This is the first of a 2-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include surveys and sampling; organizing and describing data; probability; and an introduction to discrete and continuous probability distributions. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 138 and MAT 130 for credit.

Course Credit  
3

MAT140 - Precalculus  
Course Description  
This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.

Course Credit  
3
MAT160 - Introduction to Game Theory

Course Description

Want to learn how to cut a cake in the most “fair” manner? Or why doping in sports has more in common with cigarette advertisement techniques than you might think? Take a jaunt into the field of game theory, where mathematical techniques help solve these and many more problems facing the realms of economics, psychology, political science, mathematics, biology, and poker. This course introduces the concepts of graphs, matrices, and probability, amongst others, and uses games as a backdrop. So, next time you want a winning strategy for Rock, Paper, Scissors, look no further!

Course Credit

3

MAT206 - Math for Elementary Education II

Course Description

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: 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.

Course Credit

3

MAT210 - Applied Calculus I

Course Description

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences. Students may not take both MAT 210 and MAT 225 for credit.

Course Credit

3

MAT211 - Applied Calculus II

Course Description

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. Students may not take both MAT 211 and MAT 275 for credit.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MAT210 - Applied Calculus I (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
  - NOTE: Students must earn a grade of C or better.

Course Credit

3

MAT225 - Calculus I: Single-Variable Calculus

Course Description

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics and business. This course provides a rigorous introduction to single-variable calculus. Topics include limits, continuity, differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of derivatives, and integration, including the Fundamental Theorem of Calculus. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts. Students may not take both MAT 210 and MAT 225 for credit.

Course Credit

3
MAT225L - Calculus I: Single-Variable Calculus Lab

Course Requisites

- Complete:
  - MAT225 - Calculus I: Single-Variable Calculus (3)

Course Credit

0

MAT230 - Discrete Mathematics

Course Description

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. That is, in contrast to the real numbers that vary continuously, the objects of study in discrete mathematics take on distinct, separated values. Topics include operations on sets, logic, truth tables, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills.

Course Credit

3

MAT238 - Inferential Statistics with Algebra

Course Description

This is the second of a two-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include continuous probability distributions, sampling distributions, confidence intervals, sample size, hypothesis testing, and regression. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 238 and MAT 240 for credit.

Course Requisites

- Must earn a minimum grade of C in the following course(s):
  - MAT138 - Descriptive Statistics With Algebra (3)

Course Credit

3

MAT240 - Applied Statistics

Course Description

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing and linear regression.

Course Credit

3
**MAT260 - Cryptology**

**Course Description**

Cryptology is a mathematically rich subject that includes both cryptography - the science of making secret codes - and cryptanalysis - the science of breaking secret codes. Historically, cryptology has played a central role in military and government covert actions and modern-day data security. In this course, we develop a number of mathematical topics including modular arithmetic, statistics, probability, permutation functions, algorithms, binary numbers, base twenty-six, primes, factorization, the Euclidean algorithm, and Fermat’s Little Theorem as they pertain to classical cryptographic techniques, symmetric computer-based cryptography, and public key cryptography. We also examine the historical backdrop of cryptology and examine legal issues concerning cryptology.

**Course Requisites**

- Complete a minimum grade of C in 1 of the following:
  - MAT140 - Precalculus (3)
  - MAT210 - Applied Calculus I (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT230 - Discrete Mathematics (3)

**Course Credit**

3

**MAT275 - Calculus II: Integration & Series**

**Course Description**

This course is a continuation of MAT 225 that deepens a student's understanding of single-variable calculus. Students will learn new techniques of integration, including substitution, integration by parts, partial fractions, and integration tables. This course will also extend a student's knowledge of addition. That is, students already know how to add two, three, or n numbers together but, in this course they will learn how to add an infinitely many numbers together. This will enable students to represent differentiable functions-including exponential, trigonometric and logarithmic functions-as functions that look like polynomials with infinitely many terms. In doing so, students will enhance their abilities to evaluate and estimate integrals. Finally, students will also learn about parametric curves and polar coordinates-both useful tools for describing the motion of moving objects such as projectiles, planets, or satellites-in order to apply single-variable calculus skills in additional settings. Students may not take both MAT 211 and MAT 275 for credit.

**Course Requisites**

- Must earn a minimum grade of C in the following course(s):
  - MAT225 - Calculus I: Single-Variable Calculus (3)

**Course Credit**

3

**MAT275L - Calculus II: Integration & Series Lab**

**Course Requisites**

- Complete:
  - MAT275 - Calculus II: Integration & Series (3)

**Course Credit**

0
MAT299 - Mathematical Proof and Problem Solving

Course Description
This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

Course Requisites
- Must earn a minimum grade of C in the following course(s):
  - MAT230 - Discrete Mathematics (3)

Course Credit
3

MAT300 - Applied Statistics II: Regression Analysis

Course Description
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.

Course Requisites
- Must earn a minimum grade of C in the following course(s):
  - MAT240 - Applied Statistics (3)

Course Credit
3

MAT310 - Number Theory

Course Description
This is an introductory course in Number Theory. The course will explore the properties of, and the relationship between, the natural numbers, integers, rational numbers, and irrational numbers. This course will explore and prove theorems related to topics in number theory such as: Pythagorean Triples, Divisibility, The Fundamental Theorem of Arithmetic, Congruences, the Chinese Remainder Theorem, Prime numbers, Modulo arithmetic, Pell's Equation, Diophantine's Approximation, and the Gaussian Integers.

Course Requisites
- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

Course Credit
3
MAT325 - Calculus III: Multivariable Calculus

Course Description

Many real-world applications of calculus in science, engineering, economics, and business employ functions with many variables. This course extends the basic concepts of single-variable calculus developed in MAT 225 and MAT 275 to functions of several variables. Topics include vectors, the geometry of space, vector-valued functions, motion in space, partial derivatives and multiple integrals.

Course Requisites

- Must earn a minimum grade of C in the following course(s):
  - MAT275 - Calculus II: Integration & Series (3)

Course Credit

3

MAT330 - Differential Equations

Course Description

Differential equations are useful in modeling real-world phenomenon involving rates of change such as the spread of disease, the change in a population, the free fall of an object, and the decay of a radioactive substance. This is a first course in differential equations. Topics include solving first- and higher-order differential equations and modeling with first- and higher-order differential equations.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MAT211 - Applied Calculus II  (3)
    - MAT275 - Calculus II: Integration & Series (3)
  - NOTE: Students must earn a grade of C or better.

Course Credit

3

MAT350 - Applied Linear Algebra

Course Description

This is a first course in linear algebra and matrices. Topics include systems of linear equations, linear independence, matrices of linear transformations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. After mastering the basic concepts and skills, students will use their knowledge of linear algebra to model a selection of applied mathematics problems in business, science, computer science and economics.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MAT210 - Applied Calculus I  (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
  - NOTE: Students must earn a grade of C or better.

Course Credit

3

MAT350LC - Applied Linear Algebra-Computer Science Lab

Course Requisites

- Complete:
  - MAT350 - Applied Linear Algebra  (3)

Course Credit

0
MAT350LE - Applied Linear Algebra-Engineering Lab

Course Requisites

- Complete:
  - MAT350 - Applied Linear Algebra (3)

Course Credit

0

MAT360 - Statistics and Probability for Teachers

Course Description

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.

Course Credit

3

MAT361 - Geometry for Teachers

Course Description

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.

Course Requisites

- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

Course Credit

3

MAT362 - Algebra for Teachers

Course Description

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.

Course Requisites

- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

Course Credit

3
MAT380 - Error-Correcting Codes  
Course Description

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 non-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.

Course Requisites

- Must earn a minimum grade of C in the following course(s):
  - MAT350 - Applied Linear Algebra (3)

Course Credit

3

MAT415 - Abstract Algebra  
Course Description

Algebra is concerned with sets of objects and operations on these sets. This course will take students beyond the real number and polynomials to groups and other algebraic structures. In a modern, or abstract algebra course, one assumes a small number of basic properties as axioms and then proves many other properties from the axioms. This will assist the student in becoming more proficient at proof-writing.

Course Requisites

- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

Course Credit

3

MAT450 - History of Math and Math Education  
Course Description

This course will look at the historical development of the disciplines of mathematics and mathematics education. Within the discipline of mathematics we will examine the development of number and number systems, geometry and measurement, algebra, probability and statistics, calculus, and discrete mathematics. Within the discipline of mathematics education we will examine the development of learning theories, theories of teaching mathematics, research trends, and mathematics curriculum. Throughout this course students will study the history of mathematics and mathematics education through readings, case studies, and problem sets.

Course Requisites

- 60 credits.

Course Credit

3
MAT460 - Topology
Course Description
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.

Course Requisites
- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

Course Credit
3

MAT470 - Real Analysis
Course Description
This course provides a theoretical foundation for single-variable calculus concepts. Topics include the structure of the real numbers, sequences, continuity, differentiation and Riemann integration. This course will be run as a seminar that emphasize problem solving, proof writing and orally defending proofs.

Course Requisites
- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

Course Credit
3

MAT495 - Mathematics Education (Capstone)
Course Description
This course is the mathematics capstone course for Middle School and Secondary 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 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.

Course Requisites
- Must earn a minimum grade of C or better in the following course(s):
  - MAT360 - Statistics and Probability for Teachers (3)
  - MAT361 - Geometry for Teachers (3)
  - MAT362 - Algebra for Teachers (3)

Course Credit
3

Meteorology
MT201 - Meteorology

Course Description

Meteorology provides a theoretical and practical investigation of climate and weather with practical applications for aviation. Students will gain an understanding of the structure and energy of the atmosphere; clouds and precipitation; air-mass circulation and fronts; weather observation, analysis and forecasting; critical weather phenomena and severe storms; and applications of their understanding to aviation operations.

Course Requisites

- Complete or concurrently enroll in:
  - AE205 - Aircraft Operations (3)

Course Credit

3

Military (NHCUC)

MILT101 - Leadership Laboratory I

Course Description

Open only to students taking another Military Science class, with different roles offered for students at different levels of the program. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training programs. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of supervisory positions. Specific events include a team-building leader reaction course, orientation to military weapons, basic tactical movement, and land navigation. Cr/F. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Course Credit

0

MILT102 - Leadership Laboratory II

Course Description

Open only to students taking another Military Science class, with different roles offered for students at different levels of the program. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training programs. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of supervisory positions. Specific events include basic marksmanship, advanced tactical movement, orienteering and land navigation. Cr/F. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Course Credit

0

MILT113 - Introduction to ROTC

Course Description

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in physical fitness, rappelling, first aid, basic marksmanship, and basic drill. Learn fundamental concepts of leadership in both classroom and outdoor laboratory environments. One hour and a required leadership lab (MILT 101) plus optional (mandatory for scholarship cadets) participation in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is also required for all cadets. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Course Credit

2
**MILT114 - Introduction to ROTC II**

**Course Description**

Learn and apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with other ROTC cadets. Continued activities in basic drill, physical fitness, rappelling, first aid, and basic marksmanship. Develop communication skills to improve individual performance and group interaction. One hour and a required leadership lab (MILT 102) plus optional (mandatory for scholarship cadets) participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required for all cadets. Open to all college students; no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

**Course Credit**

2

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**MILT201 - Self/Team Development I**

**Course Description**

Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, planning of events, advanced first aid, physical fitness, and land navigation. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab (MILT 101), plus optional participation (mandatory for scholarship cadets) in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is required. Additional weekend exercises may be offered for optional participation. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

**Course Requisites**

- Complete:
  - MILT101 - Leadership Laboratory I (0)

**Course Credit**

2

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**MILT202 - Individual/Team Military Tactics**

**Course Description**

Introduces individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with other ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab (MILT 102), plus optional participation (mandatory for scholarship cadets) in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is required. Additional weekend exercises may be offered for optional participation. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

**Course Requisites**

- Complete:
  - MILT102 - Leadership Laboratory II

**Course Credit**

2
MILT250 - Camp Challenge  
Course Description  
Five-week leadership training course at Fort Knox, Kentucky during the summer that exposes students to intensive leadership evaluation and development. Students learn fundamental military skills such as land navigation using a map and compass, principles of leadership, first aid, drill and ceremony, team building exercises, etc. in preparation for future training as ROTC cadets. Students gain professional knowledge in management and organization and experience group interaction and interpersonal communications through total immersion in a military type environment. Open only to students who have not completed all of the following: MILT 101, 102, 201, and 202. Airfare, lodging, and expenses are paid by the Army. Student incurs no military obligation; program offers opportunities to earn a two-year scholarship and qualifies students to take MILT 301. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.  
Course Requisites  
- Not completed nor concurrently enrolled in:  
  - MILT101 - Leadership Laboratory I (0)  
  - MILT102 - Leadership Laboratory II  
  - MILT201 - Self/Team Development I (2)  
  - MILT202 - Individual/Team Military Tactics (2)  
Course Credit  
4

MILT301 - Leading Small Organizations I  
Course Description  
Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Plan and conduct training for other ROTC students in small unit offensive and defensive operations. Three hours and required leadership lab (MILT 101) plus required participation in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is also required. Other weekend exercises are offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.  
Course Requisites  
- Complete 1 of the following  
  - Complete:  
    - MILT250 - Camp Challenge (4)  
  - Complete:  
    - MILT113 - Introduction to ROTC (2)  
    - MILT114 - Introduction to ROTC II (2)  
    - MILT201 - Self/Team Development I (2)  
    - MILT202 - Individual/Team Military Tactics (2)  
Course Credit  
4

MILT302 - Leading Small Organizations II  
Course Description  
Continues the methodology from MILT 301. Analyze tasks; prepare written and oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab (MILT 402L) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.  
Course Credit  
4
MILT311 - Seminar on Leadership and Management I  
**Course Description**  
Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab (MILT 101) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

**Course Requisites**  
- Complete:  
  - MILT301 - Leading Small Organizations I (4)  
  - MILT302 - Leading Small Organizations II (4)

**Course Credit**
4

MILT312 - Transition to Lieutenant  
**Course Description**  
Continues the methodology from MILT 311. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab (MILT 102) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

**Course Requisites**  
- Complete:  
  - MILT311 - Seminar on Leadership and Management I (4)

**Course Credit**
4

MILT395 - Officer Internship  
**Course Description**  
Experiential learning through fieldwork in a military-type unit. Written analysis required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

**Course Requisites**  
- Complete all of the following  
  - Concurrently enroll in:  
    - MILT101 - Leadership Laboratory I (0)  
  - Complete or concurrently enroll in:  
    - MILT311 - Seminar on Leadership and Management I (4)

**Course Credit**
1 - 4

Music
MUS130 - Chorus

Course Description

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.

Course Credit

0 - 3

MUS140 - Instrumental Music Ensemble

Course Description

Instrumental music provides students the opportunity to rehearse and perform with the SNHU Orchestra, the SNHU Concert Band, the SNHU Brass Choir, the SNHU Jazz Combos, and/or the SNHU Rock Bands. Students will develop group performance skills such as ensemble precision and group intonation. Students are expected to practice their instrument outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Course Credit

0 - 3

MUS211 - Music Theory and Aural Skills I

Course Description

Music Theory and Aural Skills I introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Course Credit

3

MUS212 - Music Theory and Aural Skills II

Course Description

Music Theory and Aural Skills II continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Course Requisites

- Complete:
  - MUS211 - Music Theory and Aural Skills I (3)

Course Credit

3

MUS223 - Appreciation and History of Music

Course Description

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

Course Credit

3
MUS250 - Private Music Lessons
Course Description
Students receive fifteen thirty minute private music lessons on their instrument or voice. Students may enroll in Private Music Lessons for credit as many times as they would like. Student enrolled in Private Music Lessons must participate in a SNHU performing ensemble.

Course Credit
1

MUS270 - History of Jazz
Course Description
This course introduces students to the scope and history of Jazz Music, with emphasis on music from 1900-1960s. It provides vocabulary, concepts, and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include artists, composers, styles, instrumentation, form, texture, and cultural contexts.

Course Credit
3

MUS280 - History of Rock Music
Course Description
This course introduces students to the history of rock music from its American beginnings before WWII through its rich development up until contemporary times. Students will examine rock music from a musical and sociological viewpoint against a cultural and historical context. The course provides vocabulary, concepts, and aural skills that allow listeners to hear with greater discernment and appreciation.

Course Credit
3

MUS311 - Music Theory and Aural Skills III
Course Description
Music Theory and Aural Skills III continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211 and MUS-212. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Course Requisites
- Complete:
  - MUS212 - Music Theory and Aural Skills II (3)

Course Credit
3

MUS312 - Music Theory and Aural Skills IV
Course Description
Music Theory and Aural Skills IV continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211, MUS-212 and MUS-311. Students will continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing. Atonal music and jazz theory will be introduced.

Course Requisites
- Complete:
  - Course Not Found

Course Credit
3
MUS351 - Music History: Antiquity to 1750  
Course Description  
A study of the development of western music from its beginnings through the end of the Baroque period. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Course Credit  
3

MUS352 - Music History: 1750 to the Present  
Course Description  
A study of the development of Western music from the Baroque period to the present. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Course Requisites  
- Complete:  
  - MUS351 - Music History: Antiquity to 1750 (3)

Course Credit  
3

MUS451 - Seminar: Music History and Theory  
Course Description  
Advanced topics in music history and/or theory taught in a seminar format. Topics are announced one year in advance. Students are expected to produce a substantial term project. This course is required for music education majors.

Course Requisites  
- 1 of the following:  
  - MUS312 - Music Theory and Aural Skills IV (3)  
  - MUS352 - Music History: 1750 to the Present (3)

Course Credit  
3

Music Education

MUE100 - Introduction to Music Education  
Course Description  
This course is designed to provide the student with an overview of the principles and practices of music education in twenty-first century public schools. Students will observe and do fieldwork in music classrooms with instruction at all levels of Pre-K-12 education. This course is a prerequisite for all professional education courses in music education and includes the component of required pre-practicum fieldwork.

Course Credit  
3

MUE201 - Vocal Techniques  
Course Description  
This class teaches music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual performance skills. Students are expected to visit other music institutions to observe appropriate lessons and classes.

Course Credit  
1
MUE202 - Piano/Guitar Techniques  
**Course Description**  
Piano/Guitar Techniques instructs music education majors how to play the piano and guitar to accompany musical soloists and performing ensembles. Students also learn how to teach group classes of guitar and piano.

**Course Credit**  
1

MUE203 - Percussion Techniques  
**Course Description**  
Percussion Techniques instructs music education majors how to teach each of the percussion instruments in a variety of settings. Students are expected to learn how to play each instrument in the percussion family at a basic level.

**Course Credit**  
1

MUE204 - Brass Techniques  
**Course Description**  
This course is designed to prepare music education students for teaching brass students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/pedagogy for all brass instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

**Course Credit**  
1

MUE205 - String Techniques  
**Course Description**  
String Techniques instructs music education majors how to teach each of the string instruments in a variety of settings. Students are expected to learn how to play each instrument in the string family at a basic level.

**Course Credit**  
1

MUE206 - Woodwind Techniques  
**Course Description**  
This course is designed to prepare music education students for teaching woodwind students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/pedagogy for all woodwind instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

**Course Credit**  
1

MUE262 - Elementary General Music Methods  
**Course Description**  
This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century K-5 classroom. Students will role-play pedagogical scenarios that will be encountered in elementary classrooms. Students will do fieldwork in an elementary music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

**Course Credit**  
3
MUE263 - Middle School General Music Methods  
**Course Description**  
This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century middle school classroom. Students will role-play pedagogical scenarios that will be encountered in middle school classrooms. Students will do fieldwork in a middle school music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.  

**Course Credit**  
3

MUE264 - Advanced Vocal Music Methods  
**Course Description**  
This course provides students with the skills necessary to teach middle/high school vocal music in public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school vocal music students, develop and execute appropriate lesson plans for middle/high school vocal music and develop and execute assessment rubrics for middle/high school vocal music instruction. Students will also learn about developing a quality choral music library appropriate for each level, including both the general choral program and the select choral program. Research of choral literature is a component of this course.  

**Course Credit**  
1

MUE265 - Advanced Instrumental Music Methods  
**Course Description**  
This course provides students with the skills necessary to teach middle/high school instrumental music in the public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school instrumental music students, develop and execute appropriate lesson plans for middle/high school instrumental music and develop and execute assessment rubrics for middle/high school instrumental music instruction.  

**Course Credit**  
1

MUE300 - Secondary Music Methods  
**Course Description**  
This course is designed to prepare music education students for teaching in the twenty-first century high school classroom. Students will learn basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons. Students will do fieldwork in a high school music classroom, implementing strategies and lessons taught with a cooperating music specialist. Students will be evaluated by the cooperating music specialist and the university professor. This course includes the component of required pre-practicum fieldwork.  

**Course Credit**  
3

MUE301 - Conducting  
**Course Description**  
This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.  

**Course Credit**  
3
MUE305 - Technology in the Music Classroom

Course Description

This required course for Music Education majors is intended to provide an introduction to music technology as it relates to music composition, performance, analysis, and teaching. Skills and concepts learned in this course will provide a foundation and basic understanding of music technology necessary for application in the music curriculum (i.e. theory, history, performance, and music education). This course provides a basic overview of digital audio, computer-generated notation and MIDI as well as using technology to create and enhance learning opportunities in the middle school music classroom.

Course Requisites

- Complete:
  - MUS211 - Music Theory and Aural Skills I (3)
  - MUS212 - Music Theory and Aural Skills II (3)
  - MUE262 - Elementary General Music Methods (3)

Course Credit

3

MUE351 - Beginning Conducting

Course Description

This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.

Course Credit

3

MUE352 - Advanced Conducting and Leadership

Course Description

This course builds upon the basic skills mastered in MUE 351 (Beginning Conducting) and develops advanced skills necessary for middle and high school instrumental and choral conducting. Primary emphasis will be on: Compound, Asymmetrical, and Changing Rhythm Patterns; Subdivision of Beat Patterns; Segmented Conducting; Phrasal Conducting. In addition, students will select a Grade 4 or 5 piece from Wind Band literature to prepare, rehearse and conduct with the SNHU Community Wind Symphony.

Course Requisites

- Complete:
  - MUE351 - Beginning Conducting (3)

Course Credit

3

Organizational Leadership

OL101 - Blackboard Shell for OL Course

Course Credit

0
OL105 - Foundations of Management  
Course Description  
The Foundations of Management Module will provide students with a foundational understanding of management concepts, the evolution of management and its relationship to today's work environment, as well as a greater awareness of the impact of people within organizations. Students will be introduced to managing diversity of human assets and interrelationships, effective communication strategies, and operating ethically all within a global environment.

Course Credit  
2

OL110 - Introduction to Business  
Course Description  
This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business. Offered as needed

Course Credit  
3

OL125 - Human Relations in Administration  
Course Description  
The human relations skills that managers need to develop interaction skills that contribute directly to effective human resource management and the development of higher productivity are studied. Skill areas include leadership, motivation, communications, group dynamics, organizational development, management by objectives, and stress and time management. Students learn techniques for becoming more effective managers, subordinates, peers and persons. Students are introduced to the international aspects of human relations.

Course Credit  
3

OL200H - Honors Business Foundations  
Course Description  
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.

Course Requisites  
- Must be enrolled in 3 Year Honors program.

Course Credit  
3

OL211 - Human Resource Management  
Course Description  
This course examines the fundamentals of policies and administration. Major tasks of procedures and developing, maintaining and utilizing an effective team are studied. Students are introduced to international human resource management.

Course Credit  
3
OL215 - Principles of Management

Course Description
This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management is also covered. Writing Intensive Course.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - ENG120 - College Composition I (3)
    - ENG200 - Sophomore Seminar (3)
  - 1 of the following:
    - OL125 - Human Relations in Administration (3)
    - TCI250 - Dining Room Management (3)

Course Credit
3

OL301 - Real Estate

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

Course Credit
3

OL302 - Creativity and Innovation

Course Description
Foundations of Creative Collaboration and Innovation is a free elective course. The focus of the course is to develop individual competencies in the areas of collaboration, creative thinking and creative problem solving processes - the ingredients necessary for breakthroughs and innovations to take hold in any organization.

Course Requisites
- 45 credits.

Course Credit
3

OL308 - Innovative Business Approaches

Course Description
This course is a three credit hybrid course with a one week intensive trip. Students will partner with businesses and explore innovative business approaches (including but not limited to human resources, management, leadership, and strategy). Students will prepare and present a business case that analyses the innovative approaches used by the business. In addition, students will be given readings and assignments to complete prior to the trip. This course is research and writing intensive. There is a student lab fee associated with this course to cover the cost of transportation and accommodations.

Course Requisites
- Permission from the instructor is required.

Course Credit
3
OL317 - Small Business Management  
**Course Description**

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. Junior standing or permission of instructor.

**Course Requisites**

- Complete all of the following
  - Complete 1 of the following
    - Complete:
      - ACC202 - Managerial Accounting (3)
    - Complete:
      - ACC205 - Foundations of Accounting II (2)
  - Complete:
    - OL215 - Principles of Management (3)
  - Complete 1 of the following
    - Complete:
      - MKT113 - Introduction to Marketing (3)
    - Complete:
      - MKT105 - Foundations of Marketing (2)
- 60 credits.

**Course Credit**

3

OL318 - Employee and Labor Relations  
**Course Description**

This course examines employee-management relationships in both the union and non-union environments with an emphasis on best practices. Junior standing or permission of instructor.

**Course Requisites**

- Earned at least this many credits: 60

**Course Credit**

3

OL320 - Entrepreneurship  
**Course Description**

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

**Course Credit**

3
OL321 - Business Plan Preparation

**Course Description**

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture. Junior standing or permission of instructor.

**Course Requisites**

- Complete all of the following
  - Complete 1 of the following
    - Complete:
      - ACC202 - Managerial Accounting (3)
      - ACC205 - Foundations of Accounting II (2)
  - Complete 1 of the following
    - Complete:
      - MKT113 - Introduction to Marketing (3)
      - MKT105 - Foundations of Marketing (2)
  - Complete:
    - OL215 - Principles of Management (3)
    - OL320 - Entrepreneurship (3)

**Course Credit**

3

OL322 - Managing Organizational Change

**Course Description**

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

**Course Requisites**

- Complete all of the following
  - 60 credits,
  - Complete:
    - OL215 - Principles of Management (3)

**Course Credit**

3

OL324 - Managing Quality

**Course Description**

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

**Course Requisites**

- Complete:
  - OL125 - Human Relations in Administration (3)

**Course Credit**

3
OL325 - Total Rewards  
**Course Description**
This course covers the development and administration of compensation and benefit programs for organizations. Wage theory, principles and practices, unemployment security, worker income security, group insurance, and disability and pension plans are investigated. Emphasis is placed on objectives, policies, organization, implementation and revision of compensation and benefit systems.

**Course Requisites**
- Complete all of the following
  - 60 credits.
  - Complete:
    - OL211 - Human Resource Management (3)

**Course Credit**
3

OL326 - Social Environment of Business  
**Course Description**
This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies. Global marker. Junior standing or permission of instructor.

**Course Requisites**
- Complete 1 of the following
  - 45 credits.
  - Complete all of the following
    - if second year Degree in Three student
    - 18 credits.
  - permission from instructor

**Course Credit**
3

OL328 - Leadership  
**Course Description**
This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Team intensive course.

**Course Requisites**
- Complete:
  - OL125 - Human Relations in Administration (3)

**Course Credit**
3

OL332 - Small Business Advising I  
**Course Description**
This course is designed to provide students with the technical and intuitive skills to successfully consult with an entrepreneur who is in the beginning stages of starting a business. The student will utilize critical thinking during the advising process to effectively identify the root need that is being presented by the business owner. These advanced interpersonal skills can also be transferred to other professions.

**Course Credit**
2
OL333 - Small Business Advising II

Course Description

The students will actively advise small business owners under the supervision of faculty and a seasoned business advisor. Each student will be working on a variety of business issues with individuals who are at various stages of business ownership. Both technical and intuitive business skills will be utilized to assist the clients.

Course Requisites

- Complete:
  - OL332 - Small Business Advising I (2)

Course Credit

1

OL342 - Organizational Behavior

Course Description

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter-group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Offered every year. Writing and team intensive course. Junior standing or permission of instructor.

Course Requisites

- Complete all of the following
  - 60 credits.
  - Complete:
    - OL125 - Human Relations in Administration (3)

Course Credit

3

OL420 - Management Applications

Course Description

The basis of this course is for students to act in a management capacity to train staff, operate, and manage the business/project on campus.

Course Requisites

- Instructor approval required.

Course Credit

3
OL421 - Strategic Management and Policy (Capstone)

Course Description

Business School Capstone Course. This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in profit-making U.S. and international corporations, and public and non-profit organizations. Text and case studies are used extensively. Writing and team intensive course. Experience with Microsoft Office or equivalent is required. Senior standing or permission of instructor.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - ACC202 - Managerial Accounting (3)
    - ACC205 - Foundations of Accounting II (2)
    - HOS202 - Hospitality Managerial Accounting (3)
  - 1 of the following:
    - MKT105 - Foundations of Marketing (2)
    - MKT113 - Introduction to Marketing (3)
  - Complete:
    - ENG200 - Sophomore Seminar (3)
  - 90 credits.

Course Credit

3

OL429H - Honors Applied Management: New Paradigm Design

Course Description

This course represents the fall portion of the 3-year business honors program senior experience. The senior experience is an academic consultancy, project management model tied to researching and developing a deliverable to address a business issue in an ongoing organization. The seniors reestablish the New Paradigm Design “NPD” consulting firm and entertain request for projects. Students will be assigned to specific project teams and work on completing the preliminary information and action plan for their project. At the end of the fall semester, the teams will present their findings and action plans that they will implement in the spring term.

Course Requisites

- Must be enrolled in 3 Year Honors program.

Course Credit

3

OL430H - Honors Applied Management: New Paradigm Design

Course Description

This course represents the spring portion of the 3-year business honors program senior experience. The senior experience is an academic consulting model tied to researching and developing a deliverable to address a business issue in an ongoing organization. Spring term is devoted to implementing the action plan and completing the process. At the end, a public presentation is made highlighting the salient points of the projects and the outcomes. Students submit the final deliverable to the facilitator and to the organization. The students are available to provide detailed explanation of the final product should the organization desire it beyond just the presentation of the deliverable.

Course Requisites

- Must be enrolled in 3 Year Honors program.

Course Credit

6
OL442 - Human Resource Strategy and Development

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

Course Requisites
- Complete all of the following
  - Complete:
    - OL211 - Human Resource Management (3)
    - OL325 - Total Rewards (3)
  - 90 credits.

Course Credit
3

OL460 - Seminar in Organizational Issues

Course Description
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.

Course Requisites
- Complete all of the following
  - 90 credits.
  - Complete:
    - OL342 - Organizational Behavior (3)

Course Credit
3

OL462 - Year 1 Assembly and Knowledge Assurance

Course Description
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.

Course Requisites
- Must be enrolled in the Degree in Three program

Course Credit
1.5
OL463 - Year 2 Assembly and Knowledge Assurance

Course Description

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.

Course Requisites

- Must be enrolled in the Degree in Three program

Course Credit

1.5

OL465 - Fieldwork Experience & Final Project

Course Description

This course (3 credits) is designed to help students implement core learnings from past courses. Each student will design his/her fieldwork experience and along with a supervising faculty member will determine the parameters and format of the final project to ensure key learnings are met. Additional insight will be gained in the areas of organizational politics, leadership styles, and personal time management techniques. The students will submit a final deliverable based on the format and parameters agreed to with supervising faculty and deliver a formal presentation.

Course Requisites

- Complete:
  - OL462 - Year 1 Assembly and Knowledge Assurance (1.5)
  - OL463 - Year 2 Assembly and Knowledge Assurance (1.5)

Course Credit

3

OL465H - Honors Fieldwork Experience and Final Project

Course Description

This course (3 credits) is designed to help students implement core learnings from past courses. Each student will design his/her fieldwork experience and along with a supervising faculty member will determine the parameters and format of the final project to ensure key learnings are met. Additional insight will be gained in the areas of organizational politics, leadership styles, and personal time management techniques. The students will submit a final deliverable based on the format and parameters agreed to with supervising faculty and deliver a formal presentation.

Course Requisites

- Complete:
  - OL462 - Year 1 Assembly and Knowledge Assurance (1.5)
  - OL463 - Year 2 Assembly and Knowledge Assurance (1.5)

Course Credit

3

OL468 - Team Based Project

Course Description

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.

Course Requisites

- Complete:
  - OL465 - Fieldwork Experience & Final Project (3)

Course Credit

3
OL472 - Applied New Venture Creation  
**Course Description**  
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.  
**Course Credit**  
3  

OL481H - Honors Integrating Experience Year One  
**Course Description**  
Must be enrolled in the 3 Year Honors Program.  
**Course Requisites**  
- Must be enrolled in 3 Year Honors program.  
**Course Credit**  
1.5 - 3  

OL482H - Honors Integrating Experience Year Two  
**Course Description**  
Experience is only offered to students in the 3 Year Honors Program.  
**Course Requisites**  
- Must be enrolled in 3 Year Honors program.  
**Course Credit**  
1.5 - 3  

OL490 - Business Administration Internship  
**Course Description**  
This is a semester-long, supervised, career-related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice.  
**Course Credit**  
0 - 12  

**Philosophy**  

PHL111 - Introduction to Critical Thinking  
**Course Description**  
What makes a good argument Are some beliefs better than others Why should we believe in a certain view This course is an introduction to critical thinking and reasoning, and demonstrates philosophy's practical value for effectively solving problems, communicating ideas, achieving goals, and uncovering truth. Students will challenge assumptions, evaluate arguments from different perspectives, and articulate positions on contemporary issues. This course draws from students' own experience, asking them to examine real-world situations and case studies in order to apply critical thinking to actual practice. Critical thinking skills and strategies in this course are foundational and directly applicable to a variety of future professional or personal endeavors.  
**Course Credit**  
3
PHL210 - Introduction to Philosophy

Course Description

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

Course Credit

3

PHL212 - Introduction to Ethics

Course Description

This course introduces students to ethical theory or the study of how people make decisions about how to treat one another. It emphasizes the historical and theoretical development of answers to such questions as: What kind of a person do I want to be? and How do we figure out what the right thing to do is?

Course Credit

3

PHL214 - Formal Logic

Course Description

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

Course Credit

3

PHL220 - Death and the Meaning of Life

Course Description

This course focuses on a number of important philosophical questions about death and the meaning of life. The course has three parts: · The first part focuses on questions about the meaning of life: Is life meaningful? If so, what is the meaning of life? If not, is life absurd? Do we “create” meaning? What is the relationship, if any, between religion and the meaning of life? · The second part focuses on questions about death: Is it bad to die? Should we fear death? How should death inform the way we live our lives? Is there life after death? Is life valuable only if there is life after death? Should we want to live forever? · The third part focuses on miscellaneous questions about life and death: Is creating new people good or bad? Are suicide, euthanasia, and/or the death penalty ever morally permissible?

Course Credit

3

PHL222 - Happiness and the Good Life

Course Description

This course focuses on a number of important philosophical questions about happiness and the good life. The course has three parts: · The first part focuses on questions about the good life: Which things make a life go well? Which things are ultimately valuable in life? Is happiness the key to a good life? Is pleasure all that matters? Or is getting what you want sufficient for a good life? What is the connection, if any, between the good life and moral virtue? Is being religious or believing in God necessary for a good life? Are knowledge and/or accomplishments necessary for a good life? · The second part focuses on questions about happiness: What is happiness? Is happiness just a feeling? Can we define “happiness”? What is a happy life? Can you measure happiness? What is the connection between happiness and morality? · The third part focuses on one question about the art of living well: What specific advice is there in the history of philosophy (most notably in the traditions of Hedonism, Stoicism, Buddhism and Existentialism) about conducting our day-to-day lives?

Course Credit

3
PHL230 - Religions of the World  
**Course Description**  
This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam. Global marker.  

**Course Credit**  
3

PHL305 - Animal Rights and Ethical Issues  
**Course Description**  
This course is designed for any student interested in understanding the difference between animal rights and animal welfare issues. Students will engage in debates over specific issues and case studies in animal rights, and will discuss major legislation and regulations used around the world. Topics will include animals in zoos and circuses, animals in research, the treatment of livestock, wildlife trade, and the rights of companion animals. Students will keep a personal journal, and will create a collective project that synthesizes the topics explored throughout the semester.  

**Course Credit**  
3

PHL316 - Business Ethics  
**Course Description**  
This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions.  

**Course Credit**  
3

PHL363 - Environmental Ethics  
**Course Description**  
This course analyzes the application of ethical theory to moral questions about the environment. A number of different traditions in environmental ethics will be discussed and their strengths and weaknesses evaluated by applying them to practical moral problems.  

**Course Credit**  
3

Physics

PH215R - Physics I Recitation  
**Course Description**  
Recitation for PH-215. This is a calculus-based course that covers introductory topics of physical science and strongly emphasizes problem solving and the use and further development of mathematical and scientific critical thinking. This course assumes that the student possesses a mathematical background compatible with introductory college calculus for majors in science and engineering. The course covers units of measurement, vector quantities, notation and operation, kinematics and dynamics in one and two dimensions, Newton’s Laws of motion and gravitation, work, energy, power, impulse, momentum, simple harmonic motion, and angular harmonic motion. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in the area of mechanics.  

**Course Credit**  
0
Physics / Atomic Physics

**PHY 101 - Principles of Physics**

**Course Description**

Principles of Physics is an algebra based course that explores the major topics in physics, such as motion and forces, gravity and projectiles, energy and work, thermodynamics, vibrations and waves, electricity and magnetism, solids and fluids, light and optics, and atomic and nuclear physics.

**Course Credit**

3

**PHY 103 - Earth System Science**

**Course Description**

Earth Science presents the basic dynamics of cycles and processes of the Earth, including an overview of the origin of the planet, its physical and chemical composition, and geological and chemical interactions. The course culminates in a discussion of the current health of the planet and examines related environmental issues and evidence.

**Course Credit**

3

**PHY 105 - Geology**

**Course Description**

This course surveys the major themes in geology. Students will examine topics such as plate tectonics, the rock cycle, surface processes, and concept of geologic time.

**Course Credit**

3

**PHY 215 - Physics I**

**Course Description**

This is a calculus-based course that covers introductory topics of physical science and strongly emphasizes problem solving and the use and further development of mathematical and scientific critical thinking. This course assumes that the student possesses a mathematical background compatible with introductory college calculus for majors in science and engineering. The course covers units of measurement, vector quantities, notation and operation, kinematics and dynamics in one and two dimensions, Newton’s Laws of motion and gravitation, work, energy, power, impulse, momentum, simple harmonic motion, and angular harmonic motion. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in the area of mechanics.

**Course Requisites**

- Complete all of the following
  - 1 of the following:
    - MAT210 - Applied Calculus I (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
  - Concurrently enroll in:
    - PHY215L - Physics I Lab (1)

**Course Credit**

3
PHY215L - Physics I Lab

Course Description

Course Requisites

- Complete all of the following
  - 1 of the following:
    - MAT211 - Applied Calculus II (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
  - Concurrently enroll in:
    - PHY215 - Physics I (3)

Course Credit

1

PHY216 - Physics II

Course Description

This is the continuation of PH-215 with similar characteristics; i.e., it is a calculus based physics course and stresses problem-solving. Topics covered include temperature, thermal equilibrium, thermal expansion, calorimetry, periodic waves, mathematical descriptions of a wave, speed of transverse waves, sound waves in gases, electric charges, atomic structure, Coulomb's Law, Kirchhoff's rules, magnetic fields and flux, motion of charged particles in a magnetic field, reflection and refraction, total internal refraction, Fermat's Principles of Least Time, geometrical optics, refraction of spherical surfaces, lenses, and an introductory topic of modern physics. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in areas such as Thermophysics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

Course Requisites

- Complete all of the following
  - Complete:
    - PHY215 - Physics I (3)
    - PHY215L - Physics I Lab (1)
    - MAT275 - Calculus II: Integration & Series (3)
  - Concurrently enroll in:
    - PHY216L - Physics II Lab (1)

Course Credit

3
PHY 216L - Physics II Lab

**Course Description**
This is the continuation of PH215 with similar characteristics; i.e., it is a calculus based physics course and stresses problem-solving. Topics covered include temperature, thermal equilibrium, thermal expansion, calorimetry, periodic waves, mathematical descriptions of a wave, speed of transverse waves, sound waves in gases, electric charges, atomic structure, Coulomb's Law, Kirchhoff's rules, magnetic fields and flux, motion of charged particles in a magnetic field, reflection and refraction, total internal refraction, Fermat's Principles of Least Time, geometrical optics, refraction of spherical surfaces, lenses, and an introductory topic of modern physics. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in areas such as Thermophysics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

**Course Requisites**
- Complete all of the following
  - Complete:
    - PHY215 - Physics I (3)
    - PHY215L - Physics I Lab (1)
    - MAT275 - Calculus II: Integration & Series (3)
  - Concurrently enroll in:
    - PHY216 - Physics II (3)

**Course Credit**
1

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**Political Science**

POL210 - American Politics

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

**Course Credit**
3

POL211 - International Relations

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

**Course Credit**
3
POL301 - U.S. Foreign Policy

Course Description
This course examines the tools, goals, and patterns of U.S. foreign policy. It evaluates how domestic actors, ideology, and the international system have shaped specific policies and political-military strategies, including isolationism, selective engagement, containment, and preemption. It assesses key U.S. foreign policy challenges, from geopolitical rivalries, terrorism, and the spread of weapons of mass destruction to global governance, climate change, and economic globalization.

Course Requisites
- Complete:
  - POL211 - International Relations (3)

Course Credit
3

POL305 - State and Local Government

Course Description
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.

Course Requisites
- Complete:
  - POL210 - American Politics (3)

Course Credit
3

POL306 - The American Legal Tradition

Course Description
This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to “think like a lawyer” in the United States, students learn how to write parts of a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients’ case.

Course Requisites
- Complete:
  - POL210 - American Politics (3)

Course Credit
3
POL314 - Political Theory

Course Description
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.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)
  - Complete:
    - POL210 - American Politics (3)

Course Credit
3

POL316 - Legal Reasoning and the Constitution

Course Description
This course explores the reasoning process by American courts in resolving constitutional disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated U.S. Supreme Court opinions in civil liberties and civil rights cases. Students learn how to write brief, formal summaries of these opinions of the type that first-year students in American law schools learn to write, and are expected to participate actively in the type of in-class Socratic dialogues that are the standard method of instruction in American law schools.

Course Requisites
- Complete:
  - POL306 - The American Legal Tradition (3)

Course Credit
3

POL317 - Campaigns and Elections

Course Description
Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation’s political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process.

Course Requisites
- Complete:
  - POL210 - American Politics (3)

Course Credit
3
POL319 - US Environmental Law and Politics

Course Description
How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in POL 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.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - ENV100 - Introduction to Sustainability (3)
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - Complete 1 of the following
    - Complete:
      - POL210 - American Politics (3)
    - 45 credits.

Course Credit
3

POL322 - Environment and Development

Course Description
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.

Course Requisites
- 1 of the following:
  - ENV100 - Introduction to Sustainability (3)
  - ENV101 - Environmental Science (3)
  - ENV219 - Environmental Issues (3)

Course Credit
3

POL324 - Congress and the Legislative Process

Course Description
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.

Course Requisites
- Complete:
  - POL210 - American Politics (3)

Course Credit
3
POL326 - World Legal Traditions  
**Course Description**  
This course explores the history and contemporary significance of the world’s major legal traditions, including the common law, civil law, and other municipal legal traditions, and the international law tradition. Students compare and contrast the essential features of these traditions, and explore how they shape what it means to “think like a lawyer” in the United States, in many foreign countries, and internationally.

**Course Requisites**  
- Complete:
  - POL211 - International Relations (3)
  - POL306 - The American Legal Tradition (3)

**Course Credit**  
3

POL336 - Advocacy and the Law  
**Course Description**  
This course aims to dispel some of the myths about lawyers as advocates that are perpetuated by popular culture and the mass media in the United States. Students spend much of the course exploring case studies that illustrate the ethical dilemmas faced by lawyers as advocates in the American legal system, the ethical rules that govern their behavior as a condition of their license to practice law, and the fates that befall them when they fail to fulfill their ethical obligations. In addition, students learn how to write parts of an appellate legal brief of the type that first-year law students in American law schools learn how to write, and how to make an appellate oral argument on behalf of hypothetical clients in a moot court setting.

**Course Requisites**  
- Complete:
  - POL306 - The American Legal Tradition (3)

**Course Credit**  
3

POL349 - Comparative Environmental Law and Sustainable Development  
**Course Description**  
How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

**Course Requisites**  
- Complete all of the following
  - 1 of the following:
    - ENV100 - Introduction to Sustainability (3)
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - Complete 1 of the following
    - Complete:
      - POL210 - American Politics (3)
    - 45 credits.

**Course Credit**  
3
POL362 - The American Presidency

Course Description
This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior. Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader and candidate.

Course Requisites
- Complete: POL210 - American Politics (3)

Course Credit
3

POL375 - Weapons of Mass Destruction

Course Description
This course will explore the significance of nuclear, chemical, and biological weapons to US foreign policy and world politics, including the nuclear rivalry between the US and USSR during the Cold War and more recent international security threats related to the spread of these so-called weapons of mass destruction (WMD). Special attention will be paid to the complex policy and technical challenges concerning these weapons. This course will also examine the politics of arms control and disarmament as they relate to WMD.

Course Credit
3

POL376 - Genocide and International Justice

Course Description
This course is a comparative study of genocide. It is divided into three parts. The first part examines the definition, causes, typologies, and antecedents of modern genocide. The second part analyzes six cases of modern genocide, including the Armenian genocide, the Holocaust, the Cambodian genocide, ethnic cleansing in Bosnia, the Rwandan genocide, and the Darfur (Sudan) genocide. The third and last part evaluates efforts by the international community to punish genocide's perpetrators and to prevent future mass atrocities.

Course Credit
3

POL377 - Intelligence and National Security

Course Description
This course examines the role of intelligence in U.S. national security policy making and implementation. It defines key intelligence concepts, agencies and actors; and explores the evolving forms and functions of intelligence. Emphasis is placed on how effectively the intelligence community addresses specific national security challenges, including terrorism, the spread of weapons of mass destruction, and cyber espionage and warfare. Students will evaluate the success and failure of various intelligence operations and debate what the proper role of intelligence should be in a liberal democracy.

Course Credit
3
POL410A - Semester in Washington, D.C.: Politics Field Experience

Course Description
This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 410B.

Course Requisites
- Complete all of the following
  
- Complete 1 of the following
  - Complete:  
    - POL210 - American Politics (3)
    - POL211 - International Relations (3)

- Complete all of the following
  - Earned at least this many credits: 60
  - Permission of the department chair or program coordinator

Course Credit
12

POL410B - Seminar in Washington, D.C.: Politics Seminar

Course Description
This course is the vehicle through which students receive POL course credit for the seminar component of SNHU’s Semester in Washington, D.C., in the field of politics. The Seminar in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL-410A.

Course Requisites
- Complete all of the following
  - Complete 1 of the following
    - Complete: 
      - POL210 - American Politics (3)
      - Complete: 
        - POL211 - International Relations (3)

- Complete all of the following
  - Earned at least this many credits: 60
  - Permission of the department chair or program coordinator.

Course Credit
3
**POL413A - Semester in Washington, D.C.: Pre-Law Field Experience**

**Course Description**

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of pre-law. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center’s web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 413B.

**Course Requisites**

- Complete all of the following
  - Complete:
    - POL413B - Semester in Washington, D.C.: Pre-Law Seminar (3)
    - POL306 - The American Legal Tradition (3)
  - 60 credits.
  - Permission of the department chair or program coordinator.

**Course Credit**

12

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**POL413B - Semester in Washington, D.C.: Pre-Law Seminar**

**Course Description**

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU’s Semester in Washington, D.C. in the field of pre-law. The Semester in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see The Washington Center’s web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL0413A.

**Course Requisites**

- Complete all of the following
  - Complete:
    - POL306 - The American Legal Tradition (3)
  - 60 credits.
  - Permission of the department chair or program coordinator.

**Course Credit**

3

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**POL490 - Political Science Internship**

**Course Description**

See an academic advisor for requirements and details.

**Course Credit**

0 - 12

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**Psychology**

**PSY108 - Introduction to Psychology**

**Course Description**

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.

**Course Credit**

3
PSY201 - Educational Psychology

Course Description
This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the psychological principles of testing and learning technology are also emphasized. Offered as needed. Writing intensive course.

Course Requisites
- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY205 - Forensic Psychology

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

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY211 - Lifespan Development

Course Description
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.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY215 - Abnormal Psychology

Course Description
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.

Course Requisites
- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3
PSY216 - Psychology of Personality

Course Description

Personality is studied using theories, applications, and individual and group patterns of behavior formation.

Course Requisites

- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit

3

PSY223 - Research I: Statistics for Psychology

Course Description

How do psychologists organize, summarize, and interpret information? Students in this course study applications of statistical methods in psychological research and practice. The emphasis of the course is on the conceptual understanding of statistics so that students can read and conduct psychological research; those skills will be applied to students' original projects in 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.

Course Requisites

- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit

3

PSY224 - Research II: Scientific Investigations

Course Description

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, correlation, and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Offered every year. Writing intensive course.

Course Requisites

- Complete all of the following
  - Complete 1 of the following
    - Complete:
      - PSY108 - Introduction to Psychology (3)
    - Complete:
      - PSY108H - Honors Introduction to Psychology (3)
    - Complete:
      - MAT240 - Applied Statistics (3)

Course Credit

3
PSY 225 - Health Psychology

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

Course Requisites

- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY 257 - Social Psychology

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

Course Requisites

- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY 258 - Industrial Organizational Psychology

Course Description
Industrial/Organizational Psychology is an applied field in psychology focused to improve the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching.

Course Requisites

- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3
PSY 291 - Experiential Learning

Course Description

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through a minimum of 60 volunteer hours to be completed during the term and 8-10 hours of coursework per week, students deepen their understanding of mental health and community-based human services. Application for placement must be completed before the end of the previous semester/term.

Course Requisites

- Complete all of the following
  - Complete:
    - PSY 108 - Introduction to Psychology (3)
  - Admitted to BA.PSY, or BA.CSO

Course Credit

3

PSY 300 - Biopsychology

Course Description

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

Course Requisites

- 1 of the following:
  - PSY 108H - Honors Introduction to Psychology (3)
  - PSY 108 - Introduction to Psychology (3)

Course Credit

3

PSY 305 - Cognitive Psychology

Course Description

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

Course Requisites

- 1 of the following:
  - PSY 108H - Honors Introduction to Psychology (3)
  - PSY 108 - Introduction to Psychology (3)

Course Credit

3
PSY 307 - Sensation and Perception
Course Description
This course will be an exploration of how we come to know the world through our visual experiences and how those experiences are shaped by prior knowledge, context, and ideas. As such we will cover neurobiological aspects of sensation pertaining to the eye and the brain, and we will cover aspects of higher-order perceptual phenomena, such as object-perception, color, motion, illusions, and representation and art. Students should gain an appreciation for and conversance in the empirical and philosophical complexity of visual experience.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY 310 - Criminal Psychology
Course Description
This course will provide the student with insights about crime from a psychological perspective. Specifically, the course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment. This course examines and evaluates the role of psychological factors in understanding the motives behind antisocial acts. Throughout the course, students will acquire knowledge and practice in the application of psychological methods to understanding criminal behavior.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY 314 - Disorders of Childhood and Adolescence
Course Description
This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 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.

Course Requisites
- Complete all of the following
  - 1 of the following:
    - PSY108H - Honors Introduction to Psychology (3)
    - PSY108 - Introduction to Psychology (3)
  - Complete:
    - PSY211 - Lifespan Development (3)

Course Credit
3
PSY 315 - Counseling Process and Techniques

Course Description
This course examines the history and philosophy of specific helping professions in the fields of psychology, sociology and human services. Several broad theoretical perspectives will be studied and applied in role-play situations. Offered as needed.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY216 - Psychology of Personality (3)

Course Credit
3

PSY 316 - Adult Development

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

Course Requisites
- Complete:
  - PSY211 - Lifespan Development (3)

Course Credit
3

PSY 317 - Reading and Research in Psychology

Course Description
This course allows students to pursue a supervised psychology research project with a full-time psychology faculty member. This course consists of a seminar and/or individual meetings, and the topic is to be arranged by the student and instructor. May be repeated for credit; three repetitions count as one psychology elective.

Course Credit
1

PSY 319 - Social Development: Child and Adolescent

Course Description
The purpose of this course is to expose students to theory and research concerning infants', children's, and adolescents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

Course Requisites
- Complete:
  - PSY211 - Lifespan Development (3)

Course Credit
3
PSY321 - Child Development

Course Description
This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

Course Credit
3

PSY322 - Adolescent Development

Course Description
Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through adolescence and into emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to adolescent development, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents and emerging adults. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Course Requisites
- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

Course Credit
3

PSY325 - Advanced Research Methods

Course Description
Students in this course will build on the knowledge of research methods they attained in Psychology 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.

Course Requisites
- Complete:
  - PSY224 - Research II: Scientific Investigations (3)

Course Credit
3
PSY331 - Human Sexuality

Course Description
This course deals with sex as it relates to the individual, family, group and society. While this is a psychology course, some techniques and knowledge from the biological and social sciences and the humanities are used. Academic achievement and the development of personal insights are the expected results of this course. Offered as needed.

Course Requisites
- 1 of the following:
  - PSY108H - Honors Introduction to Psychology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
0

PSY335 - Assessment and Testing

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

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

PSY443 - Psychology Internship

Course Description
Students participate in a supervised, career-related work experience in an area of psychology, encompassing a minimum of 150 hours during the term/semester. Students also complete coursework that gives them the opportunity to apply psychological concepts learned throughout undergraduate study and reflect on their internship experience.

Course Requisites
- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
    - PSY211 - Lifespan Development (3)
    - PSY216 - Psychology of Personality (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY224 - Research II: Scientific Investigations (3)
  - Admitted to BA.PSY, or BA.CSO

Course Credit
3 - 12
PSY444 - Senior Seminar in Psychology (Capstone)

Course Description
This capstone course integrates previous classroom and practical experience with a focus on current issues in psychology. This course likely will include cross-cultural aspects of psychology, ethics, recent career trends in psychology and other topics dictated by current events in psychology. Coverage may change over time, but the basic focus on integrating the past and anticipating the future for psychology seniors will be the major concern. Writing Intensive Course.

Course Requisites
- Complete all of the following
  - Complete:
    - PSY224 - Research II: Scientific Investigations (3)
  - 3 of the following:
    - PSY211 - Lifespan Development (3)
    - PSY215 - Abnormal Psychology (3)
    - PSY216 - Psychology of Personality (3)
    - PSY257 - Social Psychology (3)
    - PSY300 - Biopsychology (3)
    - PSY305 - Cognitive Psychology (3)

Course Credit
3

Quantitative Studies & Operations Management

QSO205 - Business Operations Management

Course Description
This course teaches management of operations which involve production and delivery of goods and services. Students will learn the concepts and techniques used in managing operations in various business functions of both manufacturing and service organizations. Topics include productivity ratios, process strategy, process improvement, project management, statistical process control, process capacity, lean operations, supply chain management, inventory control, resource planning, and operations scheduling.

Course Credit
2

QSO250 - Business Analytics

Course Description
This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3
**QSO260 - Descriptive Analytics**

**Course Description**

You will learn how to analyze historical business data to uncover relationships that can be used to guide predictions about the future and business decision making. JMP statistical and data visualization software will be used to apply tools for analyzing business data.

**Course Requisites**

- Complete:
  - QSO250 - Business Analytics (3)

**Course Credit**

3

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**QSO281 - Experience in Descriptive Analytics**

**Course Description**

This course will provide students an opportunity to apply the concepts and techniques of Descriptive Analytics.

**Course Credit**

3

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**QSO282 - Experience in Predictive Analytics**

**Course Description**

This course will provide students an opportunity to apply the concepts and techniques of Predictive Analytics.

**Course Requisites**

- Complete:
  - QSO250 - Business Analytics (3)

**Course Credit**

3

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**QSO291 - Experience in Operation Management**

**Course Description**

This course will provide students an opportunity to apply the concepts and techniques of Operations Management.

**Course Credit**

3

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**QSO300 - Operations Management**

**Course Description**

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations.

**Course Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

**Course Credit**

3
QSO310 - Management of Service Operations

Course Description
This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3

QSO320 - Management Science through Spreadsheets

Course Description
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.

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3

QSO330 - Supply Chain Management

Course Description
This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaboration, and information sharing.

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3

QSO340 - Project Management

Course Description
As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3
QSO345 - Project Management for CAPM® Certification

Course Description
This course teaches the five process groups and nine knowledge areas described in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®). The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking the CAPM® certification exam nor ensures success on the CAPM® certification exam.

Course Credit
3

QSO360 - Six Sigma Quality Management

Course Description
This course teaches the fundamental tools and techniques used to improve service and manufacturing processes through the Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma quality management. Statistical process control, design and analysis of statistical experiments, process mapping, cause-and-effect diagram, 5S methodology, and process waste identification via lean techniques, are the major topics of this course.

Course Requisites

- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3

QSO370 - Predictive Analytics

Course Description
This course introduces the techniques of predictive modeling and analytics in a data-rich business environment in order to predict future business outcomes and associated risks. It covers multivariate and other techniques to implement predictive models for a variety of practical business applications.

Course Requisites

- Complete:
  - QSO250 - Business Analytics (3)

Course Credit
3

QSO381 - Experience in Prescriptive Analytics

Course Description
This course will provide students an opportunity to apply the concepts and techniques of Prescriptive Analytics.

Course Requisites

- Complete:
  - QSO250 - Business Analytics (3)

Course Credit
3
QSO382 - Integrating Experience in Business Analytics  
**Course Description**  
This course will provide students an integrative experience of Business Analytics.

**Course Requisites**  
- Complete:  
  - QSO250 - Business Analytics (3)

**Course Credit**  
3

QSO391 - Experience in Supply Chain Management  
**Course Description**  
This course will provide students an opportunity to apply the concepts and techniques of Supply Chain Management.

**Course Requisites**  
- Complete:  
  - QSO205 - Business Operations Management (2)

**Course Credit**  
3

QSO400 - Topics in Operations Management  
**Course Description**  
This is a capstone course in operations management. Students will learn advanced concepts and techniques that are required to manage complex operations in manufacturing and service organizations. Case studies are used extensively to simulate application of the knowledge area.

**Course Requisites**  
- 1 of the following:  
  - QSO205 - Business Operations Management (2)  
  - QSO300 - Operations Management (3)

**Course Credit**  
3

QSO440 - Topics in Project Management  
**Course Description**  
This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on applications of 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.

**Course Requisites**  
- Complete:  
  - QSO340 - Project Management (3)

**Course Credit**  
3
QSO460 - Topics in Operations and Project Management

Course Description
This is a capstone course that provides an integrative experience in managing operations and projects in manufacturing and service organizations. This course draws upon a combination of the following to achieve its intended purpose: advanced topics, tools and techniques, case studies and projects.

Course Requisites
- Complete:
  - QSO340 - Project Management (3)

Course Credit
3

QSO490 - Operations/Project Management Internship

Course Description
This course will enable the School of Business undergraduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work. The student must complete a minimum of 150 hours on the internship per 3 credits. Students may complete 3 - 12 credit hours of QSO 490.

Course Credit
3 - 12

QSO491 - Experience in Project Management

Course Description
This course will provide students an opportunity to apply the concepts and techniques of Project Management.

Course Requisites
- Complete:
  - QSO205 - Business Operations Management (2)

Course Credit
3

QSO492 - Integrating Experience in Operations and Project Management

Course Description
This course will provide students an integrative experience of Operations and Project Management.

Course Requisites
- Complete:
  - QSO205 - Business Operations Management (2)

Course Credit
3

QSO511 - Business Analytics

Course Description
This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Course Credit
4
QSO521 - Decision Science  
**Course Description**  
This is a required course for the new +1 program in MS in Operations and Project Management.  

**Course Credit**  
4

QSO531 - Business Data Analysis  
**Course Description**  
This course will expose students to practical data analysis tools and techniques and help sharpen their problem-solving and analytical skills. It will be realistically oriented and numerous business examples and cases will be analyzed.  

**Course Credit**  
4

QSO550 - Applied Business Research  
**Course Description**  
This course presents an overview of the various types of research design for business. In addition, the application of basic statistics to business research is utilized. The major project of the course is the design and execution of a practical business research project.  

**Course Requisites**  
- 1 of the following:  
  - QSO511 - Business Analytics (4)  
  - QSO531 - Business Data Analysis (4)

**Course Credit**  
4

QSO601 - Operations and Innovation Management  
**Course Description**  
The activities of a manufacturing or service organization are classified into three basic functions: marketing, operations, and finance. While the marketing function induces demand for products and the finance function provides capital, the operations function produces and delivers products. Operations management can be defined as the systematic transformation of inputs into outputs. The inputs include materials, machinery, work force, buildings, systems, and procedures, and the outputs are products that are produced to satisfy customers and clients. This course provides a survey of the concepts and the analytical methods, which are useful in understanding the management of an organization's operations. It also covers the TRIZ approach to innovative problem solving in operations.  

**Course Credit**  
4

QSO621 - Lean Six Sigma Quality Management  
**Course Description**  
Cut-throat competition is forcing firms to eliminate (i) non-value added work and (ii) output inconsistency. While the concept of Lean addresses the former problem by removing process waste, the Six Sigma methodology solves the latter problem by minimizing process variation. This comprehensive course on all aspects of Lean and Six Sigma, gives you hands-on experience with essential quality improvement tools and techniques.  

**Course Requisites**  
- 1 of the following:  
  - QSO511 - Business Analytics (4)  
  - QSO531 - Business Data Analysis (4)

**Course Credit**  
4
QSO631 - Global Supply Chain Management

Course Description
Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation, and retailers to provide the right product at the right time in the right quantity to meet customer requirements. This course explores key variables in global supply chains, the enabling role of the Internet, matching supply chain strategies to market needs, how to cope with uncertainties in supply chains, managing information flows for supply chains, diagnostics for supply chain performance, inventory/service tradeoffs, distribution strategies, sourcing and supplier management.

Course Credit
4

QSO641 - Practical Project Management

Course Description
This course will include the study of the concepts, tools, and practices of project management. The course will adopt a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the Project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases will be utilized to integrate the learning in the course and provide decision-making experience for the student.

Course Credit
4

QSO681 - Advanced Project Management

Course Description
This course focuses on advanced topics in the field of project management. The course draws upon various areas and industries to increase students' holistic knowledge of efficient and effective practices of applied project management techniques. This course not only intends to increase your technical knowledge of advanced concepts, but also will strive to assist you in taking a proactive leadership role in identifying value in project management processes. You will utilize information and measurements to create a logical process that minimizes risk, aligns resources, and maximizes accountability.

Course Requisites
- Complete:
  - QSO641 - Practical Project Management (4)

Course Credit
4

QSO682 - Consulting Experience in Project Management

Course Description
The aim of this consulting experience is to provide students opportunities to develop real-world plans for managing projects. The course will involve corporate consulting in project management.

Course Requisites
- Complete:
  - QSO641 - Practical Project Management (4)

Course Credit
4

QSO691 - Integrating Experience in OPM I

Course Description
The aim of this integrating experience is to provide students opportunities to analyze and discuss cases in operations and project management, go on field trips to companies, and attend guest speeches by industry experts.

Course Credit
4
Reading

RDG503C - Emerging and Early Literacy Development K-4  
Course Description
This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

Course Credit
3

RDG504C - Content Area Literacy Grades 4-8  
Course Description
In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

Course Credit
3

RDG504NC - Content Area Literacy Grades 4-8  
Course Description
In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

Course Credit
3

RDG531C - Literature for Children Pre-K-8  
Course Description
This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

Course Credit
3

Residence Life

RES220 - Resident Life Psychology  
Course Description
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.

Course Credit
3
School Business

SB100 - Integration & Application of Business I

Course Description
This course is a seminar, which provides students with a broad based introduction to the field of global business and reinforces information learned through introductory business course(s) with a focus on international and the technology driven business environment. Topics include accounting, marketing, economics, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations. This course is the first of four Integration and Application of Business courses to be completed by each student majoring in a business program. Must be enrolled in Degree in Three program.

Course Requisites
- Complete or concurrently enroll in at least 1 of the following:
  - MKT105 - Foundations of Marketing (2)
  - OL105 - Foundations of Management (2)
  - ACC105 - Foundations of Accounting I (2)
  - ECO205 - Foundations of Macroeconomics (2)

Course Credit
2

SB105 - Integration & Application of Business II

Course Description
This course is a seminar, which builds on knowledge from SB 100 and provides students with a broad based introduction to the field of global business and reinforces information learned through introductory business course(s) with a focus on international and the technology driven business environment. Topics include accounting, marketing, economics, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations. This course is the second of two which represent the first year of the business core for business majors. Must be enrolled in Degree in Three program.

Course Requisites
- Complete all of the following
  - Complete:
    - SB100 - Integration & Application of Business I (2)
- Complete or concurrently enroll in at least 1 of the following:
  - MKT105 - Foundations of Marketing (2)
  - ACC105 - Foundations of Accounting I (2)
  - OL105 - Foundations of Management (2)
  - ECO205 - Foundations of Macroeconomics (2)

Course Credit
2

SB200 - Di3: Broad Integrative Knowledge Part I

Course Description
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.

Course Requisites
- Must be enrolled in the Degree in Three program

Course Credit
1.5 - 3
SB205 - Integration & Application Business III
Course Description
This course is a seminar, which builds on knowledge from SB 105 and provides students with a broad based introduction to the field of global business and reinforces information learned through business course(s) with a focus on international and the technology driven business environment. Topics include accounting, economics, finance, legal principles, finance, operations management, and communications. Students present individual written analyses and engage in group oral presentations. This course utilizes instructor-guided, discussion-based learning and is the third of four Integration and Application of Business courses to be completed by each student majoring in a business program.

Course Requisites
- Complete all of the following
  - Complete:
    - SB105 - Integration & Application of Business II (2)
  - Concurrantly enrolle in at least 1 of the following:
    - ECO205 - Foundations of Macroeconomics (2)
    - QSO205 - Business Operations Management (2)
    - BUS205 - Foundations of Business Law (2)
    - FIN305 - Foundations of Finance (2)

Course Credit
2

SB210 - Di3: Broad Integrative Knowledge II
Course Description
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.

Course Requisites
- Complete all of the following
  - Must be enrolled in the Degree in Three program
  - Complete:
    - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)

Course Credit
1.5 - 3

SB300 - Di3: Civic Engagement/Citizenship I
Course Description
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.

Course Requisites
- Complete all of the following
  - Must be enrolled in the Degree in Three program
  - Complete:
    - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)

Course Credit
1.5 - 3
SB310 - Di3: Civic Engagement/Citizenship II  
**Course Description**  
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.  
**Course Requisites**  
- Complete all of the following  
  - Must be enrolled in the Degree in Three program  
  - Complete:  
    - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)  
**Course Credit**  
1.5 - 3

SB400 - Di3: Problem Solving, Interpersonal & Team  
**Course Description**  
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.  
**Course Requisites**  
- Complete all of the following  
  - Must be enrolled in the Degree in Three program  
  - Complete:  
    - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)  
**Course Credit**  
1.5 - 3

SB405 - Integration and Application of Business IV  
**Course Description**  
In this course students will apply a systems approach of solving organizational problems. Key topics include the application of business policy and decision making. By integrating these academic theories with those from the business core, students will learn to think holistically about how organizations operate and impact society and individuals. Students will generate their own ideas about concepts within business that they desire to further explore. At the end of this course, students will be able to deconstruct problems and connect the solutions to other courses in their curriculum.  
**Course Requisites**  
- Complete all of the following  
  - Students in a Four Year program must have 75 credits.  
  - Students in a Three Year program must have 60 credits.  
  - Complete or concurrently enroll in:  
    - ACC205 - Foundations of Accounting II (2)  
    - BUS205 - Foundations of Business Law (2)  
    - ECO205 - Foundations of Macroeconomics (2)  
    - FIN305 - Foundations of Finance (2)  
    - QSO205 - Business Operations Management (2)  
    - SB205 - Integration & Application Business III (2)  
**Course Credit**  
2 - 5
SB410 - Di3: Problem Solving Interpersonal and Team II

Course Description

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.

Course Requisites

- Complete all of the following
  - Must be enrolled in the Degree in Three program
  - Complete:
    - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)

Course Credit

1.5 - 3

SB420 - IBC Capstone Experience

Course Description

This capstone course requires students to apply the systems approach within global business enterprises. By integrating core business concepts, students will demonstrate their ability to think holistically about how organizations compete and ways in which these ideas impact the future. Key topics include business policy and strategic decision making.

Course Requisites

- Complete all of the following
  - Complete:
    - ACC105 - Foundations of Accounting I (2)
    - MKT105 - Foundations of Marketing (2)
    - OL105 - Foundations of Management (2)
    - IT105 - Business Information Technology (2)
    - INT105 - International Business: A Macro Perspective (2)
    - ECO205 - Foundations of Macroeconomics (2)
    - ACC205 - Foundations of Accounting II (2)
    - BUS205 - Foundations of Business Law (2)
    - FIN305 - Foundations of Finance (2)
    - QSO205 - Business Operations Management (2)
    - SB100 - Integration & Application of Business I (2)
    - SB105 - Integration & Application of Business II (2)
    - SB205 - Integration & Application Business III (2)
  - Must be enrolled in Degree in Three program

Course Credit

3

SB510 - Corporate Consulting Preparation

Course Description

Corporate Consulting Preparation requires students to focus on the integration of successful management practices and clear communication patterns in preparation for working with clients external to Southern New Hampshire University. The course provides an overview of interpersonal and critical thinking skills in addition to how to craft clear and professional correspondence. Students will develop appropriate interpersonal skills, lead team meetings, write appropriate documents including both internal and external correspondence, and apply appropriate professional standards and etiquette to all activities.

Course Credit

4
SB515 - Google Analytics

Course Description

Google analytics is designed to introduce students to a systematized way of collecting and integrating web-based data into organizational decision-making. The course specifically covers the analytics software built by Google to track online interactions with a company’s webpage, email, mobile apps, and advertising platforms. Students will identify key business objectives, design data collection, analyze the data, and make business recommendations based on the results. Upon completion of the class, students will have an official certification from passing the Google Analytics exam, as well as experience utilizing these skills with a company website.

Course Credit

2

SB520 - Corporate Consulting I

Course Description

Consulting assignments are intended as a work experience for business students. These experiences provide students with the opportunity to apply theories in a workplace settings and to translate classroom learning into practice. The consultancy project is a "job", that is unpaid.

Course Requisites

- Complete:
  - SB510 - Corporate Consulting Preparation  (4)

Course Credit

4

SB525 - Advanced Business Analysis

Course Description

Studies will analyze current events in business relating to their core curriculum experiences. These business-related challenges will be delivered as current business events, case studies, and personal experiences presented by featured speakers from select industries in addition to alumni leaders in the business community. Analysis of these events will challenge students to use concepts delivered in their core curriculum to discuss and solve non-routine business management problems. This course also serves as a culminating professional development experience that allows each student to assess and revise their professional development and employment strategies.

Course Credit

1

SB705 - Business Management Capstone

Course Description

As the final stop in the students' journey toward earning their Master of Business Management credential, this capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone project as a culmination of their studies.

Course Requisites

- Complete:
  - ACC515 - Accounting for Managers  (2)
  - QSO511 - Business Analytics  (4)
  - SB525 - Advanced Business Analysis  (1)
  - QSO550 - Applied Business Research  (4)

Course Credit

3
SB740 - Business Management Thesis

Course Description

Students develop and complete a two-stage process when selecting the thesis option. The first stage is to organize a thesis committee, develop a proposal, and successfully defend the proposal. Under the guidance of your thesis committee, the second stage is completing the thesis and defending it to your committee. It is recommended to enroll in this course over two terms to complete this six-credit requirement.

Course Credit

3 - 6

Science

SCI212 - Principles of Physical Science I

Course Description

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus, Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.

Course Credit

3

SCI215 - Contemporary Health

Course Description

This course exposes students to the three major dimensions of health -- physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. For students on program plans/catalogs prior to 2012-13; this course does not satisfy the university core science requirement.

Course Credit

3

SCI218 - Natural Resources

Course Description

This class will introduce the concept of natural resources by studying topics such as land, soil, rangeland, forest, water, atmosphere, minerals, and energy. The management, use, and environmental impacts associated with these resources will also be studied. Emphasis will be placed on the United States within the context of the global environment.

Course Credit

3

SCI219 - Environmental Issues

Course Description

This course covers a variety of environmental topics in a manner specifically designed for the non-science major. It provides a fundamental understanding of the various processes necessary to support life on Earth and examines how human activities and attitudes (individual, traditional, cultural and others) generate environmental issues that threaten these processes. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global climate change, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economics and sustainability.

Course Credit

3
SCI220 - Energy and Society

Course Description

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economies.

Course Credit

3

SCI251 - Natural Sciences I

Course Description

Natural Sciences I is an interdisciplinary physical science course specifically designed for non-science majors. It explores three basic themes: cosmology and relativity, the Earth sciences, and astronomy. Under cosmology and relativity the topics include the origin, evolution and fate of the universe, space and time, creation of galaxies and solar systems, black holes and time travel. Under Earth sciences the topics include the Precambrian Earth, plate tectonics, earthquakes and volcanoes, the rock cycle, and weather and climate. Under astronomy the topics include ancient and modern astronomy, gravity, the solar system, and solar and lunar eclipses.

Course Credit

3

SCI252 - Natural Sciences II

Course Description

Natural Sciences II is an interdisciplinary biological science course for non-science majors. It explores the creation of the solar system and Earth and the origin and evolution of life on Earth. It traces the evolution of life from single cells to complex organisms and focuses on the evolution of modern humans. It discusses the cellular and genetic mechanisms of evolution together with fundamental aspects of ecology and theories of mass extinctions. Finally, it explores topics in exobiology and compares life on Earth to possible life elsewhere in the galaxy.

Course Credit

3

SCI333 - Waste: Sources, Reduction, & Remediation

Course Description

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

Course Requisites

1 of the following:

- BIO101 - Principles of Biology (3)
- SCI212 - Principles of Physical Science I (3)
- SCI219 - Environmental Issues (3)

Course Credit

3
SC1373 - Regional Sustainability Field Study

Course Description
The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: Channeled Scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

Course Requisites
- Permission of instructor

Course Credit
3

Social Science

SCS224 - Social Science Research Methods

Course Description
This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists.

Course Requisites
- Complete:
  - MAT240 - Applied Statistics (3)

Course Credit
3

SCS300 - The Human Condition: Environment/You

Course Description
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.

Course Credit
3

SCS444 - Capstone Colloquium

Course Description
This colloquium serves as the capstone course for students in the sociology, law and politics, and environmental management majors. Students learn from their instructor and from each other as they apply the knowledge and skills acquired in their other course work to a directed research project in the appropriate discipline or field. Prerequisite: Senior standing in the sociology, law and politics, or environmental management major.

Course Requisites
- 75 credits.

Course Credit
3
SCS490 - Social Science Internship

Course Description
Offered every year.

Course Credit
0 - 12

Sociology

SOC112 - Introduction to Sociology

Course Description
Is one's identity individually or socially constructed Are all stereotypes invalid or can there be value in generalizations Is globalization widening the gaps or homogenizing the world In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society-from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

Course Credit
3

SOC124 - Geographic Information Systems for

Course Description
A project based course that will introduce students to the tools and technology of geographic information systems (GIS) and their application in measuring the impact of social issues. Students will learn and apply GIS technologies and STEM knowledge to solve real-world problems in the community, with an emphasis on community partner engagement.

Course Credit
3

SOC199 - International Cultural Engagement III

Course Description
This course will provide the students the opportunity to engage with the local community through their participation in structured social projects, in one of the NGO or non-profit organizations associated with a foreign university. Through a service-learning component, students will contribute to the development of the local community while discussing, reflecting and debating about the different socioeconomic and cultural contexts of their service site.

Course Credit
3

SOC203 - Wealth and Poverty

Course Description
This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years. Global marker.

Course Credit
3
SOC207 - Exploring Racial and Cultural Identity
Course Description
This course will provide students the opportunity to study race at the individual level. Students will be asked to consider their own life experiences in relationship to the course material. We will explore several complex topics that include: What does it mean to embrace equality for all people but feel more comfortable in communities that closely resemble us? What is the appropriate response when we observe racism or discrimination of others? The course will familiarize students with the concept of what being white means in our society. By the end, students should possess an enhanced understanding of how race, particularly the concept of "whiteness," is expressed in literary texts, historical studies, and popular media. Learning is not simply a process of acquiring more information but of being open to adjusting how we think about the world in face of new information. This class requires that students take emotional as well as intellectual risks; we will cultivate discussions based on honesty, respect, and kindness.

Course Credit
3

SOC213 - Sociology of Social Problems
Course Description
Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns.

Course Requisites
- Complete:
  - SOC112 - Introduction to Sociology (3)

Course Credit
3

SOC235 - Public Health
Course Description
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.

Course Credit
3

SOC250 - Sociological Analysis of Current Media
Course Description
This course takes a current media topic such as Breaking Bad and analyzes it using sociological theories that apply to the content such as deviance or moral development. The topic analyzed may change from year to year to stay current with students.

Course Requisites
- Complete:
  - SOC112 - Introduction to Sociology (3)

Course Credit
3
SOC291 - Experiential Learning
Course Description
A course designed to explore community services to individuals and groups through a volunteer experience that involves observation and participation in activities. Classroom experiences are geared to giving the student both exposure to and an understanding of services available in the field today.

Course Requisites
- Complete all of the following
  - Complete:
    - SOC112 - Introduction to Sociology (3)
  - Admitted to BA.PSY, or BA.CSO

Course Credit
3

SOC303 - Sociology of Wealth and Poverty
Course Description
This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years.

Course Requisites
- Complete:
  - SOC112 - Introduction to Sociology (3)

Course Credit
3

SOC312 - Biosociology
Course Description
The questions of biological influences on culture and cultural influences on biology are explored from the sociological perspective. "We enter this world with a fundamental human nature - a set of behavioral dispositions-rooted in the design systems of our species and its long evolutionary history" (Walsh 2014). Genes and culture are co-evolutionary partners - we are, in effect, born unfinished; to be finished through culture and our interactions within it (Geertz). There is a biological framework that calls for culture and cultural responses that complete biological development. This continues to be a controversial but evolving field of inquiry.

Course Requisites
- 1 of the following:
  - SOC112 - Introduction to Sociology (3)
  - PSY108 - Introduction to Psychology (3)

Course Credit
3

SOC317 - Sociology of the Family
Course Description
This course is a sociological examination of the family institution in America and other societies. Traditional and nontraditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems. Offered every other year.

Course Requisites
- Complete:
  - SOC112 - Introduction to Sociology (3)

Course Credit
3
SOC318 - Sustainable Communities

Course Description
How do we build a society fit for living? This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

Course Requisites
- 1 of the following:
  - ENV100 - Introduction to Sustainability (3)
  - ENV219 - Environmental Issues (3)
  - SCI219 - Environmental Issues (3)
  - SOC112 - Introduction to Sociology (3)

Course Credit
3

SOC320 - Sociology of Gender

Course Description
The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgendered'.

Course Requisites
- Complete:
  - SOC112 - Introduction to Sociology (3)

Course Credit
3

SOC324 - Sociology of Crime and Violence

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

Course Requisites
- Complete:
  - SOC112 - Introduction to Sociology (3)

Course Credit
3
SOC325 - Sociological Perspectives  
**Course Description**  
Sociology is the study of social life and behavior. Sociologists study societies by researching social groups, patterns, interactions, and institutions. We are interested in how they work, how they change, and their connection to people's lives. This course will build on what students learned in SOC-112 Introduction to Sociology. It will engage students in a discussion of what we know theoretically in the discipline of sociology through the work of key "voices" in the sociological tradition. The course intends to cultivate your ability to see social things with the hope that, as Peter Berger states, "things are not what they seem". In other words, in this class students will learn to rethink assumptions about social facets of society that are commonly taken for granted.

**Course Requisites**  
- Complete:  
  - SOC112 - Introduction to Sociology (3)

**Course Credit**  
3

SOC326 - Sociology of Deviant Behavior  
**Course Description**  
This course is a sociological analysis of the nature, cause, and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation. Offered every other year.

**Course Requisites**  
- Complete:  
  - SOC112 - Introduction to Sociology (3)

**Course Credit**  
3

SOC328 - Sociology of Aging  
**Course Description**  
Students in this course examine the basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed. Offered every other year.

**Course Requisites**  
- Complete:  
  - SOC112 - Introduction to Sociology (3)

**Course Credit**  
3

SOC330 - Sociology of Minority Relations  
**Course Description**  
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.

**Course Requisites**  
- Complete:  
  - SOC112 - Introduction to Sociology (3)

**Course Credit**  
3
SOC333 - Sport and Society
Course Description
This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life.

Course Requisites
- 1 of the following:
  - COM212 - Public Speaking (3)
  - ENG200 - Sophomore Seminar (3)

Course Credit
3

SOC335 - Technology and Society
Course Description
This course examines how technology and science impact society and how they influence our lives and our thinking, such as the economy, ethics, religion and the arts. Topics include the positive and negative aspects of technology, the role of technology in historical change, how technology changes what we do as a society and as individuals and appreciating the limits of technology. Topics range from television and airplanes to organ transplants and cloning.

Course Requisites
- One science course or permission of instructor

Course Credit
3

SOC373 - Regional Sustainability Field Study
Course Description
The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: Channeled Scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

Course Requisites
- Permission of instructor

Course Credit
3

SOC490 - Community Sociology Internship
Course Description
A course designed to give the student a working experience in the social services. The student will find a site that is of interest and career potential, work out a schedule of no less than 150 hours, and fulfills the learning outcomes of the course. This is an experiential course in which the student works closely with a site supervisor, the instructor of the course, as well as engages in some productive function within the agency.

Course Requisites
- Complete all of the following
  - Complete:
    - SOC112 - Introduction to Sociology (3)
  - Admitted to BA.PSY, or BA.CSO

Course Credit
3 - 12
SNHU100A - SNHU Experience: Advantage Transition to College

Course Description

Advantage Transition to College will help you make the most successful, least stressful transition to college life possible. This 3-credit course is designed to support your academic, personal, and professional development. The goal of class discussions and outside work for this course 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. This course is designed to assist you in developing learning strategies that are essential for academic success in college. Students will develop and refine skills such as critical thinking, effective communication, self-advocacy, as well as academic study skills. By applying principles taught throughout the semester, you will become an independent learner and will maximize your educational experience at SNHU.

Course Credit

3

SNHU101 - SNHU 101: First-Year Seminar

Course Description

SNHU 101: First-Year Seminar is a discussion based course designed to challenge and support you and your classmates as you explore identities, values, ideas, and positions relevant not only to college, but also to informed citizenship. With the help of every student’s full participation, our First-Year Seminar will teach you how to understand and value the perspectives and stories of others, as foundations for continuous personal and professional growth. *This course provides important foundations in your General Education requirements and should be taken during the first semester of your first-year at SNHU.

Course Credit

1

SNHU202 - SNHU Experience: Transition to SNHU

Course Description

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses (SNHU-101/202, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU-202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of academic and personal opportunities, as well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Course Credit

1

SNHU303 - SNHU Experience: Life after SNHU

Course Description

This is the second general education course of a 3-course sequence of SNHU Experience courses (SNHU 101/202, 303, 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.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - SNHU101 - SNHU 101: First-Year Seminar (1)
    - SNHU202 - SNHU Experience: Transition to SNHU (1)
  - 45 credits.

Course Credit

1
SNHU404 - SNHU Experience: Gen Ed Capstone  
**Course Description**
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 3-course sequence of SNHU Experience courses.

**Course Requisites**
- Complete all of the following
  - 1 of the following:
    - SNHU101 - SNHU 101: First-Year Seminar (1)
    - SNHU202 - SNHU Experience: Transition to SNHU (1)
  - Complete:
    - SNHU303 - SNHU Experience: Life after SNHU (1)

**Course Credit**
1

SNHU405 - SNHU Experience: Gen Ed Capstone Abroad  
**Course Description**
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.

**Course Credit**
3

SNHU410 - Directed Study in Undergraduate Research  
**Course Description**
This 1-credit course is available every fall and gives students an opportunity to pursue an independent research project outside of the classroom and under the direction of a faculty mentor. Students must petition to take this course and it is subject to faculty approval. The final project for the course will be a proposal for Undergraduate Research Day.

**Course Credit**
1

SNHU411 - Undergraduate Research Methods  
**Course Description**
This 1-credit course is available to students every fall and gives students a means of learning about research methods in an interdisciplinary, small-class setting. Students will learn different research methods and have the opportunity to develop their own research projects in a class setting. The final project for the course will be a proposal for Undergraduate Research Day.

**Course Credit**
1

SNHU490 - General Education Internship  
**Course Description**
SNHU 490 is a credit-bearing internship for students who have already taken two courses in their General Education cluster and choose to complete their third course in their cluster as an approved General Education Internship. Students will work with the Career Development Center (CDC) to secure an internship and will then work with an assigned internship advisor to establish related academic requirements and specific assignments. The Internship, as well as the related academic component, will allow students to apply knowledge from their General Education cluster to real-world experience as well as reflect on how such real-world experience integrates back into the classroom.

**Course Credit**
3
Spanish

LSP111 - Beginning Spanish I
Course Description
Designed for students with no previous knowledge of Spanish; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing Spanish with use of appropriate cultural and social contexts.

Course Credit
3

LSP112 - Beginning Spanish II
Course Requisites
- Complete:
  - LSP111 - Beginning Spanish I (3)

Course Credit
3

LSP211 - Intermediate Spanish I
Course Description
Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish.

Course Requisites
- Complete:
  - LSP112 - Beginning Spanish II (3)

Course Credit
3

LSP212 - Intermediate Spanish II
Course Description
Continuation of LSP 211.

Course Requisites
- Complete:
  - LSP211 - Intermediate Spanish I (3)

Course Credit
3
LSP311 - Hispanic Cultures

Course Description

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.

Course Requisites

- Complete:
  - LSP112 - Beginning Spanish II (3)

Course Credit

3

Special Education

SPED106 - Children with Exceptionalities

Course Description

This course provides students with deep understanding of children with disabilities and specific characteristics of disabilities and how they impact learning in the general curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the general classroom to the extent possible. Tiered Support Systems will be discussed as a general education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of students, as well as facilitating effective meetings and communication efforts that must be part of the role of special educator.

Course Credit

3

SPED206 - Interventions in Early Childhood

Course Description

This course will study typical and atypical development of young children birth through age eight, with a focus on disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning. Various assessment tools used within early childhood will be reviewed and discussed in relationship to developmental outcomes, interpretation, planning for intervention and curriculum and legal requirements and responsibilities for providing education to students with special needs.

Course Requisites

- Complete:
  - SPED106 - Children with Exceptionalities (3)

Course Credit

3

SPED210 - Early Childhood Issues/Disabilities

Course Description

This course will explore types of disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning of children birth to grade 3. Additional topics include the identification and evaluation of children with exceptional learning needs, as well as instructional methodology and strategies for selecting and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual strengths and challenges. Legal requirements and responsibilities for providing education to students with special needs will be addressed. Students will become familiar with the purposes and procedures for developing and implementing Individual Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs).

Course Credit

3
SPED230 - Implications of Special Education

Course Description

Students will examine the personal, physical, social and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child’s disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed 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.

Course Requisites

- 1 of the following:
  - SPED210 - Early Childhood Issues/Disabilities (3)
  - SPED106 - Children with Exceptionalities (3)

Course Credit

3

SPED250 - Special Education Assessment

Course Description

This course focuses on formative and summative assessments used within the general education classroom, as well as specialized assessments and observations for children with disabilities. Students will complete this course with an understanding of assessment terminology, test interpretation, and implications regarding access to the general education curriculum. TCP acceptance is required.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED210 - Early Childhood Issues/Disabilities (3)
    - Must be enrolled in the Teacher Certification Program

Course Credit

3

SPED314 - Consultation and Collaboration

Course Description

This course presents the IEP process from referral to completion. Student will be expected to clearly define roles and responsibilities within the school for the special education teacher, the general education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21.

Course Requisites

- Complete all of the following
  - Must be enrolled in the Teacher Certification program.
  - Complete:
    - SPED230 - Implications of Special Education (3)
    - SPED250 - Special Education Assessment (3)
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED210 - Early Childhood Issues/Disabilities (3)

Course Credit

3
SPED333 - Collaboration in Special Education

Course Description

Students will describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional, and physical areas. Students will become familiar with the purposes and procedures for developing and implementing Individualized Education Programs (IEPs) from referral to completion. Students will be expected to clearly define roles and responsibilities of personnel with the school as well as identify strategies engaging parents in the IEP process.

Course Requisites

- Complete all of the following
  - Complete:
    - SPED230 - Implications of Special Education (3)
  - 1 of the following:
    - SPED106 - Children with Exceptionalities (3)
    - SPED206 - Interventions in Early Childhood (3)
  - Acceptance to TCP.

Course Credit

3

SPED420 - Accessing Curriculum

Course Description

This course is designed to help educators become more knowledgeable about why research-based, structured instructional strategies are necessary for teaching students of diverse abilities. The overall goals are to introduce the scientific rationales and specific instructional methods to ensure students with special needs have access to the core curriculum in all settings. Special emphasis will be on developing accommodations and modifications to access the science and social studies curriculum.

Course Requisites

- Complete all of the following
  - Complete:
    - SPED106 - Children with Exceptionalities (3)
    - SPED250 - Special Education Assessment (3)
    - SPED333 - Collaboration in Special Education (3)
  - TCP acceptance

Course Credit

3

SPED499 - Internship

Course Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Course Credit

3 - 12

SPED499A - Internship

Course Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Course Credit

3 - 12
SPED499B - Internship
Course Description
The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Course Credit
3 - 12

SPED501C - Students With Exceptionalities
Course Description
Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

Course Credit
3

SPED520 - Assessment of Student Performance
Course Description
This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. 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.

Course Requisites
- Complete:
  - EDU503 - Methods of Teaching Elementary Math (3)
  - EDU543 - Learning Theories and Instruction (3)
  - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)
  - SPED501 - Students With Exceptionalities (3)

Course Credit
3

SPED526C - Multisensory Literacy Strategies
Course Description
This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

Course Requisites
- Complete the following:
  - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

Course Credit
3
SPED526C - Multisensory Literacy Strategies  
**Course Description**  
This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

**Course Requisites**  
- Complete the following:  
  - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

**Course Credit**  
3

SPED540C - Classroom and Behavior Management  
**Course Description**  
This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.

**Course Credit**  
3

SPED540NC - Classroom and Behavior Management  
**Course Description**  
This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.

**Course Credit**  
3

SPED580C - Special Education Assessment  
**Course Description**  
Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of 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.

**Course Requisites**  
- Complete the following:  
  - SPED520 - Assessment of Student Performance (3)

**Course Credit**  
3
**SPED580NC - Special Education Assessment**

**Course Description**

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of 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.

**Course Requisites**

- Complete the following:
  - SPED520 - Assessment of Student Performance (3)

**Course Credit**

3

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**SPED601 - Content-Based Literacy**

**Course Description**

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.

**Course Credit**

3

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**SPED624C - Professional Collaboration**

**Course Description**

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and teamwork. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

**Course Requisites**

- Complete:
  - SPED501C - Students With Exceptionalities (3)

**Course Credit**

3
SPED680C - IEP Development

Course Description
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.

Course Requisites

- Complete:
  - SPED580C - Special Education Assessment (3)

Course Credit
3

Sport Management

SPT111 - Introduction to Sport Management

Course Description
This introductory course emphasizes the management principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field.

Course Credit
3

SPT201 - Governance/Management of Sport Organizations

Course Description
This course is designed to provide students with a basic understanding of the role of governance structures and management in sport organizations. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior, and governance structures used in amateur, professional, and international sport organizations; and to provide students with an overview of the sport industry, and the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues.

Course Requisites

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
  - 1 of the following:
    - ENG121 - College Composition II (3)
    - ENG200 - Sophomore Seminar (3)

Course Credit
3
SPT208 - Sport Marketing  
**Course Description**  
Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Writing Intensive Course.

**Course Requisites**  
- 1 of the following:  
  - MKT113 - Introduction to Marketing (3)  
  - MKT105 - Foundations of Marketing (2)

**Course Credit**  
3

SPT307 - Sport Law  
**Course Description**  
This course examines the legal issues prominent in the world of sport. The legal liability and responsibilities of coaches, athletic administrators, and sport managers at the professional, college and community levels will be discussed.

**Course Requisites**  
- 1 of the following:  
  - BUS206 - Business Law I (3)  
  - BUS205 - Foundations of Business Law (2)

**Course Credit**  
3

SPT310 - Sport Sponsorship  
**Course Description**  
This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Through actively participating in the learning process, students will enhance their experience and understanding of the corporate sponsorship sales process specifically in the areas of proposal development, research and analysis, solicitation/sales, contracts, evaluation and servicing/managing.

**Course Credit**  
3

SPT319 - Sport Sales and Promotions  
**Course Description**  
This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers.

**Course Requisites**  
- Complete:  
  - SPT208 - Sport Marketing (3)  
  - ENG200 - Sophomore Seminar (3)

**Course Credit**  
3
SPT320 - Media/Public Relations in Sport  
**Course Description**  
This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.  

**Course Requisites**  
- Complete all of the following  
  - Permission of Instructor  
  - Complete:  
    - ENG200 - Sophomore Seminar (3)  

**Course Credit**  
3

SPT321 - Fitness Management  
**Course Description**  
This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. A $25 lab fee is required to cover CPR certification.  

**Course Credit**  
3

SPT323 - Golf Club Management  
**Course Description**  
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.  

**Course Requisites**  
- 60 credits.  

**Course Credit**  
3

SPT333 - Sport, Society, and Ethics  
**Course Description**  
This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts; and a basic understanding of the theories and principles related to socio-cultural issues and ethics and morality in the sport industry.  

**Course Requisites**  
- 1 of the following:  
  - ENG200 - Sophomore Seminar (3)  
  - COM212 - Public Speaking (3)  

**Course Credit**  
3
SPT340 - Practicum in Sport Management

Course Description

This seminar combined with field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service, and to develop as a future professional in the field. Students are required to complete satisfactory work under the direct supervision of a qualified professional and attend scheduled practicum seminars.

Course Requisites

- Complete all of the following
  - 30 credits.
  - Consent of instructor

Course Credit

3 - 6

SPT401 - Sport Facilities Management

Course Description

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course.

Course Requisites

- Complete:
  - SPT111 - Introduction to Sport Management (3)

Course Credit

3

SPT402 - Sport Revenue

Course Description

This course provides students with a comprehensive understanding of the many traditional and innovative revenue acquisition methods available to sport organizations. Students will be exposed to conventional income sources, including tax support, ticket sales, concessions and fund raising, and will examine more recent innovations related to licensing sport products, media sales and corporate sponsorship. Offered as needed.

Course Requisites

- Complete all of the following
  - Complete:
    - ECO201 - Microeconomics (3)
  - 1 of the following:
    - ECO202 - Macroeconomics (3)
    - ECO205 - Foundations of Macroeconomics (2)
  - 1 of the following:
    - FIN320 - Principles of Finance (3)
    - FIN305 - Foundations of Finance (2)

Course Credit

3

SPT404 - Sport Agency

Course Description

The basic goal of this course is to provide the student with an overview of the business of sport agencies. As the sport industry has become more diverse, generating hundreds of billions of dollars per year in economic activity, the need has grown for player and brand representation to navigate the complexities and nuances of specific properties and contracts. This class is designed to highlight some of the challenges in representing athletes and assist students in developing negotiating, marketing, and business strategy.

Course Credit

3
SPT415 - Event Management and Marketing

Course Description

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events. Instructor permission required.

Course Credit

3 - 6

SPT415A - Event Management and Marketing

Course Description

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events. Instructor permission required.

Course Credit

3

SPT415B - Event Management and Marketing

Course Description

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events. Instructor permission required.

Course Credit

3

SPT425 - Sport Licensing/Strategic Alliances

Course Description

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rational and different forms of sports licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduced to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives. Global marker.

Course Requisites

- Complete:
  - SPT208 - Sport Marketing (3)

Course Credit

3
SPT430 - Front Office Management

Course Description

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.

Course Credit

3

SPT461 - Seminar in Sport Management (Capstone)

Course Description

This course serves as the capstone course for the sport management major and concentration. Students will apply the knowledge and skills obtained from courses in order to solve problems that a sport manager is likely to encounter. Instructor permission required.

Course Requisites

- 90 credits.

Course Credit

3

SPT465 - Global Sport Business

Course Description

This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sport business in a global context. Class discussions and exercises will focus on assisting the student in establishing a conceptual and applied understanding of these major content areas using relevant text, multi-media. The outcomes will be to develop the skills necessary to function as a professional manager in the international sport business marketplace. In addition, the student will be exposed to a team working environment in order to foster authentic management interaction skills. Global marker.

Course Requisites

- 1 of the following:
  - MKT105 - Foundations of Marketing (2)
  - MKT113 - Introduction to Marketing (3)

Course Credit

3

SPT491 - Sport Management Internship

Course Description

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management practices and principles can be learned firsthand.

Course Credit

3 - 12
SPT525 - Sport Licensing and Strategic Alliances

Course Description

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so the student will be enabled to apply this knowledge in a real business setting. By doing so a student as a future manager will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport business. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value.

Course Requisites

- Complete:
  - SPT608 - Sport Marketing and Media (3)

Course Credit

3

SPT525L - Sport Business Incubator Lab

Course Description

This "Lab" is designed to run concurrently with and is part of the SPT 525 (Sport Licensing / Partnerships) 8 week course. It cannot be taken as separate course. The Lab is a non-seat time based learning experience consistent with the Degree in Three Program. Specifically, the "Sport Business Incubator" lab environment requires +1 students to form "business partnerships" as entrepreneurs (2 person student teams) and/or Bus Dev teams and begin developing a new entrepreneurial sport business plan for their own idea or Business development strategy for an external sport business partner. As part of this process, students are learning to gain access to resources/partnerships and work to commercialize their idea. As part of this process they utilize the Innovation lab and other resources ("office space", design resources, prototyping etc.) in the Library Learning Commons. Students conduct weekly "Business Development Partner Meetings" and interact with business Mentors/Professors. Students prepare to participate in "Idea Slam" feeder events for the SNHU Entrepreneur Bowl with the potential for real world funding options and/or present their business development plan to their respective sport company. This Lab experience is intended to transition students into SPT 702 where they continue to evolve their Sport Business development skills and project.

Course Requisites

- Complete:
  - SPT525 - Sport Licensing and Strategic Alliances (3)

Course Credit

3

SPT565 - Internationalization of Sport Business

Course Description

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

Course Credit

3

SPT605 - Sport Business Cases

Course Description

This course covers the development of case method learning as applied to sport management business situations. Students will learn how to analyze sport business cases, develop recommended solutions to case problems and demonstrate evidence based arguments for their positions. A seminar and hybrid format are used to advance learned material and concepts from previous courses and allow students to focus on their areas of sport business interest.

Course Credit

3
SPT608 - Sport Marketing and Media

Course Description

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

Course Credit

3

SPT608L - Sport Agency Lab 1

Course Description

This course covers the direct application of sport marketing principles (from SPT 608) through analysis of specific marketing issues and problems for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. General Agency Lab Description: Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

Course Requisites

- Complete or concurrently enroll in:
  - SPT608 - Sport Marketing and Media (3)

Course Credit

1 - 4

SPT622 - Sport Business Analytics

Course Description

Sport Analytics (SPT 622) has been crafted to provide the graduate student with a substantive understanding of analytical tools used by organizations involved in sports. Upon completion, a student will be able to develop and apply analytical tools to assist in business decision making. This includes an overview of database management, data collection, statistical methods, and data presentation. Focusing on the application of data within sport organizations, this class examines analytics involving player evaluation, consumer behavior, ticket pricing, and in-game strategies. A significant part of this class is experiential and requires collaboration with other students and selected sport organizations.

Course Credit

3
SPT622L - Sport Agency Lab

Course Description

This course covers the direct application of sport analytic principles (from SPT 622) through analysis for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. The lab is designed to run concurrently with and are part of the SPT 622 (Sport Analytics) 8-week courses. They cannot be taken as separate courses. The Labs are non-seat time based learning experiences consistent with the Degree in Three Program. General Agency Lab Description: Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

Course Requisites

- Complete or concurrently enroll in:
  - SPT622 - Sport Business Analytics (3)

Course Credit

1 - 4

SPT702 - Sport Business Development

Course Description

Sport Business Development examines the nature and process of identifying and developing new sport business opportunities in the market place. Student may approach this discovery process from the perspective of a new start up or a corporate business development environment. The learning experience will be applied in nature and utilize relevant digital tools that help students take problem solving sport product ideas and transform them into potential real business organizations or growth opportunities. This experiential process will also require students to formulate necessary business strategies to pursue the market opportunity and effectively communicate their ideas and plans to potential stakeholders.

Course Requisites

- Complete:
  - SPT525 - Sport Licensing and Strategic Alliances (3)

Course Credit

3

Taxation

TAX655 - Federal Income Tax of Corporations and Partnerships

Course Description

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

Course Requisites

- Admitted to MS.PAC.1

Course Credit

3

The Culinary Institute
TCI 109 - Food Purchasing

Course Description
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.

Course Requisites
- Must be enrolled in the Culinary program

Course Credit
3

TCI 110 - Culinary Skills and Procedures

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI110CO - Culinary Skills & Procedures Colloquium (0)
    - Admitted to BS.CMNII, or BS.CMN

Course Credit
3

TCI 111 - Progressive Culinary Techniques

Course Description
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.

Course Requisites
- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI111CO - Progressive Culinary Techniques Colloquium (0)
    - TCI110 - Culinary Skills and Procedures (3)
    - Admitted to BS.CMNII, or BS.CMN

Course Credit
3
TCI113 - Fundamentals of Baking

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI113CO - Fundamentals of Baking Colloquium (0)
    - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI114 - Intermediate Baking

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI114CO - Intermediate Baking Colloquium (0)
    - TCI113 - Fundamentals of Baking (3)
    - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI116 - Safety and Sanitation

Course Description

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.

Course Requisites

- Must be enrolled in the Culinary program

Course Credit

3
TCI 167 - Nutritional Cooking

**Course Description**
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.

**Course Requisites**
- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI 167CO - Nutritional Cooking Colloquium (0)
    - Admitted to BS.CMNII, or BS.CMN

**Course Credit**
3

TCI 208 - New American Cuisine

**Course Description**
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.

**Course Requisites**
- Complete all of the following
  - Complete:
    - TCI 111 - Progressive Culinary Techniques (3)
  - Must be enrolled in the Culinary program

**Course Credit**
3

TCI 211 - Italian Cuisine

**Course Description**
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, canapes, sandwiches, cheeses and a la carte desserts. The development of production techniques, timing and organizational skills are emphasized. Offered as needed.

**Course Requisites**
- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI 211CO - Italian Cuisine Colloquium (0)
    - TCI 111 - Progressive Culinary Techniques (3)
    - Admitted to BS.CMNII, or BS.CMN

**Course Credit**
3
TCI217 - Classical Cuisine

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI217CO - Classical Cuisine Colloquium (0)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI218 - International Cuisine and Service

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI218CO - International Cuisine and Service Colloquium (0)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI220 - Charcuterie

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - TCI111 - Progressive Culinary Techniques (3)
  - Must be enrolled in the Culinary program

Course Credit

3
TCI224 - Skills of Meat Cutting

Course Description

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.

Course Requisites

- Complete all of the following
  - TCI111 - Progressive Culinary Techniques (3)
  - Must be enrolled in the Culinary program

Course Credit

3

TCI230 - Retail Baking

Course Description

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.

Course Requisites

- Complete or concurrently enroll in:
  - TCI230CO - Retail Baking Colloquium (0)
  - TCI114 - Intermediate Baking (3)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI233 - Classical Baking and Plate Composition

Course Description

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.

Course Requisites

- Complete all of the following
  - TCI114 - Intermediate Baking (3)
  - Must be enrolled in the Culinary program

Course Credit

3
TCI235 - American Regional Cuisine

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI235CO - American Regional Cuisine Colloquium (0)
    - TCI111 - Progressive Culinary Techniques (3)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI238 - Cake Decorating

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - TCI114 - Intermediate Baking (3)
  - Must be enrolled in the Culinary program

Course Credit

3

TCI240 - Advanced Pastry

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - TCI114 - Intermediate Baking (3)
  - Must be enrolled in the Culinary program

Course Credit

3
TCI250 - Dining Room Management  
**Course Description**  
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.  

**Course Requisites**  
- Must be enrolled in the Culinary program  

**Course Credit**  
3  

TCI256 - Food and Beverage Cost Control  
**Course Description**  
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.  

**Course Requisites**  
- Must be enrolled in the Culinary program  

**Course Credit**  
3  

TCI275 - Etruscan Culture and Cuisine  
**Course Description**  
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.  

**Course Requisites**  
- Permission of Instructor  

**Course Credit**  
3  

TCI280 - International Baking and Desserts  
**Course Description**  
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.  

**Course Requisites**  
- Complete all of the following  
  - Complete or concurrently enroll in:  
    - TCI218CO - International Cuisine and Service Colloquium (0)  
    - Admitted to BS.CMNII, or BS.CMN  

**Course Credit**  
3
TCI 311 - Pizza to Pizzerias

Course Description

In this course student will prepare and evaluate different styles of pizza making. They will then plan and execute different styles of Pizzerias menus for the Quill Restaurant, serve the menu, and evaluate cost viability. Students will research the cost and acquisition of new and used equipment and other resources needed to open a pizzeria. They will explore costing, menu diversification, inventory, and beverage pairing, and staffing requirements. Students will be exposed to how a pizzeria can be a gateway business that can grow into full-service restaurant service. In this class students will work in small groups planning and executing pizzeria style menus. They will then track costing of food, labor and other expenses.

Course Requisites

- Complete all of the following
  - 60 credits.
  - Complete 1 of the following
    - Complete:
      - TCI217 - Classical Cuisine (3)
      - TCI218 - International Cuisine and Service (3)
    - Complete:
      - TCI233 - Classical Baking and Plate Composition (3)
      - TCI280 - International Baking and Desserts (3)
      - Approval of instructor.

Course Credit

3

TCI 320 - Baking for the Restricted Diet

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI320CO - Baking for the Restricted Diet Colloquium (0)
    - TCI114 - Intermediate Baking (3)
    - TCI167 - Nutritional Cooking (3)
  - Admitted to BS.CMN, or BS.CMNII

Course Credit

3

TCI 325 - Artisan Breads

Course Description

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production. 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.

Course Requisites

- Complete all of the following
  - Complete:
    - TCI114 - Intermediate Baking (3)
  - Must be enrolled in Culinary program

Course Credit

3
TCI330 - Media of Culinary Artistry

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - TCI111 - Progressive Culinary Techniques (3)
    - TCI256 - Food and Beverage Cost Control (3)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI335 - The Sustainable Kitchen: Farm to Table

Course Description

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.

Course Requisites

- Must be enrolled in the Culinary program

Course Credit

3

TCI340 - Spirits and Mixology Management

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete:
    - TCI256 - Food and Beverage Cost Control (3)
  - Must be enrolled in Culinary program

Course Credit

3
TCI371 - Food Styling and Presentation

Course Description
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.

Course Requisites
- Must be enrolled in the Culinary program

Course Credit
3

TCI390 - Culinary Cooperative Education

Course Description
This is a guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 150 hours over a pre-determined length of time with specified starting and ending dates (usually a three- to four-month summer season) working at an approved food service operation. Open to culinary students only. Offered every year.

Course Requisites
- Complete all of the following
  - Complete 1 of the following
    - TCI111 - Progressive Culinary Techniques (3)
    - TCI114 - Intermediate Baking (3)
    - TCI116 - Safety and Sanitation (3)
    - Permission of instructor
  - Admitted to BS.CMN, or BS.CMNII

Course Credit
0 - 3

TCI410 - Cooking Without Recipes

Course Description
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, sauteing and deep-frying.

Course Requisites
- Must be enrolled in the Culinary program

Course Credit
3
TCI 4 2 0  - Sugarcraft and Cake Design

Course Description

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.

Course Requisites

- Complete all of the following
  - 1 of the following:
    - TCI217 - Classical Cuisine (3)
    - TCI233 - Classical Baking and Plate Composition (3)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI 4 3 0  - Dietetics and Spa Cuisine

Course Description

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.

Course Requisites

- Complete all of the following
  - Complete or concurrently enroll in:
    - TCI430CO - Dietetics and Spa Cuisine Colloquium (0)
    - TCI167 - Nutritional Cooking (3)
    - TCI256 - Food and Beverage Cost Control (3)
  - Admitted to BS.CMNII, or BS.CMN

Course Credit

3

TCI 4 4 0  - Catering and Banquet Management

Course Description

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.

Course Requisites

- Complete:
  - TCI111 - Progressive Culinary Techniques (3)
  - TCI256 - Food and Beverage Cost Control (3)

Course Credit

3