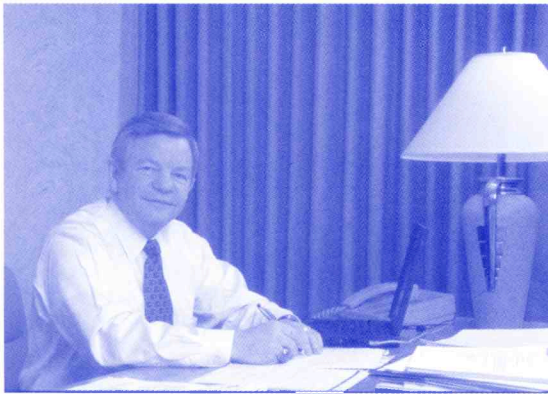# SOUTHERN NEW HAMPSHIRE UNIVERSITY

Graduate Catalog

2002-2003

Message from the President

In this catalog, you will find descriptions of Southern New Hampshire University's graduate programs and courses, as well as detailed information about the university's history and mission, its services and outreach, its facilities, and an indication of the many opportunities the university provides students for involvement in athletics, student clubs and other enrichment activities.

I hope your reading will give you some insight into the characteristics that have made Southern New Hampshire University an outstanding institution - small classes; an entrepreneurial and innovative spirit; dedicated faculty who bring real-world experience to the classroom; professional programs that are nationally accredited and internationally recognized; multimedia classrooms and state-of-the art laboratories; a library with excellent holdings and electronic databases; a technologically advanced Center for Financial Studies; a radio station; a student-operated gourmet restaurant; an art gallery; a fully equipped, newly built athletic center; and an internationally diverse and ambitious student body who annually grow the numbers of our highly successful alumni.

Earning a university degree is an investment that continues to yield personal and professional benefits throughout life. I invite you to visit Southern New Hampshire University's campus, and see its vitality firsthand.

Richard A. Gustafson,
President

TABLE OF CONTENTS

Statement Regarding Varied Program Calendars
Since academic calendars vary among programs, graduate students are asked to contact their Centers
of Record for the specific calendar and schedule of courses offered for their chosen programs.

Mission

Southern New Hampshire University provides its graduates with the intellectual and social foundations which prepare them to lead fulfilling lives as competent, committed and compassionate members of a global society. As an institution dedicated to teaching, Southern New Hampshire University is accessible, innovative, and offers challenging educational experiences of high quality.

Southern New Hampshire University is a private, independent institution dedicated to teaching undergraduate and graduate academic programs of high quality and to giving personal support to its students. The university develops instructional programs which blend theory with practice, thus preparing graduates for personal growth and professional development.

Whether in business, liberal arts, teacher education, hospitality or related disciplines, the university is committed to the education of the whole person in a caring, challenging and friendly environment. So that its students may make positive contributions to society, the university acknowledges the importance of intellectual, professional and ethical development; community service; cultural involvement; and social responsibility.

The university fosters learning partnerships among students, faculty and staff. Students become actively involved in the learning process, which encompasses opportunities for community service and work experience. The university faculty includes individuals who bring practical and professional experience to the learning environment.

The university offers a diverse living and learning environment that reflects many ages, races and cultures. The multicultural, multinational community promotes mutual respect and an understanding of others as an integral part of its globally oriented educational purpose.

Southern New Hampshire University leads in the development of educational programs and services which reflect the changing demands and needs of students and society, thus enabling graduates to compete in the global economy.

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.

The 1970s were a time of growth and change. The college moved from its downtown Manchester site to a new, 200-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 created by Franconia College. These programs later were organized into the Graduate School of Business and the School of Human Services. In the spring of 1981, the General Court of New Hampshire authorized New Hampshire College to award the master of human services degree and master of science degrees 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.

The Culinary Institute, now the two-year Culinary Program, was established in 1983 to prepare students for careers in the hospitality field. Five years later, the School of Human Services was transferred to Springfield College in Springfield, Mass.

New Hampshire College continued to evolve throughout the 1990s. Academic programs now are offered at off-campus locations to better serve adult learners. Programs are offered in Dover, Laconia, Manchester, Nashua, Portsmouth and Salem; Brunswick, Maine; and Roosevelt Roads, Puerto Rico. We also have a campus in Dubai, United Arab Emirates.

New undergraduate liberal arts and teacher education majors were added in 1992. And our reach was extended to students all over the world when our innovative, 100-percent Internet-based Distance Education program was launched in 1995.

The campus saw a growth spurt in 1996 and 1997 with the construction of four new technologically wired buildings, including a residence hall, a new building for the Graduate School of Business, a hospitality building with cooking labs and the building that houses the Center for Language Education, the Center for International Exchange and Public Safety. All of the university's operations at the north campus were moved to the main campus.

The metamorphosis continued with the coming of the new millennium. New Hampshire College became Southern New Hampshire University on July 1, 2001. Undergraduate and graduate programs became part of the School of Business, the School of Liberal Arts, the School of Community Economic Development and the School of Hospitality, Tourism and Culinary Management. Our new Center for Financial Studies has allowed the faculty to begin introducing finance competencies into all aspects of the curricula so our students are even better prepared for the professional and personal challenges they will face after graduation.

The impetus behind New Hampshire College's change to Southern New Hampshire University can be traced to 1998, when the graduate school began offering its first doctoral programs, in international business and community economic development.

Southern New Hampshire University now has a full-time, undergraduate equivalent enrollment of 3,085 students and 1,600 graduate and 4,000 continuing and distance education enrollments. Our high percentage of enrolled international students has resulted in a cultural diversity that enriches the learning experience for all.

Today, Southern New Hampshire University offers associate degrees in culinary arts, several business-related fields and liberal arts. The university offers bachelor of science degree programs in many business fields and bachelor of arts degree programs in communication, education, English language and literature, humanities, psychology, social science, pre-law and other areas.

Our competency-based, three-year bachelor of science degree program in business administration, launched in 1997, is a unique alternative for today's students.

Southern New Hampshire University's graduate offerings include master's degree programs in business administration, accounting, education, community economic development, hospitality administration, finance, information technology, international business and sport management, as well as doctoral programs in international business and community economic development.

Goals of the University

Instructors, students and administrators recognize and subscribe to the mission of the university.

As a teaching institution, Southern New Hampshire University takes seriously the fact that not only do we learn in different ways, but that learning occurs inside and outside of the classroom and can take place only if an individual successfully integrates the intellectual, social and emotional aspects of his or her development.

Southern New Hampshire University has a strong commitment to intercultural and international education. The world has become a "global village" where events, corporations and other institutions transcend national boundaries. Higher education must reflect the interdependence of this world and recognize that its graduates will be world citizens whose careers will influence and be influenced by people, organizations and cultures beyond their countries' borders.

Southern New Hampshire University prepares its students to live in this increasingly complex world of diverse beliefs, ideologies and values. It has moved into the forefront of educational efforts to increase the exchange of ideas and experiences between the United States and other countries.

Southern New Hampshire University hosts students from 70 countries. From Thailand to Kenya, from Colombia to Denmark, from Turkey to Japan, its student body reflects the diversity of our world. The mix of foreign and domestic students has created a climate rich with opportunity for cross-cultural dialogue. The benefits of international and intercultural exchange do not show up in grades or grade-point averages; they manifest themselves in the understanding developed from the experience of learning with people from other cultures and in the network developed by alumni around the world.

Southern New Hampshire University's commitment to educational exchange is exemplified in the following areas:

Certificate and Degree Programs
- The Graduate Certificate in International Business
- The M.S. in International Community Economic Development
- The Bachelor of Applied Science in Hospitality Administration, an international training program
- The D.B.A., M.S. and B.S. programs in International Business

Support Programs
- Center for Language Education
- Center for International Exchange

Exchange and Foreign Programs
- Undergraduate programs are offered in Klang, Malaysia; Bangkok, Thailand; Mumbai and Chennai, India
- Graduate programs are offered in Dubai, UAE
- Exchange student agreements with the University of North London and the Christelijke Hogeschool Noord-Nederland
- Articulation agreements and cooperative relationships with foreign educational institutions

Southern New Hampshire University will continue to support and to recognize members of its community who strive to support its goals in international educational exchange.

Accreditation and Membership

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

Southern New Hampshire University supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Southern New Hampshire University is also:
- approved for the education of veterans and the children of veterans.
- approved for the rehabilitation training of disabled students.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.

Campus: The main campus is located in the Manchester/Hooksett area of southern New Hampshire. Manchester, known as the Queen City, has a growing population of 100,000 and is hub to a wheel of progress, with industrial and business growth to its south and vacation and tourist areas to its north. 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.

Campus facilities include 280 acres with 24 major buildings, including a new academic center, classroom/administrative buildings, new residence halls, a computer center, a library complex with a TV studio, a student center with dining facilities, a hospitality center and an athletic/recreational complex featuring two gymnasiums, a competition-size swimming pool, a newly built fitness area, athletic fields and tennis courts.
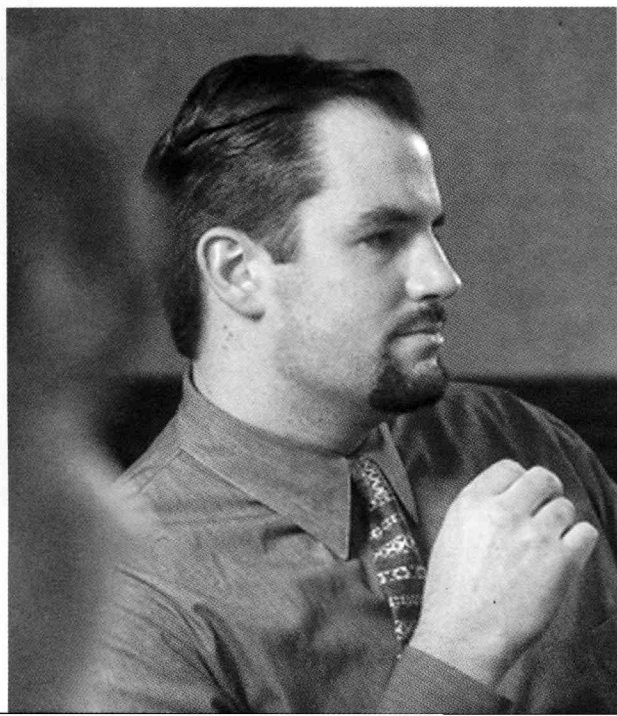
Graduate Programs

Inaugurated in 1974, the university's graduate programs have grown steadily in size and stature. The basic orientation of combining concept and practice has enabled the development of programs of study that reflect the changing and emerging needs of contemporary businesses on domestic and international scales.

Southern New Hampshire University offers graduate programs through the School of Business, the School of Community Economic Development, the School of Liberal Arts and the School of Hospitality, Tourism and Culinary Management.

Southern New Hampshire University offers the following graduate degree programs:

Master of Business Administration (M.B.A.)

Master of Education
Curriculum and Instruction
Elementary or Secondary Education with General Special Education
Field-based Education
Teaching English as a Second Language

Masters of Science in:
Accounting
Business/Marketing Education
Community Economic Development
Community Mental Health
Finance
Hospitality Administration
Information Technology
International Business
Organizational Leadership
Teaching English as a Foreign Language
Sport Administration

Graduate Certificates in:
Accounting
Advanced Study in Education
Artificial Intelligence/Expert Systems
Clinical Services in Community Mental Health (three options)
Computer Technology Educator
Database Management and Design
Digital Commerce and eBusiness
Finance
Health Administration
Hospitality Administration
Human Resource Management
Information Technology
International Business
Marketing
Operations Management
Professional Study in Education
School Business Administration
Sport Administration
Taxation
Telecommunications and Networking
Training and Development

Doctoral degrees in:
Community Economic Development (Ph.D.)
International Business (D.B.A.)

Undergraduate Programs

Southern New Hampshire University prepares its students by offering the following major courses of study leading to the bachelor's degree:

Accounting
Accounting/Finance
Advertising
Business Administration
Business Administration - Three-Year Degree Program
Business Studies (with concentrations in:)
  Accounting
  Business Administration
  Business Finance
  Electronic Commerce
  Human Resource Management
  Information Technology
  International Management
  Marketing
  Organizational Leadership
  Production and Inventory Control
  Program and Application Development
  Small Business Management
  Sport Management
  Web Development
Club Management
Communication
Convention and Event Management
Destination Management
Early Childhood Education
Elementary and General Special Education
Economics/Finance
English Language and Literature
Food and Beverage Management
History (with concentrations in:)
  American History
  European History
  Self-designed theme
  Historical Tourism
Hospitality Administration (Applied Science)
Hotel and Resort Management
Humanities
Information Technology
International Business
Management Advisory Services
Marketing
Political Science (with concentrations in:)
  International Relations
  American Politics
  Public Law and Policy
Public Relations
Psychology
Retailing
Social Science
Sport Management
Teacher Certification Programs
  Business
  English
  Marketing

Social Studies
Technical Management
Travel Management

Minors

Accounting
Advertising
Arts and Humanities
Business *(for Liberal Arts majors)*
Business/Marketing Teacher Education
Business Writing
Club Management
Communication
Convention and Event Management
Creative Writing
Destination Management
Economics
Education *(with a B.A. degree)*
English Language and Literature
Environmental Studies
Finance
Food and Beverage Management
Graphics
History
Hotel and Resort Management
Information Technology
International Business
Marketing
Organizational Leadership
Philosophy
Political Science
Psychology
Public Relations
Sociology
Sport Management
Travel Management

Associate Degree Programs

In addition to its range of four-year bachelor's degree majors, Southern New Hampshire University offers two-year associate in arts and associate in science and applied science degree programs, which may be a solution for those not sure about going on to a university for four years. A two-year program offers solid preparation for a job in addition to the opportunity to continue on to earn a bachelor's degree. The university offers the following seven associate degree programs:

Accounting
Business Administration
Culinary Arts *(Applied Science)*
Fashion Merchandising
Information Technology
Liberal Arts
Marketing

Certificate Programs

Accounting
Computer Programming
Early Childhood Education
Elementary and General Special Education
Human Resource Management
Production and Inventory Control

The Pre-Law Program

The Pre-Law Program at Southern New Hampshire University is an instructional and mentoring program designed to implement the recommendations of the Pre-law Committee of the American Bar Association (ABA). Students in any major within the School of Liberal Arts may participate. In addition to the courses required for their majors, all students in the program must take POL 306 The American Legal System in Political Perspective and POL 316 Civil Liberties, Civil Rights and the Judicial Process. In addition, students in the program may take advantage of the services of the pre-law advisor, who is a full-time School of Liberal Arts faculty member and a lawyer, and is available to advise students in all matters related to their preparation for law school and the practice of law. Students who complete the requirements of the Pre-Law Program may have that fact indicated on their transcripts.

Teacher Education Programs

Teaching is a most challenging and rewarding profession, as teachers contribute to present-day society and help prepare generations for the future. Teaching will provide many employment opportunities in the 21st century.

Southern New Hampshire University offers secondary teacher education programs through the School of Business and the School of Liberal Arts. The programs fall under the oversight of the University Center for Teacher Education, which is responsible for program, consistency and quality standards within the various certification programs. In addition, SNHU offers an early childhood education program and an elementary and general special education program at the undergraduate level.

Southern New Hampshire University students wishing to enroll in the teacher education program must apply and submit to a screening interview.

All teacher education students must pass the Pre-Professional Skills Test, or PRAXIS 1, a nationally standardized test in reading, writing and math, before they can be accepted for student teaching or recommended for state certification. SNHU teacher education students have a passing rate of more than 90 percent on the PRAXIS 1.

Students in English and social studies education also must pass the PRAXIS 2, a content area test, in order to be certified in New Hampshire.

While students completing SNHU's teacher education programs are recommended for certification in the state of New Hampshire, there is reciprocity with most other states in the United States. Students may be required to complete additional, specific tests or other requirements in other states.

Teacher education programs include:
- Business Administrator *(graduate only)*
- Comprehensive Business Education *(undergraduate and graduate)*

5

- Comprehensive Distributive (Marketing) Education *(undergraduate and graduate)*
- Computer Technology Education *(graduate only)*
- Curriculum and Instruction *(graduate only)*
- Early Childhood Education *(undergraduate only)*
- Elementary Education with General Special Education *(undergraduate and graduate)*
- English Education *(undergraduate only)*
- Social Studies Education *(undergraduate only)*

Students who already have earned bachelor's degrees may pursue teacher certification in any of the above areas through a conversion program that includes courses students need to meet teacher certification requirements in New Hampshire.

Other education programs include:
- Minor in Business/Marketing Education *(undergraduate only)*
- Teaching English as a Foreign Language *(graduate only)*
- Teaching English as a Second Language *(graduate only)*
- Field-Based Program in Education *(graduate only)*
- Minor in Education *(undergraduate only)*

Division of Continuing Education

The purpose of the Division of Continuing Education at Southern New Hampshire University is to make available to adults university-level courses of study that are designed to improve their positions in their current fields of employment or to help them acquire the skills and knowledge necessary to pursue new careers.

Through the Division of Continuing Education, Southern New Hampshire University is able to be a school for working people. Our course selections, schedules, curricula and methods of instruction are designed with the adult working population in mind.

Convenience and accessibility are the keys to the division's success. With eight locations in New Hampshire, Maine and Puerto Rico, we are accessible to our students. Our class schedules, with classes held evenings, weekends and weekdays in some centers, are designed for working adults. Through our Distance Education program, students can access their courses at any time that is convenient for them. Courses offered through continuing education contain the same content and maintain the same high standards as courses offered in the traditional day format.

In many cases, the adult learner can receive credit for acquired skills and knowledge obtained through previous life experience by way of national tests such as CLEP or DANTES or by creation of a portfolio. This can enable the adult student to achieve a degree even more quickly.

Southern New Hampshire University is proud of its success in continuing education. We have been a leader in this field and will continue to emphasize academic excellence and individual achievement.

The variety of degree programs, course offerings and schedules is published in our Continuing Education Bulletin. For more information, contact one of the following continuing education centers:

In New Hampshire:

Dover Center
23 Cataract Rd., Dover, NH 03820777
(603) 740-8516; dover@snhu.edu

Laconia Center
2 Airport Road, Gilford, NH 03249
(603) 524-3527 or 524-3554; laconia@snhu.edu

Manchester Center
2500 North River Road, Manchester, NH 03106-1045
(603) 645-9624; manchester@snhu.edu

Nashua Center
546 Amherst Street, Nashua, NH 03063
(603) 881-8393; nashua@snhu.edu

Portsmouth Center
150 Greenleaf Ave., Unit 4, Portsmouth, NH 03801-5393
(603) 436-283; portsmouth@snhu.edu

Salem Center
19A Keewaydin Drive, Salem, NH 03079
603) 893-9600; salem@snhu.edu

In Maine:

Brunswick Center
1000 Burbank Ave., Naval Air Station, Brunswick, ME 04011
(207) 725-6486; brunswick@snhu.edu

In Puerto Rico:

Roosevelt Roads Center
PSC 1008, Box 3602, FPA AA 34051-3602
(787) 865-8598; rooseveltrds@snhu.edu

Worldwide:

Distance Education Center
2500 North River Road, Manchester, NH 03106-1045
de@snhu.edu

Distance Education

Communication options provided by the Internet offer new opportunities for quality interaction between faculty and students.

The online environment is an outstanding educational delivery option for those who for various reasons are not able to attend the main campus or one of our conveniently located continuing education centers.

Distance education provides an extremely flexible learning environment that allows students to interact with highly qualified and experienced instructors from both our main campus and locations around the world. Freedom from the boundaries of space and time is a key feature of this program, as it is designed to support faculty and students in all 24 time zones.

The program is 100-percent Web-based. Standard textbooks are used in all courses; some instructors may require supplementary materials such as video tapes. Educational materials are normally available through online ordering from the campus bookstore. Application submission, course selection and registration are also accomplished online.

Students who take distance education courses must be self-motivated and disciplined. Since this is neither a correspondence nor a self-study/self-paced program, students must be disciplined in their approach. Instructors facilitate the learning process, but the online method is more collaborative. This means students also learn from one another. Participation in threaded discussions, an ongoing dialogue, is a critical component of this mode of instructional delivery.

While instructors may use other means to make the class more interesting or dynamic, the tool of choice is a product called Blackboard™. Blackboard™ offers a complete suite of tools that make the environment consistent and easy to use. Prospective students should visit the distance education Web site at http://de.snhu.edu for a current link to the Blackboard™ Web site, which may be viewed to gain a basic understanding of how this product works.

To participate in Southern New Hampshire University distance education, students must have a Pentium Class PC or higher with at least 32MB RAM, or a MAC or IMAC computer running system 7.5 or higher, and at least a 56K MODEM. Students must also have an Internet Service Provider. Of course, you may participate from any location that has Internet access, such as a work place or university computer lab, as long as there is no firewall. There is no preference on the type of browser used. Microsoft Office 97 or higher for the PC is recommended, and Microsoft Office 98 or higher is recommended for the MAC/IMAC.

For more information, you may call the Distance Education office at (603) 645-9766, or visit our Web site at http://de.snhu.edu.

Academic support services at Southern New Hampshire

University include:
- Harry A. B. and Gertrude C. Shapiro Library
- Southern New Hampshire University Computer Center
- Center for Language Education
- Center for Career, Learner and Academic Support Services (CLASS)
  - Academic Advising Office
  - Career Development Office
- Office of Disability Services

Southern New Hampshire University student affairs services include:
- Admission *(domestic and foreign)*
- Athletics and Athletic Facilities
- Campus Ministry
- Center for International Exchange
- Financial Aid
- Public Safety
- Residence Life
- Student Organizations and Leadership
- Wellness Center, which offers health, counseling and educational services

In the final analysis, an institution committed to teaching is an institution 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
- social responsibility

Services For Students With Disabilities

I. The Mission and Philosophy

Southern New Hampshire University seeks to enroll students who can present evidence that they are able to successfully pursue its curricula. The university seeks students of diverse backgrounds, interests and talents. Each applicant is considered and evaluated in terms of his or her individual qualities.

II. Section 504 Compliance and ADA Compliance

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal assistance. Southern New Hampshire University intends to comply fully with Section 504 and with the Americans with Disabilities Act (ADA). Southern New Hampshire University's ADA/504 policy is coordinated by the ADA/504 Compliance Committee, which endeavors to ensure that reasonable accommodations are made to provide program and physical access. The university also acknowledges that learning disabilities and attention-deficit disorders, as defined by Section 504, are included in this discussion of disabled individuals.

III. Self-Identification and Documentation of Disabilities

While the university makes no pre-admission inquiry about an applicant's disability, such knowledge can often be helpful in the admission process. We recognize that to disclose any disability is a personal choice that every applicant may exercise. We respect that choice; however, we encourage applicants with hidden disabilities, such as learning disabilities, emotional disabilities or chronic medical conditions, to disclose such conditions and provide us with all necessary data. It is only through self-disclosure that informed and fair decisions can be made by both the student and the university regarding the suitability of Southern New Hampshire University. This information is also useful after the student is enrolled in helping the faculty and staff provide the needed services or in referring students for appropriate services. Accommodations can be made only after the student provides the appropriate documentation. Documentation guidelines are available from the Coordinator of Disability Services.

IV. Academic Responsibility

While personal services and personal aides cannot be provided, reasonable accommodations will be arranged to aid a disabled student based on a plan to be developed by the student and the Coordinator of Disability Services. Such services may include priority registration, alternate examination conditions, auxiliary aids, and other reasonable classroom and examination accommodations. In all instances, the classroom instructor is responsible for facilitating the learning and examination process (with aid and advice from appropriate SNHU support services).

V. Grievance Procedure

Southern New Hampshire University has adopted an internal grievance procedure that provides for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 794). Section 504 states, in part, that "no otherwise qualified handicapped individual ... shall solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving federal financial assistance..." Complaints should be addressed to:

ADA/504 Compliance Officer, Wellness Center
Southern New Hampshire University
2500 North River Road
Manchester, NH 03106-1045
(603) 645-9679 or Fax (603) 645-9711

The grievance procedure requires the following:
1. A complaint must be filed in writing or orally, must contain the name and address of the person filing it and briefly describe the alleged violations of the regulations.
2. 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.)

3. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
4. The ADA/504 Compliance Officer will issue written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 15 working days after the complaint is received.
5. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University. relating to the complaints filed.
6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary.
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies, such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.

These rules will be 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 it is determined that there are extenuating circumstances.

Financial Aid

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education. More than $27 million was awarded to our students in amounts ranging from $500 to the full amount of educational costs during the 2001-2002 academic year. Student aid programs administered by Southern New Hampshire University come from federal, state, institutional and private sources. A coordinated scholarship and assistance program includes three basic types of aid - gift, loan and work. The different types of assistance can be awarded singly, but it is the university's usual practice to award these types in various combinations called financial aid packages. All scholarship and assistance programs are subject to prevailing federal and state regulations. Compliance with these regulations is the responsibility of the student and the aid administrators and is a condition of the student's eligibility to receive assistance.

The Financial Aid Application Process

Students who wish to apply for any type of need-based assistance, including loans, grants and work-study, must complete the Free Application for Federal Student Aid (FAFSA). The Southern New Hampshire University code is 002580. The FAFSA can be completed electronically at www.fafsa.ed.gov. Paper applications can be obtained in the Financial Aid Office, public libraries and high schools. Returning students are typically mailed a renewal pin number by the Department of Education. You may use this number to complete your FASFA online, or you may complete a blank FAFSA. Students may also obtain a PIN number at www.pin.ed.gov. Awards are made for one academic year, which includes terms starting on or after July 1. Students must reapply for financial aid each year.

New students' financial aid applications are considered for aid eligibility following admission into the university. Priority will be given to completed applications received by March 15 from new freshmen and returning undergraduate students, and by June 15 from transfer and graduate students. Students who submit applications after these dates will receive all federal and state funds that they are eligible to receive, and will receive institutional aid as funds permit.

Normal processing time for the FAFSA is approximately four weeks. Students striving to meet the priority dates are advised to keep the processing time in mind.

Mid-year transfer students must ensure that loans processed at other institutions are adjusted by their previous schools to reflect their actual enrollment end dates at those schools. Please contact the financial aid office of your previous school to have them update this information with your lender.

Federal and State Programs
Selection Criteria

Southern New Hampshire University participates in Federal Title IV student aid programs and utilizes the required federal methodology for determining student eligibility for federally funded assistance.

For dependent students, an estimate of the parents' contribution toward education expenses is made based on their income and assets. Taxes, medical expenses and other family liabilities also are taken into account. The student's income and assets are considered in estimating the total family resources that may be utilized to meet the cost of education.

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

The difference between a student's cost of education and the estimated family contribution and support received from sources outside the university is the student's demonstrated financial need. The Financial Aid Office attempts to fund demonstrated need through a combination of available financial aid sources.

All information submitted in support of an applicant's aid request is held in strict confidence, though the data is subject to verification through the Internal Revenue Service. The university reserves the right and recognizes the responsibility to cancel awards and re-bill the student and/or parents in cases where awards were authorized on the basis of incorrect or incomplete information.

Federal Stafford Loans

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid office can determine the student's eligibility based on the cost and financial need at the particular university. Maximum loans for undergraduates are $2,625 for students who have fewer than 30 credits, $3,500 for students who have at least 30 credits but fewer than 60 credits and $5,500 for students who have 60 or more credits.

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

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan ("subsidizes" the loan) until repayment begins and during authorized deferment periods thereafter.

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

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

Additional terms and limitations are printed on the Master Promissory Note.

G.A.P. (Stafford) Loans

The New Hampshire Higher Education Assistance Foundation has established the G.A.P. program to assist New Hampshire residents and out-of-state students attending New Hampshire colleges or universities. The NHHEAF will process a loan through a bank in New Hampshire for those students the university has determined to be totally or partially eligible for the federally subsidized Stafford Loan but who have been denied a loan by a lender of their choice.

Alternative Loans for Parents and Students

There are several alternative loan programs available for parents and students. These programs should be explored only after Stafford and PLUS loan eligibility has been exhausted. Please contact the Financial Aid Office for more information.

Federal Work Study Program (FWSP)

The Federal Work Study Program is an employment program funded by the federal government and the university. It allows students with financial need to work on or off-campus and receive an hourly wage. Currently no job is paid at a rate of less than $5.15 per hour. The Financial Aid Office will assist students in locating employment; however, neither employment nor earnings are guaranteed. Typical jobs are found in the library, cafeteria, department offices, gymnasium and in maintenance. Off-campus community service positions are available at several local nonprofit organizations. Please inquire with the Financial Aid Office or review our Web site for up-to-date employment opportunities.

Southern New Hampshire University Student Part-time Payroll

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

Off-campus Employment

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

Outside Assistance

All students are encouraged to seek assistance from sources outside the university in addition to applying for aid through the Financial Aid Office. Students should consider such local programs as Dollars for Scholars and service clubs. Guidance counselors may be able to provide information concerning available reference material.

Outside assistance must be reported to the Financial Aid Office and may necessitate a revision to an existing financial aid award.

Veterans Benefits

Southern New Hampshire University is approved for the education of veterans and the children of veterans. Questions regarding benefits for veterans should be directed to the Registrar's Office. Each new veteran should submit:

a) an application for admission.
b) a registration form for the next term.
c) an official high school transcript or copy of GED test scores.
d) official university transcripts, if any.
e) a copy of DD-214 and any service school data.
f) the necessary Veterans Association paperwork.

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

If a veteran student is transferring directly from another school where he or she had been using VA benefits, the student should ensure that the other school promptly notifies the VA of his or her effective date of termination.

Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for the cost of courses. In the Division of Continuing Education, two courses per eight-week term constitute a full-time academic load and qualify the veteran for full-time benefits.

New veteran students should matriculate immediately and select their degree programs. Because of VA regulations pertaining to certifications, a non-matriculated student will not be certified for educational benefits after two terms of attendance.

Veteran students who take courses that are not applicable to or not required for their chosen degrees will not be certified to the VA for those courses. In order to maintain full-time status, veterans may take courses outside their majors only in the last term before graduating.

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

Standards of Satisfactory Academic Progress for Financial Aid

Academic progress will be determined by the Financial Aid Office based upon the information contained on the student's academic transcript as of the date of the review. A student must meet both of the following standards in order to continue to receive financial assistance.

Quantitative Measure

A student must have successfully completed at least 75 percent of all the credits he or she has attempted at Southern New Hampshire University during the entire period of enrollment. Total credits earned divided by total credits attempted equals the percentage.

    a. For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, inclusive of remedial and non-degree courses, less the total number of credits accepted for transfer from other institutions.

        1. Associate degree candidates may attempt a maximum of 90 credits.

        2. Bachelor's degree candidates may attempt a maximum of 180 credits.

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

    b. Credits attempted are those for which the student has enrolled as of the end of the add/drop registration period.

    c. 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.

    d. Courses that are repeated will be counted in the calculation of credits attempted and will be counted as credits earned when the student receives a passing grade.

Qualitative Measure

Students enrolled in undergraduate degree programs must maintain a minimum cumulative grade-point average 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.

Review

Individual student records will be reviewed based on evaluation periods that correspond with each student's academic program:
- Undergraduate students will be reviewed once a year.
- Graduate students in the community economic development program will be reviewed three times a year.
- All other graduate students will be reviewed twice a year.

Enforcement

Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid probation or warning until the next evaluation period. The student will still be allowed to receive financial aid during the probation period.

A student whose academic record meets both standards at the end of the probation period will have his or her academic eligibility for future financial aid reinstated. If a student still does not meet both standards, his or her eligibility for financial aid will be suspended.

A student whose aid eligibility has been suspended has 10 days to appeal the suspension in writing to the Financial Aid Appeals Committee. The suspension may be appealed based on undue hardship, such as student illness or injury or the death of a relative. The student must show that the hardship that created the poor academic performance has been resolved and should not impede academic success in the future. In some cases, supporting documentation may also be required.

Standards for Satisfactory Academic Progress for Financial Aid

	Minimum Cumulative G.P.A.	Cumulative Completion Rate	Maximum Time or Credits	Evaluation Period
Associate Degree	2.0	75%	90 credits	yearly
Bachelor's Degree	2.0	75%	180 credits	yearly
Graduate	3.0	75%	8 years	Sept. & March
CED	3.0	75%	8 years	Sept., Jan. and May

Harry A. B. and Gertrude C. Shapiro Library

The Harry A. B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Its mission is to support the curricula and the comprehensive intellectual climate at Southern New Hampshire University. The constantly expanding collection contains more than 80,000 books, 619 paper periodical subscriptions, access to 10,000 online periodicals (most available in full text) and 12,000 company financial and annual reports.

The library collections are developed to support the university's business, liberal arts, and hospitality and tourism curricula at all

levels. Strong core holdings in management, administration, finance, nonprofit management, international business and economic development were selected and enhanced over time. The library includes federal, state and United Nations documents, including international organization publications and special reports.

The library online gateway can be accessed from the university Web pages (www.snhu.edu/library.html). An online catalog of library collections can be accessed from anywhere in the world via the Internet. Subscriptions to more than 30 online information providers, CD-ROMs from private publishers and the U.S. government and Interlibrary resource sharing services are also available.

The library operates on the premise that its constituents will reach a higher intellectual plateau as a direct result of their encounters with library resources and library personnel. Library staff members constantly strive to expand the depth of the library's offerings and the ability of students and faculty to access its total complement of resources, regardless of their geographic locations. Staff members provide an atmosphere in which study and research can take place and in which students from diverse cultures and backgrounds receive support and encouragement.

The Shapiro Library features:
- 16 networked computers with Internet access and four computers dedicated to the online catalog.
- a computerized training room with 28 networked computers, an instructor's computer and overhead projection, video, television and satellite downlink.
- several conference rooms for individual and group study.
- a quiet study area.
- study carrels with connections for laptop computers.
- photocopy and microform machines.
- seating for 147 (including a quiet area and group study rooms).
- a curriculum library.
- an art gallery spotlighting New England artists.

A strong, dynamic bibliographic instruction program provides orientation and training for all students. Working closely with department faculty, librarians design appropriate library instruction and electronic information sessions, literature, research strategies and exercises. Classes are held in the Library Training Room and may be introductory or tailored to specific subjects and disciplines.

Audio Visual Center

A separate but functionally integrated wing of the library contains the Audio Visual Center and 100-seat studio. The center includes a listening room where its library of compact discs, cassettes and video programs can be reviewed by students and faculty. A variety of A/V equipment is circulated from the center for classroom instruction. Computer-generated transparencies are produced by students and faculty with assistance from audio-visual personnel.

Career Development Office

The Career Development Office assists students with life and career planning during and after their college careers. Career planning and development is critical for today's college students, who will be seeking career opportunities in an increasingly competitive job market. Career Development Office services fall into two primary areas: cooperative education and career planning.

Cooperative Education

Students in most majors at Southern New Hampshire University have the option of participating in cooperative education experiences, or co-ops. This "earn-and-learn" program supplies credits toward degrees and integrates classroom study with related on-the-job work experiences, some of which are paid positions. These opportunities bridge the gap between textbook theory and the actual practices of the working world and allow students to test their career choices. All students are encouraged to build co-op options into their academic programs, as they form the basis for enhanced career opportunities after graduation.

Southern New Hampshire University offers co-op experiences in three, six and 12 credit-hour blocks for most majors. Each co-op experience must be approved by a member of the university faculty and requires the completion of written assignments. Co-op experiences are coordinated and supervised by the Career Development Office in consultation with faculty and students and take place in all regions of the United States. When cooperative education experiences are taken during the academic semester, they may be integrated with regular classroom work.

However, students often elect to do their co-op experiences during the summer months, allowing them to concentrate on full-time work for an extended period of time. There is a tuition fee for cooperative education that is based on the number of credit hours.

The Career Development Office maintains a working relationship with local, regional, national and international employers. Students also develop contacts who will help them and the university create new options.

Career Planning

Because deciding on a career is a systematic process that requires time and planning, the Career Development Office offers a developmental plan for undergraduates. Making effective career decisions requires careful self-assessment and investigation of career options.

The Career Development Office's professional staff offers workshops and one-on-one counseling year-round, from freshman year to beyond graduation. Career assessment inventories challenge career objectives and values that relate to personal goals and lifestyles. Traditional job search assistance is offered and contacts are made with representatives of business, government and industry to recruit employees on and off of campus. The office's career library contains materials on trends, job-hunting techniques and employment opportunities. An employer database, a computerized career decision-making program and Internet job searching also are available.

An early partnership with the Career Development Office will help students prepare to enter the work force.

Southern New Hampshire University Computer Resources

Southern New Hampshire University provides student computer laboratories at all campus locations. These facilities contain industry-standard microcomputers with a suite of Microsoft Windows-compatible software. Each student facility has a functioning network that provides file- and print-sharing services as well as full Internet access. This Internet access provides students with electronic mail, file transfer and remote log-on capabilities and full World Wide Web access. All SNHU students receive e-mail addresses and all residence hall rooms have high-speed Internet connections (one connection per resident).

The university's graduate business programs are supported by a cluster of networked personal computers with all the standard features and capabilities mentioned previously. In addition, an advanced student computing laboratory contains state-of-the-art computing and networking facilities which are utilized in support of the master of science degree in information technology.

In a manner less visible to students but equally important, the Department of Computing Resources serves as the hub of the university's many administrative functions, supporting hardware and software used to assist SNHU in such administrative operations as producing grade reports, transcripts, paychecks and so forth. A network of more than 100 computers reaching every university campus provides access to the university's administrative computing system to provide this support. Faculty can also access the university's administrative computing system for specific computing requirements.

Personal Computer Software

Southern New Hampshire University licenses the use of computer software from a variety of outside companies. Southern New Hampshire University does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.

Southern New Hampshire University students learning of any misuse of software or related documentation within the university shall notify Southern New Hampshire University's Department of Computing Resources.

According to the U.S. Copyright Law, persons involved in the illegal reproduction of software can be subject to civil damages of as much as $50,000 and criminal penalties, including fines and imprisonment. Southern New Hampshire University does not condone the illegal duplication of software. Southern New Hampshire University students who make, acquire or use unauthorized copies of computer software shall be disciplined as appropriate under the circumstances. Such discipline may include dismissal from the university.

Southern New Hampshire University Network Acceptable Use Policy

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing Nearnet and NSF acceptable use policies.

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

1. Every computer account issued by Southern New Hampshire University remains the property of Southern New Hampshire University. The person to whom the account is issued is responsible for the account and its use. This responsibility continues until the person is no longer a student or employee of Southern New Hampshire University, at which time all rights and responsibilities regarding the account are terminated. The individual must keep the account secure by keeping the password secret, by changing the password often and by reporting to the Department of Computing Resources when anyone else is using the account without permission. Using another person's account or allowing someone else to use an account makes both parties potentially liable to disciplinary action.

2. The use of SNHUnet is prohibited for:
   - illegal purposes.
   - transmitting threatening, obscene or harassing materials.
   - interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses and using the network to make unauthorized entry to any other computers accessible via the network)
   - profit-making from the selling of services and/or the sale of network access.
   - excessive private or personal business.

3. The following activities are specifically prohibited:
   - tampering with Southern New Hampshire University-owned computer or communication hardware and software.
   - defining and/or changing IP addresses on any machine.
   - intercepting or attempting to intercept e-mail and file transfers.
   - originating or attempting to originate mail from someone else.
   - attempting to log on to computers without an account (other than using guest or anonymous accounts).

4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a

Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by Southern New Hampshire University's vice president of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.

5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.

6. Requests to waive some policies will be reviewed by the director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates state, local or other laws.

7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:
   - loss of access to computer resources.
   - required repayment of funds expended in unauthorized use.
   - expulsion from the university.
   - termination of employment.
   - legal action.

The prohibited uses as defined above may also violate state and federal law, thus criminal penalties may also apply.

The Division of Student Affairs

Vision
The Student Affairs Division collaborates to teach, to challenge and to support students to be self-aware and contributing members of their communities.

Mission
The mission of the Student Affairs Division, in support of the educational mission of Southern New Hampshire University, is to foster opportunities for students to learn and to grow as socially and intellectually mature and culturally aware individuals. The division, in collaboration with the university and local community, provides programs and services, which encourage and empower students to develop priorities, values, critical thinking and behaviors appropriate to positive personal and professional lives.

Statement of Belief
- We believe that students come first.
- We, the staff members of the Division of Student Affairs, believe that the student is shaped by all campus activities - in and out of the classroom. We need to empower students to be intellectually curious, socially involved and appreciative of differences in assisting them in becoming well-rounded human beings.
- We believe that as a staff we must collaborate, communicate and cooperate to provide the safest, most supportive environment for our students.
- We believe that our cultural and ethnic diversity is key to developing well-rounded, caring citizens of the world.

- We believe that our students' needs are most important and we strive to support them academically, physically, spiritually, psychologically and socially.
- We believe that the university should be a collaborative community.

Wellness Center Counseling, Health and Educational Services

The Wellness Center's mission is to promote the development and integration of intellectual, social, spiritual, physical, emotional and occupational wellness through education and treatment. Our vision is to assure that the wellness model is integrated into the decisions and operations of the institution and each individual's growth and development.

As a staff, we value prevention over treatment and try to reflect that in our services and programming efforts. We believe that change occurs at both individual and systematic levels, that college is an opportunity for growth in and out of the classroom and that learning occurs in a variety of contexts. Furthermore, our work is guided by the beliefs that actions speak louder than words, 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.

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 difficulty often effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Counseling sessions are free and confidential and can be arranged by contacting the Wellness Center.

Health Services
To be eligible for health services, a student must submit a completed medical record and have completed a physical examination prior to admission. Foreign students cannot complete registration without these documents, a chest x-ray report and adequate evidence of inoculation against measles, mumps and rubella. Any missing information will result in additional medical services and fees to the student upon arrival. Health Services staff members handle most common health concerns and are knowledgeable in preventative medicine and alternative treatment strategies. The staff offers treatment of common acute problems (e.g. colds, flu, burns), personal health counseling, information on birth control, referral for sexually transmitted disease testing and allergy injections. Any problem the nurses cannot handle is referred to the university physician or another appropriate practitioner in the local community. Charges for health services in the community are usually sent directly to a student. It is the student's responsibility to submit any claim forms required for processing payment to the medical provider. Wellness

Center staff members are available to assist students in processing claims covered by university-sponsored health insurance plans.

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 consulting 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.

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, cross-country, soccer, softball, tennis, cheerleading and volleyball. 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 aimed at active student involvement in sports. Men's intramural sports are flag football, basketball, indoor soccer and racquetball. Women's intramural sports include indoor soccer, basketball and racquetball. Softball, tennis and volleyball are coeducational offerings. Mini-tournaments are sponsored in 3-on-3 basketball, whiffleball and miniature golf

Recreational offerings available at Southern New Hampshire University include aerobic exercise, kickboxing, weight training, wall climbing, swimming and Jazzercize.

Athletic Facilities

The university has two gymnasiums. The field house has a wooden floor with 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 newly opened Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane competition swimming pool; a racquetball court; an aerobics/exercise room; multiple locker rooms; and a fully equipped training room. Outdoor facilities include four lighted tennis courts, baseball and softball diamonds, a lighted varsity game field and several practice fields.

Center for International Exchange

The Center for International Exchange (CIE) has three major functions:
- to provide services, assistance, information and support to more than 700 foreign students.
- to assist American students, staff and others interested in travel, study or work abroad.
- to promote intercultural exchange.

The Center for International Exchange helps with immigration regulations and federal laws, such as extensions of stay, travel documents, change of visa status, authorized employment,

practical training, social security regulations and income tax. Assistance is offered with foreign exchange permits, enrollment letters and banking information.

As a department of the Division of Student Affairs, the Center for International Exchange serves the needs of a culturally diverse population. The CIE is the focal point for such intercultural events as the International Night. The CIE provides such special services as orientation programs, visa information, a study/travel/work abroad library, international ID cards, overseas telephone service and vacation and travel information and advising. The CIE also serves as liaison with the greater Manchester community through media coverage, and student speakers. A monthly newsletter is distributed on campus and in the community. The Center for International Exchange is located in Belknap Hall.

Office of Residence Life

The residence life program supports the academic mission of the university by assuring that the students' education continues outside as well as within 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, educational experience. The university maintains an environment where students will find opportunities to grow, to learn, to accept adult responsibilities, to make informed choices, to develop friendships and to increase self-awareness.

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

The residence program consists of:

Apartments	Townhouses	Residence Halls
Greeley	*Attitash*	*Washington*
Kearsarge	*Rockingham*	*New Castle*
Whittier	*Sunapee*	*Chocorua*
Spaulding	*Cranmore*	*Winnisquam*
Hillsboro	*Merrimack*	*Winnipesaukee*
		Ossipee

All residence halls are furnished with desks, chairs, beds, drapes and wardrobes. Townhouses and apartments are furnished with desks, chairs, beds, drapes, wardrobes, living room and kitchen furniture, and a stove and refrigerator. Students must provide their own pots, pans, glasses, plates and silverware. Juniors and seniors usually reside in the apartments and townhouses; freshmen and sophomores are usually assigned to residence halls.

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 the facilities department; and refer students in need of personal assistance.

Resident assistants (RAs) are students who are selected and trained to assist the residence life office staff. They are assigned to each floor or suite in the residence halls and to each 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. With their residents, they plan social, recreational, educational and cultural activities for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office, or help concerning a roommate issue or a maintenance request.

The university requires students in the undergraduate day, Culinary Arts and CLE programs to reside in university housing for a minimum of two of their school's semesters or terms. Married students and students living with a parent or legal guardian are exempt from this policy. Graduate students are not required to reside in university housing; however, if they do request and are assigned a residence, they are committed for two terms.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis and are not guaranteed on-campus residency through graduation.

Wellness Housing

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

Public Safety

The Department of Public Safety was created to monitor and maintain a safe and secure campus environment where teachers can teach and students can learn. In a professional, yet flexible and courteous, manner, with concern for both public safety and individual rights, we will enforce the university's expectations of mutual respect and responsible behavior. In addition to the protection of life and property, we are dedicated to the smooth day-to-day functioning of the university community and to supporting an educational enterprise where cultural diversity and academic freedom can flourish.

Campus Ministry

The Campus Ministry program at Southern New Hampshire University strives to foster the spiritual growth and development of students at the university. The Office of Campus Ministry provides religious services, confidential counseling, spiritual direction, community service projects, on-campus programs and social events. Students of all faiths have opportunities to come together and share the experience of God in their lives.

The department currently is staffed by a full-time director of campus ministry/Catholic chaplain and a part-time advisor for the Jewish Student Association.

Office of Student Organizations and Leadership

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.

The Office of Student Organizations and Leadership helps organize new clubs, coordinates leadership development, helps with the management of major campus programs and manages the Student Center programs. The office advises the Student Government Association (SGA), the InterGreek Council and the Council for Activities and Programming Events (CAPE). It provides information and guidance on planning and presenting events and programs, prepares an activities calendar and keeps the roster of organizations. The office is located in the Student Center.

Student Government Association

The Student Government Association (SGA) is composed of elected senators from the full-time undergraduate and graduate student body. Representatives are elected each spring for the upcoming academic year. The SGA administers the student activities fee, which provides budgeted monies for student clubs and organizations at the institution. The SGA provides student representation on all major university committees. Examples of various committees include the Student Life Advisory Committee, the Student/Staff Disciplinary Review Board, Academic Issues, the Curriculum Committee and the Student Assistance Program (SAP).

Student clubs and organizations provide a wide variety of social and cultural opportunities for students at the university. There are 36 clubs and organizations at Southern New Hampshire University. Some of the opportunities that these organizations offer include hiking, concert planning, working on a variety of philanthropic projects and other co-curricular endeavors. Each club is also represented as part of the SGA House of Representatives.

Council for Activities and Programming Events (CAPE)

The Council for Activities and Programming Events (CAPE) is responsible for sponsoring social activities on campus. This planning board presents concerts, comedy, and recreational and cultural activities. The group also plans three major weekends each year.

Southern New Hampshire University Ambassadors

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

Commuter Student Council

The Commuter Student Council involves commuting students in the life and atmosphere of the university and serves as an information vehicle. It provides commuters with a voice to express their concerns and needs.

Campus Ministry Student Association

The Campus Ministry Student Association provides an opportunity for students to share their faith. The Catholic Student Association, the Jewish Student Association and the Protestant Student Association are united under this association. There is a three-fold purpose to this association: spiritual, social and service.

Media Organizations

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

The Enterprise is the SNHU yearbook, which is published annually through the efforts of the student body. It serves to chronicle the university years as a remembrance for all undergraduate students.

Radioactive 1620 is a student-run, Internet-based and AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

Solicitation Policy

The Office of Student Organizations and Leadership must approve all advertising by non-university organizations in order to be posted on campus. No solicitation is allowed except with the approval of Food Services and the Office of Student Organizations and Leadership for a table in the dining hall and Residence Life staff for door-to-door sales in the residence areas. The only exception to this policy will be the United Way solicitations and other community-based charitable campaigns approved through the President's Cabinet.

Summary

In the final analysis, an institution committed to teaching is an institution that does not waver from its goal of creating a learning environment worthy of all those who become a part of it. At Southern New Hampshire University, this is both conscious in nature and ongoing in character. It is a continual process, a process through which Southern New Hampshire University reaffirms its commitment to:
- academic excellence
- professional credibility
- social responsibility

Academic Standards & Regulations

Grades and Grading

Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by Southern New Hampshire University are in large measure governed by the Federal Family Education Rights and Privacy Act. The university's policy and procedures regarding this subject are posted by the Registrar's Office.

Except when requested by a student or required by federal or state regulations, an educational record will not include information concerning race, religion, nationality, political or social views or memberships in organizations. Directory information (name, address, telephone number, major, etc.) may be released or published without a student's consent unless the student notifies the university that this information is not to be released.

Only members of the university staff with a need to know, certain federal or state agencies and other education agencies completing surveys and studies for the university, will ordinarily have access to a student's record without the written consent of the student concerned. One exception provides that parents have the right to view and to have copies of their child's educational record without their child's consent, provided that the child is dependent upon the parents for federal income tax purposes.

A student has the right to waive his or her right of access concerning recommendations from personnel at his or her former school and from others regarding admission to the university and recommendations for employment on file with the university and recommendations for some honor or honor society. The university may not require a student to waive this right nor may the student's status at the university depend upon his or her waiving this right.

Level of Achievement Expected

A student must complete the prescribed courses and required credit hours of his or her program of study and earn a minimum overall GPA of 3.0, with no more than two grades of "C+" or lower, to qualify for a graduate degree. All degree requirements must be satisfied within eight years of the date of admission.

Grades

Students are graded upon their performance according to the traditional system of "A" (4.0), "A-" (3.66), "B+" (3.33), "B" (3.00), "B-" (2.66), "C+" (2.33), "C" (2.00) and "F" (0). No credit is granted for an "F" grade. Other grades include:

Incomplete	I
Incomplete/Failure	I/F
Satisfactory	S
Unsatisfactory	U
Credit	CR
Audit	AU
Withdraw	W
Transfer Credit	T

A faculty member may assign a grade of "I" when course assignments have not been completed and specific arrangements have been made ahead of time. A grade of "I/F" is substituted for any "I" grade eight weeks after the start of the following term if the deficient work has not been completed satisfactorily. The "I/F" grade is calculated into the cumulative grade-point average until a grade change is submitted.

Grades recorded for all courses completed prior to the awarding of a graduate degree are used to calculate a student's cumulative grade-point average, except in the case of the first grade earned for a course that was repeated. In addition, the policy limiting the number of "C+" or lower grades that may be earned in one's program applies to all courses completed prior to the awarding of a degree.

Grade Change Policy

Once submitted to the Registrar's Office, grades are considered final and may not be changed. The only exceptions apply if the faculty member who submitted the grade determines upon further review that a calculation or numerical error was made in assigning the original grade or if a letter grade is being assigned in place of an incomplete. Written notification to the dean is required in either circumstance.

Scholastic Standing

The Admission and Scholastic Standing Committee meets each term to review student transcripts in order to determine scholastic standing. Scholastic standing is classified as follows:

Scholastic Concern (SC)- a student who earns an accumulative GPA of less than 3.0 for the first time.

Scholastic Warning (SW)- a student who earns an accumulative GPA of less than 3.0 for two consecutive terms.

Continued Scholastic Warning (CSW)- a student who earns an accumulative GPA of less than 3.0 for three or more consecutive terms.

Scholastic Warning - 2 C's (SW/2C's)- a student who earns two "C" grades and an accumulative GPA of less than 3.0.

Academic Probation (AP)- a student who has been placed on academic probation with specific probationary requirements.

Scholastic Warning - Special (SW/SP) - a student who receives a grade of "I/F" or "F" or a student who may be considered to be having serious academic difficulty.

Academic Dismissal - a student who is dismissed from Southern New Hampshire University. Special letters are sent by certified mail to students who are placed on academic probation or who receive academic dismissals.

Repeating Courses

Students may repeat courses for credit. Students who fail courses will want or need to repeat the same courses at Southern New Hampshire University. In such instances, the first course grade will not be computed into the total grade-point average (GPA); instead, the most recent course grade will be used. All prior grades will appear on students' transcripts.

Transcript Request

Except as provided by the Federal Family Education Rights and Privacy Act and in instances where a student consents to release his or her transcript to another party, the Registrar's Office will not furnish 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. Transcript requests may be processed at the Registrar's Office or by mail.

There is a charge of $5 per transcript that must accompany the request.

Student Administrative Services
Exeter Hall
Southern New Hampshire University
2500 North River Road
Manchester, NH 03105-1045
(603) 668-2211 Fax: (603) 645-9667

Policies

Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. The university will not condone such activities as plagiarism and cheating. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. For examples of how to correctly document sources, refer to Robert C. Craven's "Documenting Sources" at the Guides link on the Shapiro Library Web page.

Cheating includes giving or receiving unauthorized assistance on quizzes, examinations or written assignments from any source not approved by the instructor. Examples of cheating include but are not limited to:

- Submitting someone else's work as your own with or without the permission of the individual.
- Allowing someone to copy your work.
- Using a writing service or having someone else write a paper for you.
- Using someone else's work without proper citation.
- Submitting collaborative and/or group work as your own.
- Stealing an exam from an instructor or an instructor's office.
- Sharing exam information, including a copy of the exam, with another student who has not taken the exam.
- Taking a course and/or exam for another student.
- Using unauthorized materials during a test or exam.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating. For a full definition of academic dishonesty, please refer to the appropriate sections in this catalog, the undergraduate catalog or the CE Bulletin.

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident

with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of the school that offers the course. The dean will review the incident and forward the report to the Registrar's Office for placement in the student's personal file. A student who is dissatisfied with the instructor's decision may appeal to the dean. The dean will investigate the incident and make a decision within five days of the student's appeal. A student also has the right to appeal the dean's decision to the vice president for academic affairs. The vice president will make a final decision regarding the incident within 10 days of the appeal. Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the vice president for academic affairs for action. A second offense will normally result in suspension from the university for at least one term or semester. A third offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

Attendance

It is the responsibility of each student to attend all of the scheduled class meetings in a given course. Faculty members may withdraw a student because of absence from class. In those circumstances when students cannot attend a scheduled class, they must understand that the faculty member is not obligated to excuse the absence, and such absences may result in withdrawal.

Holy Day Policy

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 require students to miss classes. Such absence, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their teachers 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 absence 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 the vice president for Academic Affairs.

Transfer Credits

Graduate credits earned at another accredited institution in the last five years may be accepted as satisfying the requirements of Southern New Hampshire University courses if they are appropriate to the program being pursued. Minimum grades of "B" are required. Students must submit official transcripts. A maximum of six credits may be transferred into any degree program. Only three of the six credits may be applied to elective requirements in one of the graduate certificate programs. Credits are transferable; grades are not. Grades earned at other institutions do not appear on Southern New Hampshire University transcripts, nor are they calculated in the student's overall GPA. Final approval of transfer credits rests with the school dean.

Academic Complaint

If a student has a complaint about an instructor or course, the student should speak first to the instructor. Continuing education students should then speak to the center director. 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 (day students) or the executive director of Continuing Education.

If the student wishes to pursue the matter further, he or she should speak to the vice president for Academic Affairs, who will review the matter and make a final decision.

Withdrawal from Class

Since withdrawal procedures vary among programs, graduate students are asked to contact their Centers of Record for the specific withdrawal form and refund policy for their chosen programs.

Withdrawal from Southern New Hampshire University

Students may withdraw from the university by obtaining a withdrawal form from the vice president for Student Affairs and obtaining all necessary signatures. Foreign students may obtain forms and begin the process in CIE. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the vice president for Student Affairs 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. Southern New Hampshire University identification cards must be returned to the Student Affairs Office when withdrawing from the university.

No adjustments to account balances will be done nor will withdrawal disputes be considered after 30 days from the end of the term during which the student withdrew.

Disciplinary Dismissal

Southern New Hampshire University reserves the right to dismiss any student whose presence, following a hearing, is deemed detrimental to the best interest of the university. Students dismissed for other than academic reasons will have the notation of withdrawal put on their transcripts. Documentation outlining the disciplinary sanctions will be placed in the students' folders. This information will be used in evaluating re-admission applications.

Undergraduates Taking 500-Level Courses

Students who have completed at least 90 undergraduate credits and have a 3.33 or higher GPA must apply through the Advising Center to enroll in a 500-level graduate course. The student may enroll in the course, provided:
- there is space available in the course.
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree that the student has met the prerequisites of the course.
- the student would receive undergraduate credits.

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be granted if the student earns grades of "B" or better in the 500-level courses. Approval is limited to a maximum of six credits (two three-credit graduate courses).

Bibliography and In-Text Citation Styles

The American Psychological Association (APA) and Modern Language Association (MLA) bibliographic and in-text citation styles are acceptable formats for documenting written work subject to policies set forth by each academic discipline.

Graduation Information

Southern New Hampshire University confers (awards) degrees three times a year. Students who complete their degree requirements at the end of Term I (September-December) are awarded their degrees in January. Students who complete their degree requirements at the end of the Term II (December-March) are awarded their degrees in May. Students who complete their degree requirements at the end of Term II or Term IV (March-August) are awarded their degrees in September. Students are responsible for petitioning to graduate. Petition to Graduate forms, required for all degree and graduate certificate programs and available at all advising offices and Continuing Education centers, should be submitted with the appropriate graduation fee according to the following schedule:

Petition to Graduate Deadline	Conferral Date
Sept. 1	Jan. 15
Nov. 1	May Commencement Ceremony
May 1	Sept. 15

Diplomas and graduate certificates are mailed to a student's home address following the September and January conferral dates. Additionally, all diplomas not picked up at the May Commencement Ceremony are also mailed to the student's home address shortly after the May conferral date.

The 2002-2003 graduation fee is $85 and must be submitted with each Petition to Graduate form by the appropriate deadline. Students receiving graduate certificates ONLY (not master's or doctoral degrees) are not required to pay the graduation fee; however a Petition to Graduate form is required by the appropriate deadline.

Participation in Graduation Ceremony

Students who have not fulfilled all graduation requirements by the day of commencement in May may participate in the ceremony by completing a "Petition to Walk" form, available March 1. The petition must clearly indicate the reason for wanting to walk and a clear indication of how the student plans to fulfill the missing requirements. The Registrar's Office will verify that such requirements can be fulfilled by the Aug. 31 following commencement.

Students are eligible to walk if three or six credits of actual courses are not completed but are expected to be completed by the following Aug. 31, or an internship or cooperative education experience is not completed but is expected to be completed by Aug. 31 following the May ceremony.

Any student who has an unusual circumstance not covered by the above policy may appeal to the appropriate school's dean's office for consideration on or before March 22 prior to the commencement ceremony in May.

This policy allows students to participate in the graduation ceremony, but not to receive a diploma in May. The diploma will be conferred on the first graduation date after all requirements have been met. Conferral of diplomas takes place in September, January and May of every year. Student names will appear in the graduation program for the May ceremonies following the official conferral date.

In addition to the petition to walk in the May ceremony, all students must have already filed, by the Nov. 1 deadline, a petition to graduate and have paid the graduation fee as described in the university catalog.

Prior to participating in graduation ceremonies and receiving a degree, a student's obligations to the university, such as library fines, tuition, dues and fees, must be met. All athletic equipment must be returned.
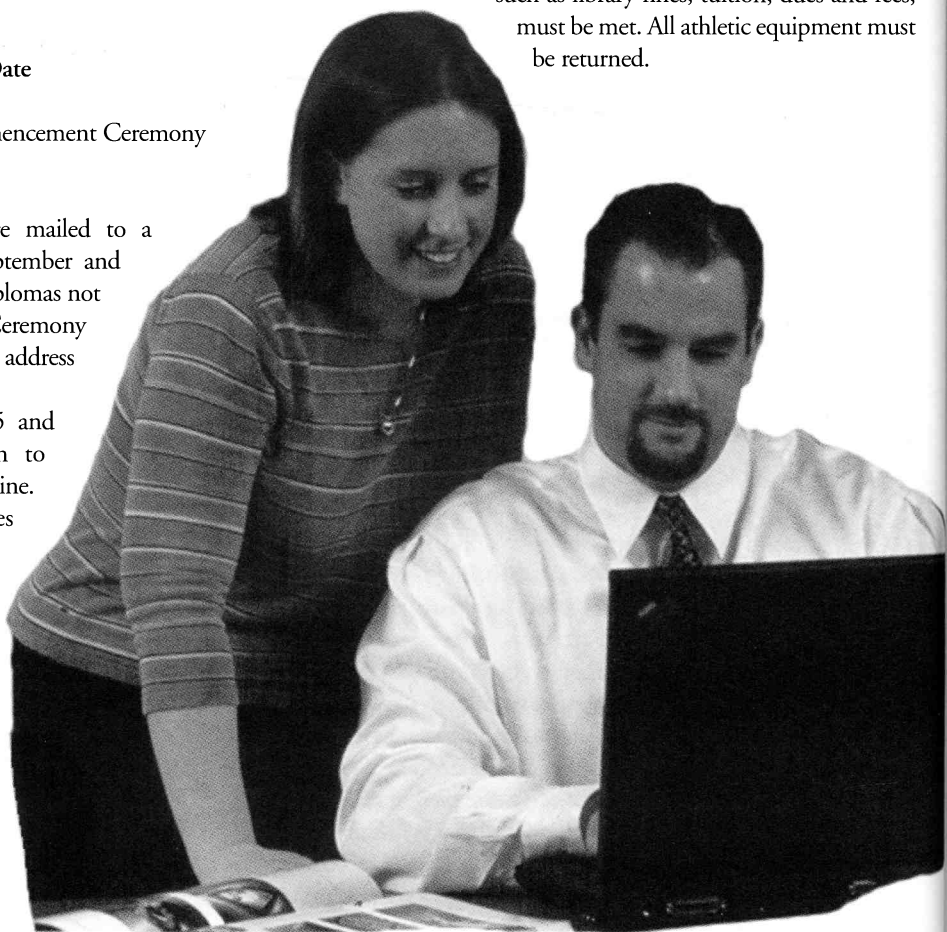
School
of
Business

School of Business
Dean: Dr. Paul Schneiderman

Welcome

Southern New Hampshire University's School of Business is widely regarded as a leader in preparing managers for the business challenges they will confront in the ever-changing global economy.

School of Business programs reflect the changing needs of professionals and help them thrive in the domestic and international economies. We provide students with links to the global business community and access to innovative learning systems and advanced technologies that showcase our cutting-edge position in education.

Our educational approach and diverse student body provide students with an international view that will enable them to integrate business across cultures and markets. The curricula provide students with varied perspectives on the myriad forces that influence global and domestic marketplaces.

This global outlook is especially evident in our inventive international business program, which is available at the undergraduate, graduate and doctoral levels. Our D.B.A. in international business trains highly qualified individuals for careers in research, academia, consulting and multinational corporations. The program is recognized as an international leader and has been awarded multiple grants that allowed for the creation of extensive research, internship and travel opportunities for students and faculty.

The key to programs offered through the School of Business is flexibility - students make their degree programs fit their educational and professional aspirations, as well as their schedules. The university has long held to the tenet that the changing needs of the marketplace and those seeking professional degrees require a broad scope of choices.

The School of Business offers master of business administration and master of science and certificate programs in many business disciplines, including international business, finance, accounting, marketing, business/marketing education, hospitality administration, information technology, sport administration, taxation, artificial intelligence and others. New programs for 2002-2003 include the M.S. in organizational leadership and a graduate certificate, Digital Commerce and eBusiness.

Students can tailor their M.B.A. degrees to include focuses in artificial intelligence, international business or information technology, to name a few options. Or they can choose to combine a master of science in finance with the M.B.A. program. M.B.A. and other business courses and electives may also be taken through our online Distance Education program or at our continuing education centers in Maine, New Hampshire and Puerto Rico. These are just a few examples of the choices available to our students.

Our business programs feature a clear blend of theory and practice. Students not only master academic concepts and theories, they learn how to use them immediately. For example, students learn to work in teams with diverse members, just as they would in the business world. They often are assigned work-based projects that they can use immediately in their careers. Many of the region's leading corporations realize their employees will improve their skills and capacity for growth immediately by enrolling here and will underwrite tuition fees and other expenses.

Graduates of our business programs have gone on to work for such industry leaders as American Express, AT&T, Coca-Cola, General Electric, General Motors, IBM and Fidelity Investments.

Paul Schneiderman, Ph.D.
Dean, School of Business

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 population is diverse and have a wide range of educational 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 distance education.

Guiding Principles

The School of Business is committed to a learning environment that encourages intellectual curiosity, ethical behavior, creative and critical thinking and decision-making and prepares the student to be a partner in a lifelong learning process.

The School of Business is committed to preparing students for leadership in business, industry and the community through development of business knowledge and skills, social and ethical values and an international perspective.

The School of Business, as a learning institution, is committed to excellence in teaching, research and other professional activities that lead to the intellectual development of the school and the community.

The School of Business is committed to design, develop, evaluate, implement and financially support programs and activities that add value to the School of Business and the academic experiences of the students.

The School of Business is committed to high-quality, innovative, competency-based educational programs that engage its students as partners and active participants in the learning process.

The School of Business is committed to establishing and maintaining learning partnerships among faculty, students, businesses and other educational and community organizations.

The School of Business is committed to an innovative curriculum that integrates cutting-edge technology to support the educational mission and deliver a competitive professional education.

The School of Business respects and supports diversity in the university's communities and beyond.

The School of Business is committed to creating an environment to foster scholarship leading to knowledge generation and dissemination.

The School of Business is committed to a strategic management process.

Graduate Programs Offered Through the School of Business

Master of Business Administration
Master of Science in:
   Accounting
   Business Education
   Finance
   Hospitality

Information Technology
International Business
Organizational Leadership
Sport Administration
D.B.A. in International Business

Graduate Certificates In:
   Accounting
   Artificial Intelligence/Expert Systems
   Computer Technology Educator
   Database Management and Design
   Digital Commerce and eBusiness
   Finance
   Health Administration
   Human Resource Management
   Information Technology
   International Business
   Marketing
   Operations Management
   School Business Administration
   Sport Administration
   Taxation
   Telecommunications and Networking
   Training and Development

Master of Business Administration Degree

The M.B.A. program is designed to prepare students for middle and senior management positions. The Basic M.B.A. program requires 14 graduate courses (42 credits), including 12 core courses and two electives.

Students who did not complete specified business courses as undergraduates or do not have the equivalent work experience may need additional background courses before beginning the program.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
FIN	500	Financial Management
INT	610	Multinational Corporate Environment
IT	500	Information Technology
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MBA	700	Strategic Management
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations
OL	690	Business, Government and the Environment

And two graduate business electives (or MBA 740 Thesis Option)

Many students choose to pursue a graduate certificate in addition to, or concurrently with, their M.B.A. degrees to lend specialization to their programs. A student seeking an M.B.A. with a graduate certificate must:
1. Complete a minimum of 16 courses, including 12 core courses. The overall GPA must be a minimum of 3.0 with no more than two completed course grades of "C+" or lower.
2. Earn only one course grade of "C+" or lower in a certificate course. Students must maintain a minimum GPA of 3.0 in certificate courses.

3. Confirm with an advisor the minimum time they will have to complete a particular graduate certificate given his or her individual circumstances.

Students may transfer a maximum of six graduate credits earned at other institutions into their degree programs at Southern New Hampshire University. Only three of the transferred credits may fulfill graduate certificate elective requirements.

Note: Pursuit of an M.B.A. and two graduate certificates requires a minimum of 20 courses. The School of Business cannot guarantee against scheduling conflicts for students who are pursuing two graduate certificates simultaneously.

The School of Business offers the following graduate certificates:
Accounting
Artificial Intelligence/Expert Systems
Computer Technology Educator
Database Management and Design
Digital Commerce and eBusiness
Finance
Health Administration
Human Resource Management
Information Technology
International Business
Marketing
Operations Management
School Business Administration
Sport Administration
Taxation
Telecommunications and Networking
Training and Development

The Master of Science Degree In Accounting

The M.S. in accounting curriculum offers concentrated studies in accounting as preparation for qualification as a certified public accountant and for a broader-based study of management related to the application of accounting theory. The M.S. in accounting requires 17 graduate courses (51 credits). Some students may be required to satisfy additional background course requirements that may be waived based on undergraduate courses completed or equivalent work experience.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	510	Managerial, Budgeting and Cost Accounting I
ACC	600	Managerial, Budgeting and Cost Accounting II
ACC	610	Financial Reporting I
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing
ACC	670	Accounting Information Systems
ACC	690	Advanced Topics in Financial Reporting
ACC	700	Seminar in Accounting Topics
FIN	500	Financial Management
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MBA	610	Business Law
OL	500	Human Behavior in Organizations
TAX	650	Federal Taxation of Individuals
TAX	655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax

Our Modified Master of Science Degree In Accounting (undergraduate accounting majors only)

Students with bachelor's degrees in accounting will be considered for acceptance in this program. Requirements for acceptance include a minimum GPA of 3.0 in undergraduate accounting courses and a review of the applicant's background. Students in the program are required to take ACC 620, ACC 630, ACC 645, ACC 660, ACC 670, ACC 680, ACC 690, ACC 700, MBA 500 and a minimum of one additional graduate course.

An assessment is made upon admission to determine which of the following graduate courses a student may be required to take: ACC 600, ACC 610, ACC 640, FIN 500, MBA 610, TAX 650 and TAX 655. Determinations will be based upon undergraduate courses taken, grades received and/or work experience. Students who have not completed courses in quantitative methods, operations management and organizational behavior will be required to take the undergraduate or graduate equivalent. This program is designed to meet the American Institute of Certified Public Accountants' "150 Hour" recommendation.

The Master of Science Degree In Business Education

The M.S. in business education provides business educators with advanced professional knowledge and skills. It requires the completion of 10 graduate courses (30 credits) and can be combined with a graduate certificate specialization, which requires a minimum of 12 graduate courses (36 credits).

Required Courses
(Courses are 3 credits unless otherwise indicated)

MBA	500	Research Methods in Business
MBE	600	Current Literature
MBE	610	Improvement of Instruction
MBE	620	Curriculum Development
MBE	640	Technology for Teachers 1

And two education electives, two business electives and one additional education or business elective.

Areas of Certification
• Comprehensive Business Education
• Comprehensive Marketing Education

To be recommended for certification by the state of New Hampshire in either of these areas, a student must successfully complete the basic M.S. in business education program and:
1. Complete MBE 650 and MBE 700 (these courses can be used to satisfy education elective requirements in the M.S. in business education degree program).
2. Document at least 2,000 hours of past work experience in the field (business and/or marketing) of certification.
3. Successfully pass the PRAXIS I Pre-Professional Skills Test.
4. Meet other competencies as determined by the program coordinator.

The Master of Science Degree In Finance

The M.S. program in finance combines management and finance courses to give students a comprehensive, professional education. The program requires 19 courses (57 credits). The program's finance offerings are designed to impart the tools and knowledge needed for analysis, decision-making and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms and government units.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
ECO	610	Fiscal and Monetary Policies and Practices
FIN	500	Financial Management
FIN	610	Short-term Financial Management
FIN	620	Money and Capital Markets
FIN	630	Capital Budgeting and Financing
FIN	640	Investment Analysis and Portfolio Management
FIN	700	Seminar in Finance
INT	610	Multinational Corporate Environment
INT	620	Multinational Corporate Finance
IT	500	Information Technology
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations

And two finance or economics electives*
*Elective credits may be satisfied with a thesis or internship option.

The Master of Science Degree in Hospitality Administration

The School of Hospitality, Tourism and Culinary Management and the School of Business have developed a program leading to the master of science degree in hospitality administration. The 14-course (42-credit) program provides students with the leadership and management competencies needed for career advancement. Graduates are prepared for positions in general management, multi-unit management and corporate management in the world's largest service industry. The M.S. in hospitality administration is for students who have completed undergraduate degrees in hotel and restaurant management, tourism management, leisure and recreation or related fields.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
FIN	500	Financial Management
HOS	550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship and Development
HOS	685	Consulting Projects in Hospitality, Tourism or Leisure and Recreation Management
IT	500	Computer Information Systems
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies
OL	650	Service Management
OL	660	Redesigning Middle Management
OL	670	Leadership
OL	690	Business, Government and the Environment

The Master of Science Degree in Information Technology

The M.S. in IT is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems. This is a 16-course (48-credit) program that will meet the needs of students currently involved in information technology-related occupations and of those who wish to move into the field from another career specialty. A minimum of 18 courses is required for a student seeking an M.S. in IT and a graduate certificate.

The goals of the M.S. program in IT are to:
* establish a firm foundation in the theory and practice of information technology systems analysis, design, creation and management.
* expose students to the most current tools and approaches.
* enable students to develop additional technical competency through internships and concentrations within the curriculum.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
FIN	500	Financial Management
IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	610	Object-Oriented Systems Analysis
IT	620	Object-Oriented Systems Design
IT	630	Computer Simulation and Modeling
IT	640	Data Communications and Networking
IT	650	Principles of Database Design
IT	700	Projects in Information Technology
MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
OL	500	Human Behavior in Organizations

And three information technology (IT) electives

All M.S. in IT students must complete a comprehensive examination (offered twice a year).

Note: GSB 460 is a required foundation course for students who do not already have six credits of programming language.

*Notebook Computer Requirement.
New for fall 2002: Notebook computers are required of all M.S. in information technology majors for use in graduate IT courses.

The Master of Science Degree in International Business

The M.S. program in international business is designed to prepare students for positions of leadership in the international operations of multinational corporations. The 14-course (42-credit) program is designed to teach students how to direct and manage businesses in a multinational environment with different political, economic, financial and regulatory systems.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
FIN	500	Financial Management
INT	600	Multinational Corporate Management

INT	610	Multinational Corporate Environment
INT	620	Multinational Corporate Finance
INT	640	Multinational Market Strategies
INT	650	International Trade and Competitiveness
INT	660	International Negotiations
INT	700	Multinational Business Strategy
INT	750	Seminar in Multinational Business
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies

And one of the following:

ECO	610	Fiscal and Monetary Practices and Policies
INT	655	Understanding Emerging Markets
INT	675	International Corporate Governance and Control

The Master of Science in Organizational Leadership *(NEW for 2002-2003)*

The M.S. in organizational leadership focuses on providing students with the opportunity to develop skills in leadership, communication, problem solving and teamwork. These skills are critical for successfully managing and leading organizations in today's chaotic environment. The 12-course (36-credit) program is designed for both experienced professionals who are seeking to advance in their careers, and for individuals with limited professional experience who are seeking to develop skills that will prepare them to successfully manage and lead teams, departments, areas and organizations.

Required Courses
(Courses are 3 credits unless otherwise indicated)

INT	600	Multinational Corporate Management
IT	500	Information Technology
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations
OL	600	Strategic Human Resources Management
OL	660	Redesigning Middle Management
OL	670	Leadership
OL	690	Business, Government and the Environment
OL	750	Contemporary Issues in Organizational Leadership

And two graduate business electives

The Master of Science in Sport Administration

The academic field of sport administration trains and develops practitioners for employment in the sport and entertainment industry. This exciting industry encompasses a wide range of careers, from professional and recreational facilities management to sporting goods manufacturing. The M.S. in sport administration requires 14 courses (42 credits) and combines courses related to sport administration with the core courses from the M.B.A. program. This is a unique joint venture not found in most sport administration programs in the United States.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
FIN	500	Financial Management
IT	500	Information Technology
MBA	500	Research Methods in Business

OL	500	Human Behavior in Organizations
OL	670	Leadership
SPT	500	Sport Marketing
SPT	510	Sport in Society
SPT	600	Management of Sport Organizations
SPT	610	Sport Law
SPT	700	Seminar & Principles of Sport Administration

And one graduate business elective
And a six-credit internship, MBA 740 Thesis Option or two additional electives with approval

Graduate Certificates

Graduate certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor's degrees and have the necessary educational background and professional experience. M.B.A. degrees and graduate certificates may be pursued concurrently. Courses successfully completed for a certificate program may later be applied to a graduate degree program.

Successful completion of a certificate program requires that the student maintain a GPA of at least 3.0 and earn a maximum of one grade of "C+" or lower.

Graduate Certificate in Accounting
(Courses are 3 credits unless otherwise indicated)
Courses required for the certificate-only option:

ACC	510	Managerial, Budgeting and Cost Accounting I
ACC	600	Managerial, Budgeting and Cost Accounting II
ACC	610	Financial Reporting I
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing
ACC	690	Advanced Topics in Financial Reporting
TAX	650	Federal Taxation of Individuals

Graduate Certificate in Artificial Intelligence/Expert Systems *(updated for 2002-2003)**
(Courses are 3 credits unless otherwise indicated)
Courses required for the certificate-only option:

IT	502	Artificial Intelligence for eBusiness (new course)
IT	510	Advanced Information Technology
IT	650	Principles of Database Design
IT	660	Artificial Intelligence
IT	690	Building Knowledge-based Expert Systems
IT	750	Projects in Artificial Intelligence/Expert Systems

Note: IT 750 is offered in odd-numbered years; it is projected for 2003-2004 and 2005-2006.
* Notebook computer requirement.*

Graduate Certificate in Computer Technology Educator

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

MBE	640	Technology for Teachers 1
MBE	641	Technology for Teachers 2
MBE	642	Computer Teachers Toolbox
MBE	700	Student Teaching (6 credits)

Students must pass the PRAXIS I Pre-Professional Skills Test to be recommended for certification by the state of New Hampshire.

Graduate Certificate in Database Management and Design*

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	610	Object-Oriented Systems Analysis
IT	620	Object-Oriented Systems Design
IT	630	Computer Simulation and Modeling
IT	640	Data Communications and Networking
IT	650	Principles of Database Design
IT	655	Database Applications Development
IT	658	Object Database Design and Management
IT	665	Client/Server Systems
MBA	510	Quantitative Analysis for Decision-Making

* Notebook computer requirement.

Graduate Certificate in Digital Commerce and eBusiness (NEW for 2002-2003)*

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

IT	502	Artificial Intelligence for eBusiness
IT	503	Digital Commerce and eBusiness
IT	510	Advanced Information Technology
IT	601	Web-based Server Programming
IT	640	Data Communications and Networking
IT	650	Principles of Database Design
IT	665	Client Server Systems
IT	701	Projects in Digital Commerce and eBusiness

* Laptop computer requirement.

Graduate Certificate in Finance

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

ACC	500	Managerial Accounting
FIN	500	Financial Management
FIN	610	Short-term Financial Management
FIN	640	Investment Analysis and Portfolio Management
INT	620	Multinational Corporate Finance
MBA	510	Quantitative Analysis for Decision-Making

And two finance electives

Graduate Certificate in Health Administration

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

OL	500	Human Behavior in Organizations
OL	510	History and Functions of U.S. Health Systems
OL	690	Business, Government and the Environment
OL	695	Topics in Health Administration
OL	700	Seminar in Health Administration

And any one of the following:

ACC	500	Managerial Accounting
FIN	500	Financial Management
MKT	500	Marketing Strategies
MKT	660	Marketing Strategies for Not-for-Profit Organizations*
OL	600	Strategic Human Resource Management
OL	610	Labor Relations and Arbitration
OL	665	Management of Not-for-Profit Organizations*

*One of these two courses is recommended as an elective for health practitioners who work in not-for-profit organizations.

Graduate Certificate in Hospitality Administration

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

ACC	500	Managerial Accounting
FIN	500	Financial Management
HOS	550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship and Development
HOS	685	Consulting Projects in Hospitality, or Leisure and Recreation Management
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies
OL	670	Leadership
OL	690	Business, Government and the Environment

Graduate Certificate in Human Resource Management

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

OL	500	Human Behavior in Organizations

And one of the following two:

OL	600	Strategic Human Resource Management
OL	605	SHRM Training Program plus 3-credit Independent Study

And any four of the following:

MBA	610	Business Law
MBE	670	Training and Development in Organizations
OL	610	Labor Relations and Arbitration
OL	620	Compensation and Benefits Management
OL	650	Service Management
OL	660	Redesigning Middle Management
OL	665	Management of Not-for-Profit Organizations
OL	690	Business, Government and the Environment

Graduate Certificate In Information Technology*

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	610	Object-Oriented Systems Analysis
IT	620	Object-Oriented Systems Design
IT	650	Principles of Database Design

* Notebook computer requirement.

Graduate Certificate In International Business

Note: In addition to selected campuses, this program is also available via Distance Education.

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

INT	610	Multinational Corporate Environment
INT	700	Multinational Business Strategy

And any three international business courses, except INT750 Seminar in Multinational Business.

Graduate Certificate In Marketing

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

MKT	500	Marketing Strategies

And any four of the following:

INT	640	Multinational Market Strategies
MKT	610	Advertising Management
MKT	620	Consumer Behavior
MKT	630	Market Research
MKT	640	Industrial Marketing
MKT	660	Marketing Strategies for Not-for-Profit Organizations
MKT	670	Product Management
MKT	680	Logistics/Distribution Management
MKT	690	Contemporary Corporate Public Relations
MKT	691	Writing for Public Relations
OL	630	Entrepreneurship and Small Business Management
OL	640	Franchising
OL	650	Service Management
SPT	500	Sport Marketing

Graduate Certificate In Operations Management

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate only option:

MBA	510	Quantitative Analysis for Decision-Making
MBA	600	Production and Operations Management
MBA	620	Quality Control and Improvement
MBA	690	Topics in Operations Management

And any two of the following electives:

ACC	600	Managerial, Budgeting and Cost Accounting II
FIN	630	Capital Budgeting and Financing
INT	600	Multinational Corporate Management
IT	630	Computer Simulation and Modeling
MBA	710	Internship
MBA	750	Independent Study
MKT	640	Industrial Marketing
OL	600	Strategic Human Resource Management

Or other electives with permission of the dean

Note: Many of the listed electives require prerequisite course work. Please reference the course listings section for prerequisites.

Also note: While the graduate certificate in operations management can be taken as a stand-alone program, it is designed to be taken in conjunction with the M.B.A.

Graduate Certificate In School Business Administration

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

OL	500	Human Behavior in Organizations
OL	610	Labor Relations and Arbitration
MBE	710	Seminar of School Business Administrators I
MBE	715	Seminar for School Business Administrators II
MBE	720	Seminar for School Business Administrator III

Students must pass the PRAXIS I Pre-Professional Skills Test to be recommended for certification in the state of New Hampshire.

Also note: This graduate certificate program is offered every other year and currently is projected for 2003.

Graduate Certificate In Sport Administration

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

SPT	500	Sport Marketing
SPT	510	Sport in Society
SPT	600	Management of Sport Organizations
SPT	700	Seminar and Principles of Sport Administration

And one graduate business elective

Graduate Certificate In Taxation

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

TAX	650	Federal Taxation of Individuals
TAX	655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax
TAX	665	Estate and Gift Taxation
TAX	670	Tax Research Methodology/Practices and Procedures
TAX	700	Special Topics in Taxation

Note: The taxation certificate program is offered every other year and is projected for 2002-2003 and 2004-2005.

Graduate Certificate In Telecommunications and Networking*

(Courses are 3 credits unless otherwise indicated)

Courses required for certificate-only option:

IT	510	Advanced Information Technology
IT	600	Operating Systems
IT	630	Computer Simulation and Modeling
IT	640	Telecommunications and Networking
IT	645	Local Area Network Design and Implementation
IT	646	Internet and Intranet Systems Architecture
IT	650	Principles of Database Design
IT	665	Client/Server Systems
MBA	510	Quantitative Analysis for Decision-Making

* Notebook computer requirement.

Graduate Certificate in Training and Development

(Courses are 3 credits unless otherwise indicated)

Courses required for the certificate-only option:

OL	500	Human Behavior in Organizations
OL	600	Strategic Human Resources Management
MBE	610	Improvement of Instruction
MBE	670	Training and Development in Organizations
MBE	690	Seminar in the Learning Environment
MBE	691	Training and Development Seminar

*Notebook Computer Requirement

New for fall 2002: Notebook computers are required of all M.S. in information technology majors for use in graduate IT courses.

Doctoral Programs

The Doctor of Business Administration (D.B.A.) in International Business and the Doctor of Philosophy (Ph.D.) in Community Economic Development are offered to qualified students. The following describes the D.B.A.; see the School of CED section of this catalog for more details about the Ph.D. program.

The Doctor of Business Administration (D.B.A.) in International Business

The D.B.A. 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.

Program requirements for entering the dissertation stage:

1. Students must have completed coursework equivalent to that required for the master of science in international business program at Southern New Hampshire University. Students with master's degrees from other institutions must discuss their academic and professional backgrounds with faculty advisors to determine prerequisite coursework.
2. Doctoral students must complete two advanced research methods courses, DOC 800 Advanced Quantitative Analysis I and DOC 810 Advanced Quantitative Analysis II.

Required Doctoral Courses

INT	750	Seminar in Multinational Business
INT	800	Foreign Direct Investment
INT	810	Privatization
INT	820	Seminar in Multinational Finance
INT	840	Seminar in Multinational Marketing
INT	850	Seminar in Global Business Strategy

3. Minor field of specialization: Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses. These could include such fields as finance, accounting, information technology, marketing or community economic development.
4. Students must demonstrate competency in one foreign language.

5. Comprehensive examinations: 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

Students enroll each term in the doctoral dissertation colloquium. The dissertation is based on a student's research and is expected to make a contribution to his or her field of study. Each student is assigned a committee, which normally is comprised of two faculty members from the international business area, one from the second field of specialization and one who specializes in research methodology.

Doctoral Colloquiums

Doctoral colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Once a student completes the research and the final draft and receives approval from the dean, he or she will give an oral presentation to the committee and any other interested individuals.

Students must receive approval from all members of their dissertation committees in order to successfully complete the doctoral program.

For more information about the D.B.A. in international business, please contact:

Dr. Massood Samii, international business chair
Southern New Hampshire University School of Business
2500 North River Road
Manchester, N.H. 03106-1045
(603) 644-3102 or Fax (603) 644-3150
www.snhu.edu or graduateprograms@snhu.edu

Academic Calendar

Term I	Term II*	Term III	Term IV
Sept. 9, 2002 - Nov. 30, 2002	Dec. 2, 2002 - March 8, 2003	March 17, 2003 - June 7, 2003	June 9, 2003 - Aug. 23, 2003 (11 weeks)

*Holiday, Dec. 22, 2002 - Jan. 5, 2003

Note: The Brunswick, Maine, Continuing Education Center offers the M.B.A. in a nine-week format with varied start times. Please contact that center directly for details.

Admission

Admission - Master's Degrees

We invite applications from students who have bachelor's degrees from accredited institutions. While many of our students have work experience in business or other professional settings, we also encourage applications from students who are completing their undergraduate studies. Interviews are not required as part of the admissions process, though we invite students to visit the Manchester campus or the continuing education centers they plan to attend. Our advisors are available throughout the year to discuss programs with students.

Application Deadlines

Master's degrees..........................Rolling admissions
Doctoral degrees......................... May 1

Students may be admitted to a School of Business graduate program under the following categories:

- Unconditional Admission - indicates that a student has satisfied all specified background and other entrance requirements for his or her

chosen program of study.

- Limited Admission - indicates that a student has not met all of the requirements for admission.
- Provisional Admission - indicates that a student's undergraduate GPA is less than 2.5. This qualification is lifted if a student achieves "B" grades, or a 3.0 GPA, in his or her first three graduate courses.
- Unclassified Admission - indicates that a student wishes to enroll in individual courses as a special student. An unclassified student later may apply a maximum of six graduate credits to one of the graduate programs.

Unconditional Admission

Unconditional admission into the M.B.A. program and the M.S. programs in accounting, information technology, finance, hospitality administration, international business, organizational leadership and sport administration requires that the student has earned a bachelor's degree with a cumulative GPA of 2.5 or better, or 2.7 in the latter half of the completed academic program.

Students also must have completed the following undergraduate courses or their equivalents and earned grades of "C" or better:

Accounting	6 credits
Microeconomics	3 credits
Macroeconomics	3 credits
Mathematics	6 credits
Statistics	3 credits*
Information Technology	3 credits
Business Law	3 credits**
Programming in Visual Basic®	6 credits***

A grade of "B-" or better, earned within the past five years, is required for the M.S. in finance program.
**An import/export course is required in place of business law for the M.S. in international business program.*
***Required by the M.S. in information technology program only.*
Students who have not satisfied the requirements listed above may have to take School of Business foundation courses. Students may satisfy the business law requirement by taking the foundation course or by taking the graduate course MBA610 as an elective.

Unconditional admission into the M.S. in business education program requires that the applicant has:

- earned an undergraduate degree in a business discipline or in business education, or has at least one year of business teaching experience.
- earned a bachelor's degree from an accredited institution with a GPA of 2.5 or better, or of 2.7 or better in the latter half of the completed academic program.
- successfully completed three credits in accounting, computer systems technology and statistics or their equivalents. A teaching methodology course is recommended for those seeking teaching certification.

Unconditional admission into graduate certificate programs require that the applicant has earned at least a bachelor's degree from an accredited institution of higher learning. Applicants also must have completed the following prerequisite courses or demonstrate equivalent experience.

- Certificate in accounting - six credit hours in accounting.
- Certificate in artificial intelligence/expert systems - three credit hours in computer systems technology.
- Certificate in computer technology educator - three credit hours in computer systems technology.

- Certificate in digital commerce and eBusiness - three credit hours in computer systems technology and statistics and six credit hours in programming language.
- Certificates in information technology or database management and design - three credit hours in computer systems technology and six credit hours in programming language.
- Certificate in finance - six credit hours each in accounting, economics and mathematics and three credit hours in statistics.
- Certificate in hospitality administration - designed as a specialty for the M.B.A. degree. Prerequisites include six credit hours each in accounting, economics, mathematics and statistics and completion of ACC 500, FIN 500, MBA 510, OL 670, OL 690 and MKT 500.
- Certificate in operations management - three credit hours each in computer systems technology and statistics, and six credit hours each in economics, accounting and mathematics.
- Certificates in telecommunications and networking - three credit hours each in computer systems technology and statistics and six credit hours each in programming language and mathematics.
- Certificate in training and development - three credit hours in accounting.
- Certificates in health administration, human resource management, international business, marketing, school business administration, sport administration and taxation have no specified prerequisites.

Unclassified applicants seeking unconditional admission must:
- hold at least a bachelor's degree from an accredited institution of higher learning.
- have satisfied the course background and prerequisite requirements.
- submit completed applications and official academic transcripts.

Limited Admission

When an applicant is accepted under limited admission, deficiencies in background preparation may be satisfied with courses offered by Southern New Hampshire University or other institutions. Documented employment experience and qualifying scores on specified College-Level Examination Program (CLEP) tests may be accepted in place of academic preparation in some cases. More information about CLEP tests is available at the Registrar's Office.

Admission - Doctoral Degrees

D.B.A. in International Business

Admission to the D.B.A. program in international business is competitive. At minimum, an applicant must:
- have a master's degree in international business, business administration or a related field from an accredited institution and a GPA of at least 3.5.
- submit a GMAT score.*
- submit at least three letters of recommendation.
- submit an essay explaining the reasons for seeking to enroll in a doctoral program in international business.
- pay a $25 application fee.

Graduate Management Admission Test: Applicants for the D.B.A. program in international business are required to submit Graduate Management Admission Test (GMAT) scores. For more information on test dates and test center locations, write to GMAT, Educational Testing Service, CN6103, Princeton, NJ 08541.

The deadline to submit application forms for the D.B.A. program is May 1; however, applicants are encouraged to submit materials as soon as

possible. Applications received after the deadline will be considered only if openings are available. Limited financial support is available.

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.

Program Completion Time Limit

School of Business graduate students are given eight years from the date of acceptance to complete all program, or combined program, requirements. Leaves of absence or requests for program changes do not extend the eight-year 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 time limit extension. Generally an extension of one year per three courses remaining is granted. However, no graduate course more than 10 years old is permitted to satisfy degree or graduate certificate requirements.

Leave of Absence

Students are not required to be enrolled in classes every term. However, students who fail to enroll for four consecutive terms will have their files deactivated. Those students must submit a Request to Reactivate form in order to resume their studies.

The eight-year time limit for completing degree requirements includes the terms during which students have not enrolled in courses.

Second Degrees

A student who wishes to earn a second master's degree through the School of Business is required to take a minimum number of graduate courses beyond the first degree. The minimum number depends on the degrees being pursued. 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.

Foreign students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or IAP-66). This ordinarily will require new statements of financial responsibility and a letter that authorizes the program change. Students should contact the Center for International Exchange for specific requirements.

Thesis Option

Students may choose to pursue a thesis option, which is supervised by a faculty member once it is approved by the dean of the School of Business.

Students may substitute six credit hours for two elective courses in the M.B.A. or M.S. programs in business education, information technology, finance, organizational leadership and sport administration.

Internships

Internships for credit are available to full-time degree candidates and must be approved by faculty members. These internships supplement traditional classroom experience. In many cases, compensation is not awarded. Schedules are flexible and arranged to best suit the needs of students and employers.

The Career Development Center staff actively seeks internship opportunities for all eligible students. Each candidate must submit a formal application, a resume and a letter of intent to the School of Business academic coordinator's office during the first two weeks of the term to set the placement process in motion. Once approved to participate in the program, the applicant must meet with a member of the CDC staff.

Foreign students in F-1 status must have authorization from the Center for International Exchange prior to beginning their work experiences and must have completed nine consecutive months as full-time students. J-1 students must have recommendations and descriptions of training objectives from the school dean or their advisors in order to obtain sponsor approval for specific employment. J-1 students whose IAP-66s were issued by Southern New Hampshire University should contact the Center for International Exchange; other J-1 students should contact their sponsors.

School of Business Master's Degrees Tuition and Fee Schedule - 2002-2003

Graduate course tuition . . . . $1,299 per course
Distance Education course tuition . . . . $1,359 per course
Foundation course tuition *(12 weeks)*. . . . . . $1,299 per course
Foundation course tuition *(6 weeks)* . . . . . . $648 per course
Books and materials. . . . . $1,200-1,500 per year
Graduation fee. $85
Parking fee *(Manchester)*. $35
Course Drop Fee . . . . $25 per course
Full-time student fees *(Initial term only)*
     Activity fee $300
     Computer fee $350
Campus Housing
Townhouse . . . . $2,306 per term
     Residence Hall *(single)* . . . . $2,373 per term
     Residence Hall *(double)* . . . . $1,654 per term
Campus Meal Plan
     Townhouse . . . . $465 or $ 665 per term
     Residence Hall . . . . $820 or $1120 per term

Course Load Limits

A part-time student wishing to register for more than two courses in a term must request written overload approval from an academic advisor. No more than two terms of overload will be allowed. Should a part-time student request a third term of overload, his or her student status will be changed to full-time and the full-time student fees will be assessed.

A full-time student wishing to register for more than four courses in a term must request written overload approval from an academic advisor. No overload requests will be approved in a full-time student's first two terms. All students requesting an overload must have a minimum graduate GPA of 3.0.

Full-time students may register for up to four courses per term. Part-time students may register for up to two courses per term. Permission of an academic advisor is required to exceed these limits.

Doctoral Degrees Tuition and Fee Schedule D.B.A and Ph.D. 2002 - 2003

Full-time and part-time . . . . $3,210 per course
Dissertation Colloquium . . . . $2,079 per term
Enrichment Masters-level courses. . . . . . . $650 per course
(Enrichment Discount*)
Books and materials. . . . . $1,000-1,500 per year
Application fee. $25
Tuition deposit *(non-refundable)* $200

* A special discounted tuition program for full-time doctoral students only, the Enrichment Discount does not apply to master's-level course work taken by doctoral students enrolled on a part-time basis. A maximum of one enrichment discount is allowed per term and is subject to approval by the dean.

Full-time doctoral students take six or more doctoral credits per term; part-time doctoral students take three doctoral credits per term. The dissertation colloquium fee is assessed each term after completion of all doctoral course work.

Doctoral students come under the same withdrawal and refund policies as all other graduate students. Please see the withdrawal and refund policies for details.

Note: International applicants are required to provide documentation of their ability to meet the costs of the program. These costs are indicated on the I-20 form. The costs may appear to be somewhat higher than the total of tuition and room and board because they also include such general living expenses as medical insurance, textbooks, pocket money, etc.

Deposits

Tuition deposit

Following acceptance, full-time students are required to make a non-refundable tuition deposit of $100 for domestic students and $250 for international students.

Housing deposit

A non-refundable $100 housing deposit is required of students who wish to reside on campus. A $100 damage deposit also is required.

Payment Policy

Full-time Domestic Students

Full payment of current bills is due on the appropriate due date. Nonpayers will be placed on a payment plan with associated enrollment fees and will sign a promissory note. Students with outstanding balances or who are past due on payment plans will be prevented from starting subsequent terms.

Full-time International Students

Full payment of current bills is due on the appropriate due date. After the initial academic year and at the sole discretion of the university, international students may be provided a payment plan along with a promissory note. Students with outstanding balances or who are past due on payment plans will be prevented from starting subsequent terms.

Part-time Students

A first-time student must pay 50 percent of initial enrollment charges at the time of registration unless he or she falls under direct-billing eligibility, which requires that a verification letter from an employer be on file before registration, or a student has completed financial aid forms and is expected to be eligible for such aid. Payment of the remaining 50 percent of initial charges is due within 30 days of the close of that term.

Continuing students may enroll in successive terms without making initial payments, but full payment for the previous term is due within 30 days of its close.

A student who fails to pay his or her bills for the previous term within the 30-day window will be assessed a $50 penalty charge.

Active Duty Military

First-time students using tuition assistance must pay 100 percent of the student share of initial enrollment charges at the time of registration, which is 25 percent of the total enrollment charges. Payment of the remaining 75 percent of the initial term charge is due within 30 days of the close of the term or as soon as direct payment is received from the military.

Continuing students may enroll in successive terms without making initial payments, but full payment for the previous term is due within 30 days of its close. A student who fails to pay his or her bills for the previous term within the 30-day window will be assessed a $50 penalty charge.

Distance Education Enrollment - International Students

Students residing outside of the United States who are enrolling in courses via distance education are required to pay 100 percent of their charges for each term at the time of registration.

Payment Information- All Students

Students who are covered under direct billing (third-party) sponsorship arrangements are not required to make any payment to SNHU, as the sponsor will be billed.

Interest at the rate of 18 percent per annum on the outstanding balance will be charged to all students except those on active military duty and those covered under a direct-billing arrangement. Interest charges begin to accrue the first day of the term for which tuition is being billed. Students receiving financial aid may use such funds to make required payments.

Transcripts and diplomas will be withheld from any student with an outstanding balance.

Billing

Students wishing to participate in third-party direct billing, in which a third party will be authorizing direct billing from the university to the party, must first submit a voucher to the Student Administrative Services office. The voucher must include beginning and end dates of the academic term, courses covered, books, insurance, other fees covered (if any) and maximum dollar value. Payers (employers or others) will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of billing. Interest is waived upon confirmation of approved authorization. Student reimbursement from an employer (or other payer) based upon satisfactory completion of the course or program is not considered third-party billing.

Refund Policy

An enrolled student who withdraws from courses will be entitled to a tuition refund based on the number of times the class has met before the withdrawal was received. Students who withdraw before the first class will be reimbursed 100 percent, before the second class, 80 percent; before the third class, 50 percent. Students who withdraw after the third class meeting will not receive refunds.

Students enrolled in their first terms at the university and who are recipients of Title IV federal financial aid are eligible for a pro-rata refund through the first four weeks of their enrollment. Southern New Hampshire University complies with federal regulations to calculate and return to recipients of Title IV funds any awards received while they are enrolled in this program. Please contact the Financial Aid Office for details.

Students on the university meal plan who withdraw will be entitled to a proportionate refund of dining hall charges upon the surrender of their university identification cards.

Financial Obligations

Students will be permitted to receive their transcripts, caps and gowns or diplomas only when all financial obligations have been met. Students are charged interest on any balances that remain unpaid beyond the start date of a new term. Students are responsible for any cost of collections charged to their accounts if they are not paid when due.

School
of
Community
Economic
Development

School of Community Economic Development

Director: Dr. Michael Swack
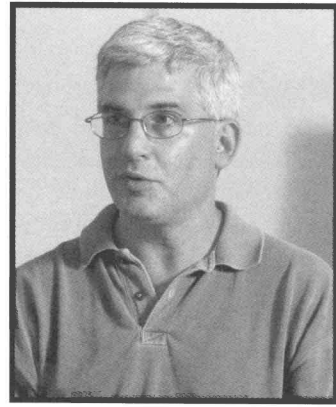
Welcome

Southern New Hampshire University's School of Community Economic Development (SCED) was a pioneer in the field when it began offering academic programs in the early 1980s. The School of Community Economic Development remains at the forefront of the field in education, training and the creation of new and innovative initiatives in the United States and around the globe.

Our students and alumni often are the leading force behind important community initiatives. With more than 1,000 graduates, the School of CED has been instrumental in helping to affect change in marginalized communities across the nation and in developing countries around the world.

Through the hard work of our faculty, staff, alumni and students, we have developed an outstanding educational program that provides practitioners and researchers with the necessary skills to make their projects successful. We offer master's of science degrees in CED and International CED and a doctorate degree in community economic development. In addition, a variety of short-term institutes are presented throughout the year. Our courses and institutes are taught by instructors who have extensive experience in the field and in the classroom. The program emphasizes a learner-centered approach that encourages active participation and values the experiences of each student.

Michael Swack, Ph.D.
Director

The School of Community Economic Development at Southern New Hampshire University advocates community development as a strategy for addressing economic problems in communities and societies faced with changing business, social and personal needs. Such development calls for social and economic activities and programs that promote total community benefit rather than individual financial gain.

Our Mission

Low-income communities around the globe are realizing their potential to build equitable opportunities for community-based access, ownership and control of available economic, environmental and social resources. These community-based initiatives are greatly impacting the economic and social health of communities and influencing local, regional and national policies. The School of Community Economic Development (SCED) at Southern New Hampshire University is at the forefront of the field. It is the nation's first accredited academic program to confer master of science and doctorate degrees in community economic development. It provides community leaders from around the world with the capacity to make the most difference in the economic and social well-being of their communities.

The School of CED is committed to building on its status as the premier global center for education, training, research and innovative projects in community economic development. It stands at the forefront of community economic development curriculum, practices and theory, at home and around the world.

Graduate Programs

- Master of Science in Community Economic Development - National Weekend Program Master of Science in Community Economic Development - International Program
- Ph.D. in Community Economic Development

Institutes and Centers

- The Microenterprise Development Institute (MDI)*
- The Community Development Credit Union Institute (CDCU)*
- The Center for Community Economic Development (CCED)
- Community Outreach Partnership Center (COPC)
- The Community Development Financial Institution (CDFI) Online Training Institute
- The Financial Innovations Roundtable (FIR)

Indicates opportunities for students to enroll for academic credits with prior written approval from their academic advisors.

Program Descriptions

Master of Science In Community Economic Development

National Weekend Program

Designed for the North American practitioner, this applied, 20-month program offers a unique opportunity for individuals who would like to pursue their master of science degrees in community economic development while working in their communities. Classes meet for one full weekend a month, usually Friday, Saturday and Sunday. Some elective classes and a required two-day course in January are conducted on weekdays.

Students in this program design projects for their home communities. These projects are carried on throughout the program's four terms (no summer term). Students meet with project focus groups during class weekends for input, feedback and support for their projects. The M.S. in CED requires successful completion of 36 credits and a 3.0 cumulative grade-point average.

Required Courses

CED	400	Accounting Foundation**
CED	701	Introduction to Community Economic Development *(2 credits)*
CED	703	Managerial Accounting *(2 credits)*
CED	704	Financing Community Economic Development *(2 credits)*
CED	705	Financial Management *(2 credits)*
CED	706	Business Development *(2 credits)*
CED	707A&B	Organizational Management for Community Organizations *(two terms, 1 credit each term)*
CED	731	Diversity in Organizations *(1 credit)*
CED	732	Research & Statistics I *(2 credits)*
CED	733	Research & Statistics II *(2 credits)*
CED	791	Project Design & Management I *(2 credits)*
CED	792	Project Design & Management II *(2 credits)*
CED	793	Project in Community Economic Development III - Practicum I *(4 credits)*
CED	794	Project in Community Economic Development IV - Practicum II *(4 credits)*

And a minimum of seven additional elective credits selected from the following, when offered:

CED	400	Accounting Foundation
CED	507	Housing and Land Policy *(2 credits)*
CED	521	Perspectives in International Development *(1 credit)*
CED	522	Microenterprise Development *(2 credits)*
CED	523	Topics in CED *(2 credits)*
CED	523A	Topics in CED *(1 credit)*
CED	531	Indigenous Economics *(2 credits)*
CED	702	Law and Community Development *(1 credit)*
CED	702A	Advanced Law and Community Development *(1 credit)*
CED	708	Development of Cooperatives *(2 credits)*
CED	709	Marketing, Fund Raising and Promotion *(2 credits)*
CED	710	Housing Development *(2 credits)*
CED	712	Information Technologies & Community Economic Development *(2 credits)*
CED	717A,B	Independent Study *(1-2 credits)*
CED	718	Non-Profit Management *(2 credits)*
CED	722	Negotiation Strategies *(1 credit)*
CED	723	Training of Trainers *(2 credits)*
CED	724	Marketing Strategies *(2 credits)*
CED	725	Faith-based Community Economic Development *(2 credits)*
CED	726	Strategic Management of Faith-based CED *(2 credits)*
CED	730	Community Organizing and CED *(2 credits)*

***All CED students will be tested in accounting upon their arrival. They will be required to take this course if they don't pass the test.*

Master of Science In International Community Economic Development

International Program

The master of science degree in International Community Economic Development (ICED) offers practical, applied skills for designing and managing community-based, sustainable development projects. It may be of interest to any persons planning to work in government, business or nonprofit/non-governmental organizations that see a need to make their organizations more responsive to the social and economic needs of their communities.

Admission to the program requires that a student have at least two years of experience living or working in a developing country outside of the United States. An applicant must have completed the requirements of an undergraduate degree. (A waiver may be an option in certain cases in which an applicant demonstrates at least five years of relevant training and field experience).

The ICED master of science degree in community economic development is a one-year, 36-credit program with sessions beginning in September and December of each year.

Required Courses

(Courses are 3 credits unless otherwise indicated)

CED	400	Accounting Foundation**
ICD	501	Accounting
ICD	503	Research and Evaluation Methods
ICD	509	Financial Management
ICD	515	Organizational Management for Community Organizations
ICD	531	Project Design and Management
ICD	532	Economics and Development
ICD	533	Principles and Practices of Development
ICD	535	Economics for CED
ICD	782	Information Management, Analysis and Presentation

And a minimum of 9 additional elective credits selected from the following:

ICD	506	Sustainable Responses to Environmental Problems
ICD	507	Housing and Land Use
ICD	508	Development Finance
ICD	511	Social Planning and Policy for Developing Countries
ICD	512	Cooperative Development
ICD	514	Gender Issues in CED
ICD	522	Microenterprise Development
ICD	534	Training for Trainers
ICD	721	Development as a Tool for Conflict Resolution

** All ICED students will be tested in accounting upon their arrival. They will be required to take this course if they don't pass the test.

Students also may attend one or more of the Short-term Training Institutes, such as the Microenterprise Development Institute, to satisfy up to six elective credits. Contact mdi@snhu.edu for additional information and register with the permission of your academic advisor.

Doctor of Philosophy (Ph.D.) In Community Economic Development

The Ph.D. program is focused on the disciplinary foundations of community economic development, supporting research in the field. It addresses the needs of a diverse group of CED professionals by preparing them for teaching and research-based careers in government, higher education and the nonprofit sector. Students in the Ph.D. program develop the knowledge and skills to promote action-oriented studies intended to help shape policies at the local, regional, national and international levels.

The Ph.D. program is offered in two formats. Students in the non-resident format attend classes for three to four days per month and participate in discussions and exchange assignments in an Internet-based distance-learning environment between class meetings. Students enrolled in the residential format attend classes weekly.

The same material is covered in both formats. Students who enroll in both formats meet in the same class jointly for at least three hours per month. Both groups of students participate in the same online discussions.

Required Courses

CED	801	Research Methods in CED I
CED	802	Research Methods in CED II
CED	803	Research Methods in CED III
CED	807	Quantitative Methods I
CED	808	Quantitative Methods II
CED	811	Theory of CED I - Historical and Global Perspectives
CED	812	Theory of CED II - Social Theory
CED	813	Theory of CED III - Theory and Practice

And four topics courses from the following:

CED	851	Seminar in CED
CED	855	Urban Development - Theory and Practice
CED	858	Policy Analysis in CED
CED	860	Institutional Transformation of Development Organizations
CED	863	Civil Society, Social Capital and Participation
CED	866	Globalization, States and the Community
CED	881	Independent Study*

*Enrollment in this course requires permission of a faculty member and the coordinator of the Ph.D. program. Taught by members of the SCED faculty.

Advanced Research

CED   891   Reading and Research**

**Enrollment in this course requires permission of the coordinator of the Ph.D. program. Taught by members of the SCED faculty. Students may enroll in this course after successfully completing their comprehensive exams.

Institutes for Professional Training and Other Programs

Short-term Training Institutes

The School of CED offers several institutes each year. Those enrolled in Institute courses may receive academic credit and/or certificates of participation.

Microenterprise Development Institute (MDI)

Microenterprise development practitioners come to Southern New Hampshire University for an intensive, three-week exploration of innovative strategies for building financial and social capital in marginalized and isolated communities. Participants come from around the world to learn about current methodologies from recognized microfinance experts. They have an opportunity to meet with guest speakers, fellow practitioners and instructors in a relaxed, New England atmosphere. Exploring strategies for integrating microfinance with social development programs is emphasized. For scheduling and other details, please call (603) 644-3124 or send e-mail to mdi@snhu.edu.

The CDCU Institute

The CDCU Institute is a partnership between the National Federation of Community Development Credit Unions (NFCDCU), the Credit Union National Association (CUNA) and the Southern New Hampshire University School of Community Economic Development. Courses are offered over three years, with students meeting for one week in the spring and one week in the fall of each year. Participants must be members of the NFCDCU to attend. Call the NFCDCU at (212) 809-1850 to register. For scheduling and other details, please call (603) 644-3123 or send e-mail to ced@snhu.edu.

The Center for Community Economic Development (CCED)

The Center for Community Economic Development is a nonprofit corporation affiliated with Southern New Hampshire University's School of CED. The center incubates innovative programs that make unique, significant and replicable contributions to the field. Staff members provide technical assistance to government agencies and community organizations and research a variety of community economic development issues. Contact Michael Swack at m.swack@snhu.edu.

Community Partnerships

Community Outreach Partnership Center (COPC)

The Community Outreach Partnership Center brings together resources and talents from the community, the nonprofit sector, the government and the university to further the growth and development of the Manchester Enterprise Community. COPC plays an active and visible role in community revitalization. The Center conducts applied research, coordinates outreach efforts with neighborhood groups and residents, acts as a local information exchange, stimulates support for neighborhood renewal, develops public service projects and instructional programs and collaborates with other partnership centers. Please call (603) 644-3103, ext. 3002, for details.

Community Development Financial Institutions (CDFI) Online Training Institute

The CDFI Online Training Institute offers quality online training via the Internet for people working with community development financial institutions. The following courses are offered:
1. How to Conduct a Market Analysis for a CDFI
2. How to Prepare Financial Projections for CDFIs
3. How to Develop and Operate a Community Development Lending Program

The CDFI Online Training Institute is supported by the U.S. Treasury Department's CDFI Fund. For additional information, please contact Sharon Hunt at (603) 644-3123 or s.hunt@snhu.edu.

Financial Innovations Roundtable (FIR)

The Financial Innovations Roundtable develops concrete ideas that link conventional and nontraditional lenders, investors and markets to provide increased access to capital and financial services in low-income communities. Members of the Roundtable include representatives from banks, investment firms, community development financial institutions, foundations and academic institutions. The goal of the Roundtable is to promote the development of joint programs, tools and approaches to financing development in low-income communities. For additional information, visit www.finir.org or contact Michael Swack at (603) 644-3135 or m.swack@snhu.edu.

Application/Enrollment Information

Master of Science in Community Economic Development (National Weekend Program)

A student applying for enrollment in the master of science in community economic development National Weekend Program (non-residential format) must:
- have a bachelor's degree and submit an official college transcript from an accredited institution.
- have two years experience working in community development or a related field.
- submit a completed application form and attend a faculty interview.

- write a two- to four-page personal statement describing his or her work experience, goals and expectations.
- pay a non-refundable, $20 application fee.

Refund Policy for Course Withdrawal

Students who withdraw from a course after one class receive a 100-percent refund, after two classes receive a 50-percent refund and after three classes receive no refund.

Master of Science in International Community Economic Development (ICED)

A student applying for acceptance into the International Community Economic Development (ICED) master of science program must:

- complete a Southern New Hampshire University international application form.
- submit official, embossed transcripts of postsecondary academic grades and degrees *(translated into English)*.
- have two or more years of work experience in community development or a related field.
- write a two- to four-page personal statement describing his or her work experience, goals and expectations.
- submit certified certificates and diplomas *(with English translations)*.
- demonstrate proof of English proficiency Students whose primary language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL) of 540 or higher. The university's TOEFL code number is 3649.

Refund Policy for Withdrawal

The refund policy for withdrawals is the same as the policy for the School of Business. Please see the School of Business section of this catalog for details.

Waiver Applications

The School of Community Economic Development accepts a limited number of students at the master's level who have not completed bachelor degree programs. They must go through a more extensive waiver application process that requires them to demonstrate:

- an ability to work at the graduate level.
- a commitment to community economic development/ community service
- a minimum of five years work experience in CED or a related field.

Students applying for acceptance at the master's level and requesting the waiver application must meet the following additional criteria to be considered for acceptance into the School of Community Economic Development. Applicants must:

- submit a completed application form.
- submit a personal statement as described in the Application Packet.
- submit copies of any official transcripts of undergraduate work completed.
- participate in a School of CED faculty interview (can be arranged by phone for long-distance applicants).

- submit references from three community leaders.
- submit a four- to six-page written essay (in addition to the personal statement). This essay must be written prior to the faculty interview. It must respond to a community economic development problem that requires the applicant to think and write as well as problem solve. Please contact Sharon Hunt, assistant to the director, at (603) 644-3123 to coordinate the waiver exam.

In addition, applicants must:
- have a minimum of five years community economic development or community service experience.
- demonstrate current involvement in an ongoing community economic development project.
- sustain a 3.0 GPA in the first term.
- pay the $20 nonrefundable application fee.

Ph.D. in Community Economic Development

A student applying for enrollment in the doctor of philosophy in community economic development program must:

- hold a master's degree from an accredited institution in community economic development or a related field, such as planning, public policy or business, with a GPA of 3.5 or above.
- submit three letters of reference that support the application.
- have demonstrated ability to do independent research.
- have five years of experience in community economic development or five years of professional experience in a related field.
- pay the $25 nonrefundable application fee.

Applicants must complete the application process by Jan. 31 to be considered (not guaranteed) for internal financial tuition support if admitted in September of the same year. Applications will be considered after Jan. 31, but applicants will not be able to request financial assistance if admitted the following September.

You may call the School of Community Economic Development at (603) 644-3103, fax your request to (603) 644-3130 or inquire by e-mail at ced@snhu.edu.
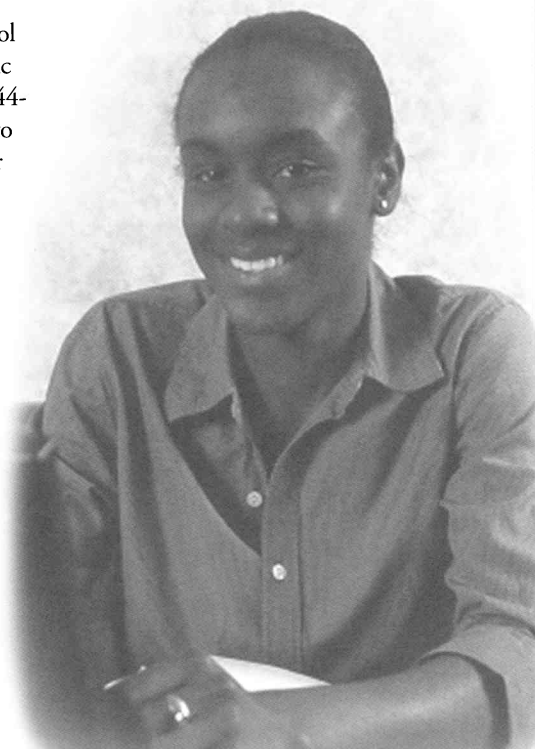
Tuition and Fees – 2002-2003

Master of Science in Community Economic Development

Tuition . . . . $2,596 per term, for four terms
Tuition for part-time students
(*less than seven credits per term*) . . . . $433/credit hour
Tuition overload per credit hour
(*more than 15 credits per term*) . . . . $433/credit hour
Books . . . . $200/term , times four terms
Living expenses on class
weekends . . . . estimated at $200/term, for four terms

Master of Science in International Community Economic Development

Tuition . . . . $1,299 per 3-credit course (*12 courses*)
Graduation fee $85
Medical insurance
(*mandatory, - 12 months*). . . . . $864 (*$72 per month*)
Books $600
Computer usage fee. $350
Campus housing
Townhouse. . . . . $2,306 per term
Residence Hall (*single*) . . . . $2,373 per term
Residence Hall (*double*) . . . . $1,654 per term
Campus meal plan
Townhouse . . . . $465 or $665 per term
Residence Hall . . . . $820 or $1,120 per term

Ph.D. In Community Economic Development

Tuition. . . . . $3,210 per course
Dissertation Colloquium . . . . $2,079 per term
Enrichment master's-level courses* . . . . $650 per course
Texts and materials. . . . . $1,000 - $1,500
Other fees: . . . . $25 application fee
$200 nonrefundable acceptance deposit

* A special, discounted tuition program for full-time doctoral students only, the enrichment discount does not apply to master's-level coursework taken by doctoral students enrolled on a part-time basis. A maximum of one enrichment discount is allowed per term and is subject to approval by the dean.

International-track community economic development students typically enroll in three terms per academic year. Community economic development doctoral students and students enrolled in the weekend master's program typically enroll in two terms per academic year. Full-time doctoral students take six or more doctoral credits per term. The dissertation colloquium fee is assessed each term after completion of all doctoral course work.

Doctoral students are subject to the same withdrawal and refund policies as all other graduate students. Please see the withdrawal and refund policies for details.

Note: International applicants are required to provide documentation showing they are able to meet the costs of the program. These costs are indicated on the I-20 form. The costs may appear to be somewhat higher than the total of tuition and room and board because they also include general living expenses, such as medical insurance, textbooks, pocket money, etc.

Additional information about community economic development programs, application requirements and costs is available by calling (603) 644-3103, via e-mail at ced@snhu.edu or by writing to:

Admissions
School of Community Economic Development
Southern New Hampshire University
2500 North River Road
Manchester, NH, 03106-1045

All academic program applications are online at www.snhu.edu.
1. Go to www.snhu.edu.
2. Click on "Academics."
3. Click on "CED."
4. Scroll down and click on "online applications."

School *of* Hospitality, Tourism & Culinary Management

Welcome

If additional study is part of your career development plan, I invite you to consider graduate opportunities in the School of Hospitality, Tourism and Culinary Management at Southern New Hampshire University. Our innovative curriculum and faculty who blend their passion for teaching and outstanding industry credentials distinguish our professionally oriented graduate programs.

We offer several graduate options in hospitality administration that are designed for hospitality and tourism graduates and professionals seeking to advance their management careers in hospitality, tourism, leisure and recreation fields. The multidiscipline curriculum emphasizes the leadership and management skills and competencies required by this complex and dynamic industry.

Our dedicated faculty members are highly experienced professionals with significant industry expertise. Teaching is our primary focus, and graduate students benefit from faculty members integrating industry experience and scholarly activities with their enthusiasm for facilitating learning in the classroom. The Certified Hospitality Educator (CHE) designation is held by all faculty members in the school, supporting our commitment to teaching excellence.

Graduate study at SNHU will provide you with the skills, competencies and credentials required for career advancement, preparing you for positions in general management, multi-unit management and corporate management in the world's largest service industry.

Sincerely,
William R. Petersen, CRDE, CHE
Dean, School of Hospitality, Tourism and Culinary Management

One in nine people worldwide are employed in the field of hospitality and tourism, making it the world's largest industry. Career opportunities for leaders with advanced skills in managing both human and physical capital abound in this growing, dynamic industry. At Southern New Hampshire University, the School of Hospitality, Tourism and Culinary Management has been preparing managers noted for their team-oriented approach to hospitality, strong work ethics and excellent communication skills for more than a quarter of a century.

The School of Hospitality, Tourism and Culinary Management offers several options for graduate study for individuals with either one year of related management experience or undergraduate degrees in hotel, restaurant, travel and tourism, or leisure and recreation management. A flexible format allows students to enroll full-time and complete the program in one year or enroll part-time and complete the program while maintaining full-time employment.

Foundation management skills and knowledge are built through general business administration, finance, information technology and marketing courses. Specialized courses in human resources and hospitality administration build the leadership and management competencies necessary for career advancement. Our graduate programs are highly interactive, synthesizing learning through connected industry interaction that culminates in an integrating experience in the capstone course, Consulting Project in Hospitality, Tourism, or Leisure and Recreation Management.

Hospitality administration graduates are prepared to manage and direct lodging, food service, club, resort, meeting and convention, tourism and leisure and recreation-related businesses. Global opportunities are available in a variety of corporate, nonprofit and governmental organizations in planning and development, general operations management, multi-unit management and corporate administration. Due to the multidiscipline hospitality administration curriculum, career opportunities are also available in services management and marketing, food manufacturing and distribution and management consulting.

Our Mission

The mission of the School of Hospitality, Tourism and Culinary Management is to anticipate and respond to the needs and expectations of those preparing for management and operational careers in the world's largest industry — hospitality and tourism.

The rapidly expanding and diverse service industry requires the synthesis of values, knowledge and competencies our multidiscipline programs provide. We strive to foster learning partnerships that utilize current industry practices and promote professional development and lifelong learning.

Our Commitments

The School of Hospitality, Tourism and Culinary Management is committed to:

- Students. Our relevant curricula develop student values, knowledge and competencies to prepare them to launch careers and develop as professionals.
- Industry Currency. We keep abreast of current events and trends to create a faculty, staff and student body that understand the complexities of this diverse industry. We do this through our advisory board, guest speakers, faculty interaction, research, conference and trade show attendance and field experience opportunities.
- Creativity. We value creativity in the culinary arts and hospitality and tourism management as we strive to meet and exceed guests' needs and expectations. We provide students with lab activities and other projects that provide outlets for their creativity.
- Collaboration. We strive to foster collaboration between students and faculty to reinforce the team concept of industry values and information.
- A Balanced Education. We recognize that preparing students for a variety of careers requires a multidiscipline approach to hospitality and tourism education.
- Practical Experience. We value the synthesis of discipline, skill, theory and practice in an industry setting.
- Community. We recognize we are a part of the greater community and value the opportunity to share our talents.

School of Hospitality, Tourism & Culinary Management - Academic Programs

Graduate programs:
- Master of Science in Hospitality Administration
- Master of Business Administration with a graduate certificate in Hospitality Administration (offered jointly with the School of Business)
- Graduate Certificate in Hospitality Administration

The Master of Science Degree in Hospitality Administration

The School of Hospitality, Tourism and Culinary Management offers a 14-course, 42-credit master of science degree program in hospitality administration. The professional master's program provides students with the leadership and management competencies needed for career advancement. Graduates are prepared for positions in general management, multi-unit management and corporate management in the world's largest service industry. The M.S. in hospitality administration is for students who have completed undergraduate degrees in hotel and restaurant management, tourism management, leisure and recreation or related fields. Students with other undergraduate degrees may be admitted if the applicant has at least one year of management experience in the hospitality and tourism industry.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500	Managerial Accounting
FIN	500	Financial Management
HOS	550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship and Development
HOS	685	Consulting Projects in Hospitality, Tourism or Leisure and Recreation Management
IT	500	Computer Information Systems
MBA	500	Research Methods in Business
MBA	510	Quantitative Analysis for Decision-Making
MKT	500	Marketing Strategies
OL	650	Service Management
OL	660	Redesigning Middle Management
OL	670	Leadership
OL	690	Business, Government and the Environment

Graduate Certificate in Hospitality Administration

The graduate certificate may be pursued as an independent program of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in hospitality administration and by students who hold bachelor's degrees and have the necessary educational background and professional experience. The M.B.A. degree and graduate certificate may be pursued concurrently.

Successful completion of the certificate program requires that the student maintain a GPA of at least 3.0 and earn a maximum of one grade of "C+" or lower. Courses successfully completed for the certificate program may later be applied to a graduate degree program.

This certificate may be completed as a five-course specialization to supplement the M.B.A. degree program, or as a 10-course graduate certificate.

Required Courses
(Courses are 3 credits unless otherwise indicated)

ACC	500*	Managerial Accounting
FIN	500*	Financial Management
HOS	550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship and Development
HOS	685	Consulting Projects in Hospitality, or Leisure and Recreation Management
MBA	510*	Quantitative Analysis for Decision-Making
MKT	500*	Marketing Strategies
OL	670	Leadership
OL	690*	Business, Government and the Environment

*Required M.B.A. courses offered by the School of Business

Academic Calendar

Term I	Term II*	Term III	Term IV
Sept. 9, 2002 - Nov. 30, 2002	Dec. 2, 2002 - March 8, 2003	March 17, 2003 - June 7, 2003	June 9, 2003 - Aug. 23, 2003 (11 weeks)

*Holiday, Dec. 22, 2002 - Jan. 5, 2003

Admission - Master's Degrees

We invite applications from students who have bachelor's degrees from accredited institutions. While many of our students have work experience in hospitality, tourism, leisure and recreation or other professional settings, we also encourage applications from students who are completing their undergraduate studies. Interviews are not required as part of the admissions process, though we invite students to visit the campus. Our advisors are available throughout the year to discuss programs with students.

Application Deadlines

Master's degrees . . . . Rolling admission

Students may be admitted to a School of Hospitality, Tourism and Culinary Management graduate program under the following categories:
- Unconditional Admission - indicates that a student has satisfied all specified background and other entrance requirements for his or her chosen program of study.
- Limited Admission - indicates that a student has not met all of the requirements for admission.
- Provisional Admission - indicates that a student's undergraduate GPA is less than 2.5. This qualification is lifted if a student achieves "B" grades, or a 3.0 GPA, in his or her first three graduate courses.
- Unclassified Admission - indicates that a student wishes to enroll in individual courses as a special student. An unclassified student later may apply a maximum of six graduate credits to one of the graduate programs.

Unconditional admission into graduate programs in hospitality administration requires that the student has earned a bachelor's degree in a hospitality related area with a cumulative GPA of 2.5 or better. Students also must have completed the following undergraduate courses or their equivalents and earned grades of "C" or better:

Accounting	6 credits
Microeconomics	3 credits
Macroeconomics	3 credits
Mathematics	6 credits
Statistics	3 credits
Information Technology	3 credits
Hospitality or Business Law.	3 credits

Students who have not satisfied the requirements listed above may have to take foundation courses.

Limited Admission

When an applicant is accepted under limited admission, deficiencies in background preparation may be satisfied with courses offered by Southern New Hampshire University or other institutions. Documented employment experience and qualifying scores on specified College-Level Examination Program (CLEP) tests may be accepted in place of academic preparation in some cases. More information about CLEP tests is available at the Registrar's Office.

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.

Leave of Absence and Reactivation

Students are not required to be enrolled in classes every term. However, students who fail to enroll for four consecutive terms will have their files deactivated. Those students must submit a Request to Reactivate form in order to resume their studies.

The eight-year time limit for completing degree requirements includes the terms during which students have not enrolled in courses.

Second Degrees

A student who wishes to earn a second master's degree through Southern New Hampshire University is required to take a minimum number of graduate courses beyond the first degree. The minimum number depends on the degrees being pursued. 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.

Foreign students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or IAP-66). This ordinarily will require new statements of financial responsibility and a letter that authorizes the program change. Students should contact the Center for International Exchange for specific requirements.

Internships

Internships for credit are available to full-time degree candidates and must be approved by the dean. These internships supplement traditional classroom experiences. In some cases, compensation is not awarded. Schedules are flexible and arranged to best suit the needs of students and employers.

The Career Development Office staff actively seeks internship opportunities for all eligible students. Each candidate must submit a formal application, a resume and a letter of intent to the School of Hospitality, Tourism and Culinary Management dean's office during the first two weeks of the term to set the placement process in motion. Once approved to participate in the program, the applicant must meet with a member of the CDO staff.

Foreign students in F-I status must have authorization from the Center for International Exchange prior to beginning their work experiences and must have completed nine consecutive months as full-time students. J-1 students must have recommendations and descriptions of training objectives from the school dean or their advisors in order to obtain sponsor approval for specific employment. J-1 students whose IAP-66s were issued by Southern New Hampshire University should contact the Center for International Exchange; other J-1 students should contact their sponsors.

Tuition and Fee Schedule - 2002-2003

Graduate course tuition . . . . $1,299 per course
Distance Education course tuition . . . . $1,359 per course
Books and materials. $1,200-1,500 per year
Graduation fee. $85
Parking fee. $35
Full-time student fees:
   Activity fee $300
   Computer fee $350
Campus Housing
   Townhouse. . . . . $2,306 per term
   Residence Hall *(single)* . . . . $2,373 per term
   Residence Hall *(double)* . . . . $1,654 per term
Campus Meal Plan
   Townhouse. . . . . $465 or $665 per term
   Residence Hall . . . . $820 or $1,120 per term

Full-time students may register for up to four courses per term. Part-time students may register for up to two courses per term. Permission of the dean is required to exceed these numbers.

School
of
Liberal Arts

School of Liberal Arts
Dean: Dr. Roberta Salper
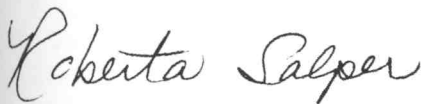
Welcome

The School of Liberal Arts offers graduate programs in Field-based Education, Community Mental Health and Teaching English as a Foreign Language. All of our graduate programs reflect a commitment to the essential role that the liberal arts play in education at all levels.

Our master's degrees in TEFL, community mental health and education introduce concepts and methods of critically analyzing knowledge, and teach students how to connect and integrate knowledge. We are dedicated to preparing students to become well-equipped professionals in the crucial areas of education and mental health. In addition, we enable our degree candidates to explore and fulfill the promise of their talents and to contribute meaningfully to the world in which we live.

All of us in the School of Liberal Arts welcome you to our graduate programs and invite you to join in an exciting exploration of the ways in which our faculty and curricula can help you fulfill both professional and personal aspirations.

We hope to meet you in classes and through the many other activities connected with the School of Liberal Arts. 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.

Roberta Salper, Ph.D.
Dean, School of Liberal Arts

Information about Southern New Hampshire University School of Liberal Arts graduate programs also is available on our Web site at www.snhu.edu.

Mission

The mission of the School of Liberal Arts is to nourish the growth of talent in the service of freedom. Liberal arts graduates have the skills, understanding and mental habits to enjoy a lifetime of learning. They have an appreciation for the achievements of humanity, including the contributions of individuals and cultures to civilization. Graduates are equipped to pursue careers and perform effectively in the global community.

A liberal arts education empowers students to explore and fulfill the promise of their potential in many important ways. The liberal arts provide a foundation for effective communication and critical thinking. They engender in us a respect for the basic principles of equity, democracy and acceptance of individual differences. They instill in us the capacity to recognize injustice and the conviction to challenge it.

We all will face challenging decisions in the coming decades. An education grounded in the liberal arts allows us to make those decisions using wisdom, vision and sensitivity in addition to analysis and technique.

Graduate Programs Offered Through the School of Liberal Arts

- Master of Science in Teaching English as a Foreign Language
- Field-based Education (M.Ed.) *(Please see the Education Programs section of this catalog)*
- Program in Community Mental Health (PCMH):
  - Master of Science in Community Mental Health
  - Certificate in Clinical Services for Adults with Psychiatric Disabilities
  - Certificate in Clinical Services for Children and Adolescents with Severe Emotional Disturbance and their Families
  - Certificate in Clinical Services for Persons with Co-occurring Substance Use Disorders and Psychiatric Disabilities

Admission Procedures and Decisions

The School of Liberal Arts seeks to maintain a student body that represents diversity in age and experience and a broad range of interests and abilities. The university looks for evidence of academic potential, strength of character, professional commitment, motivation, and promise for continued personal and professional growth and development.

The Master of Science in Teaching English as a Foreign Language

The M.S. in TEFL degree at Southern New Hampshire University is especially designed for those who teach or intend to teach English in foreign school systems, but is also valuable to anyone interested in English as a Second Language/English as a Foreign Language (ESL/EFL).

Opportunities for teaching English in other countries already are numerous and are increasing annually as English becomes a language of choice for many professions and a requirement in many foreign school systems, beginning as early as the third grade. The master's degree is the degree of choice for overseas employment.

This is a one-year program offered over four consecutive quarters. Participants are provided with the necessary theoretical instruction, but emphasis is placed on practical skills.

The program includes 12 required courses, including supervised practice teaching, for a total of 36 credits.

Required Courses

(Courses are 3 credits unless otherwise indicated)

EFL	501	Language Learning and Acquisition
EFL	502	Evaluation and Assessment
EFL	503	Descriptive Linguistics of American English
EFL	504	Introduction to Curriculum Development, Design and Implementation
EFL	505	Overview of TESOL Methodology
EFL	521	Design and Construction of Classroom Materials
EFL	523	Listening and Speaking Activities
EFL	525	Reading and Writing Activities
EFL	531	Pronunciation Activities
EFL	536	American Studies and Culture in Theme - and Content-based Instruction
EFL	537	Computer-Assisted Language Learning
EFL	599	Supervised Practice Teaching

Admission and Costs - M.S. in TEFL - 2002 - 2003

Those who wish to enter the M.S. in TEFL program must have completed the equivalent of a U.S. bachelor's degree with the equivalent of a 2.5 GPA and, if non-native speakers of English, have a TOEFL score of at least 550 on the paper-based test or at least 213 on the computer-based test.

Application information is available by writing to:

Center for Language Education
Southern New Hampshire University
2500 North River Road
Manchester, N.H., 03106-1045

Additional information about the program also is available at http://www.snhu.edu.

Costs (one year):

Tuition	$15,588
Fees	$650
Room *(sharing a four-person townhouse)* and partial board *(minimum amount required)*	$11,084
Living expenses *(estimate)*	$2,480
Medical insurance	$864
Books *(estimate)*	$660

Academic Calendar

Term I	Term II	Term III	Term IV
Sept. 9, 2002 - Nov. 30, 2002	Dec. 2, 2002 - March 8, 2003	March 17, 2003 - June 7, 2003	June 9, 2003 - Aug. 23, 2003 (11 weeks)

Term 1: No classes 11/28/02 and 11/29/02 (Thanksgiving Holiday)
Term II: Holiday Break: Dec. 22, 2002 - Jan. 5, 2003 (classes resume 1/5/03)
Spring Break March 9 - 16, 2003
Term III: March 17, 2003 - June 7, 2003 (no classes 5/27/03, Memorial Day)
Term IV: June 9, 2003 - August 23, 2003 (no classes 7/4/03, Independence Day)

The Program In Community Mental Health (PCMH)

Public mental health systems throughout the United States are shifting from institutional care to promoting full community reintegration for people with psychiatric disabilities. Effective community-based programs fully involve clients and their families and use practice models that reflect the cultural, racial, ethnic and gender diversity of service recipients.

The graduate Program in Community Mental Health was founded at Trinity College of Vermont in 1995 in a collaborative effort between staff at the Center for Community Change, Trinity College faculty in the Department of Basic and Applied Social Science, and the Vermont Department of Developmental and Mental Health Services. The program received significant financial support from the van Ameringen Foundation.

The competency-based, multidisciplinary program, now at Southern New Hampshire University, offers a state-of-the-art graduate education for staff and supervisors in community-based behavioral health care. It also is designed for service recipients and family members who may wish to become service providers.

Students may obtain graduate certificates in clinical services for adults with psychiatric disabilities, for children and adolescents with severe emotional disturbances and their families or for persons with co-occurring substance use disorders and psychiatric disabilities. Those completing advanced course work receive a master of science degree in community mental health. Graduates are prepared to assume clinical and administrative leadership positions in behavioral health organizations at the state and local levels.

The curriculum is based on a set of core competencies that have been drawn from research literature, practices in model programs, and input from professionals, service users and their families. The program's competencies and curriculum have been cited as national models in studies supported by the federal Center for Mental Health Services. Program competencies emphasize clinical and management skills and the values of empowerment, integration, recovery, family preservation and cultural competence.

The program combines classroom instruction and distance-learning activities and is geared to adult learners working full-time in the mental health field. Intensive weekend instruction is provided for cohorts at "learning community" sites in several states across the country.

The master's program begins with Immersion Weekend, an orientation period during which students develop their Individual Professional Development Plans. Each subsequent three-credit course lasts two months and involves two weekends of instruction. Classes meet one weekend per month for a total of 32 contact hours per course. Students continue their learning at home through readings, written assignments and other course materials.

Students complete a 100-hour practicum that runs concurrently with the Helping Relationships and Diagnosis and Assessment courses, and two 300-hour internships that are taken concurrently with other course work. Students complete an integrative master's project during the last six months of course work.

Supplemental course work and additional internships are available to prepare students for clinical licensure as mental health counselors. The program works with state licensing boards to meet educational and licensing requirements. The PCMH also offers a community mental health counseling track that includes 12 additional hours of course work for states that require students seeking licensure to complete 60-credit master's programs. The university does not guarantee that students who complete the program will become licensed.

The PCMH Certificate Program

The certificate program consists of 22 credits and includes seven three-credit courses and one one-credit course. All students complete five foundation courses, two three-credit courses in their clinical specializations and a 300-hour internship.

Foundation Courses

(Courses are 3 credits unless otherwise indicated)

		Orientation and Immersion Weekend *(no credit)*
PCMH	600	Overview of Behavioral Health Services
PCMH	610	Helping Relationships
PCMH	615	Practicum (1 credit)
PCMH	680	Diagnosis and Assessment
PCMH	682	Human Development

Clinical Core

Students must complete one of the following sets of two courses:

PCMH	630	Clinical Skills I: Working with Adults with Psychiatric Disabilities
PCMH	631	Clinical Skills II: Working with Adults with Psychiatric Disabilities
		or
PCMH	635	Clinical Skills I: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance & Their Families
PCMH	636	Clinical Skills II: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance & Their Families
		or
PCMH	645	Clinical Skills I: Co-occurring Substance Abuse and Psychiatric Disabilities
PCMH	646	Clinical Skills II: Co-occurring Substance Abuse and Psychiatric Disabilities
		and
PCMH	650	Internship I (300 hours)

The Master of Science in Community Mental Health

The master of science program in community mental health consists of a minimum of 48 credits, including the 22-credit certificate course sequence and 26 credits of advanced coursework. The community mental health counseling track includes four supplemental elective courses for states that require a 60-credit master's program for licensing as a mental health counselor.

Advanced Core

(Courses are 3 credits unless otherwise indicated)

PCMH	620	Community Resources
PCMH	662	Internship II *(300 hours)*
PCMH	665	Program Evaluation and Systems Research
PCMH	666	Professional Affairs and Ethics
PCMH	667	Community & Systems: Analysis, Consultation & Change
PCMH	690	Final Project *(2 credits)*

Select three electives from the following and/or from the community mental health counseling track courses listed below:

PCMH	672	Management of Behavioral Health Services
PCMH	675*	Co-occurring Issues for Children and Families
PCMH	676*	Physiology of Addictions and Psychopharmacology

Required for students in the co-occurring disorders specialization.

Community Mental Health Counseling Track

Four additional courses are required, including Internship III, from the list of electives below. These courses may be offered for continuing education credit in states that do not require 60 credits for licensure as a mental health counselor.

PCMH	663	Internship III *(300 hours)*
PCMH	681	Counseling Theory
PCMH	683	Group Process
PCMH	684	Psychopathology
PCMH	685	Social and Cultural Foundations
PCMH	686	Career and Lifestyle Development
PCMH	687	Marriage and Family Therapy

Application Review Process - PCMH

The admission review for the Program in Community Mental Health is based on a careful comparison of applicants' qualifications. Particular attention is paid to past accomplishments and future promise in the field. Selected faculty members review applications and consider personal and professional experiences in addition to academic achievements.

To be eligible for admission into the certificate or master of science programs in community mental health, prospective students are expected to:

- have earned a baccalaureate degree at an accredited college or university.
- present an official transcript showing at least a 2.5 cumulative grade-point average for undergraduate studies.
- submit a completed application and a nonrefundable, $40 application fee.
- submit an essay responding to items described on the application form.
- furnish two letters of reference *(forms are provided)*.

Submit application materials to:

Southern New Hampshire University
Vermont Center - PCMH Admissions
463 Mountain View Drive, Suite 101
Colchester, VT 05446
1-800-730-5542
www.snhu.edu

Application Deadlines - PCMH

Admission application deadlines are determined for each cohort site in accordance with the schedule for course delivery. These deadlines are published with the application form and admission materials that are distributed to potential students. Generally, applicants are asked to submit materials at least one month prior to the beginning of the term in which they intend to enroll.

Conditional Acceptance - PCMH

Conditional acceptance may be offered when the university is uncertain whether an applicant has provided evidence that he or she will be successful in the program. The student will be advised of the conditions that must be met in order for him or her to be formally accepted into the program. The student will be formally admitted when the conditions have been met. Students will be subject to administrative withdrawal if they fail to meet the conditions.

Tuition and Fee Schedule - PCMH - 2002 - 2003

Tuition	$298 - $322/credit *(site-specific)*
Orientation Fee	$298 - $322 *(site-specific)*
Library-Technology Fee	$250
Application Fee	$40
Graduation Fee	$100

Transfer Credit

Credits earned at any other college or university are transferable only at the discretion of the receiving university. Three credits from other accredited colleges or universities may be transferred into the PCMH certificate program. A maximum of six credits of graduate work completed elsewhere may be approved for transfer into the master of science program, provided that:

- the institution from which the work is to be transferred is authorized to grant graduate degrees by its regional accrediting agency.
- the credits to be transferred are graduate-level.
- the course to be transferred is comparable to and may serve as a substitute for course requirements in Southern New Hampshire University's graduate program.
- the course must have been taken within the last five years.
- the applicant earned a grade of "B" or better in the course being considered for transfer credit.

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide his or her academic advisor and program director with this information and official transcripts. Responsibility for the acceptance of transfer credit rests with the dean of the School of Liberal Arts. A copy of the transfer credit evaluation is sent by mail to the student.

Grades do not transfer. A student's GPA is based solely on courses completed at Southern New Hampshire University.

Non-degree Students

Non-degree students who have earned baccalaureate degrees are permitted to undertake limited graduate course work in the community mental health 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 Program in Community Mental Health, must follow the regular admission procedures.

Degree Requirements and Time Limits

The Certificate Program

Students seeking to complete the certificate program must earn 22 credits with a GPA of 3.0 on a 4.0 scale, complete an approved 300-hour pass/fail internship. No grades below a "C" will be accepted for graduation, and students must complete the program within four calendar years of acceptance.

The Master of Science Degree Program

Students seeking the master of science in community mental health must complete either the 48-credit track or the 60-credit track with a GPA 3.0 or better on the 4.0 scale and complete an approved 100 hours of practicum and two 300-hour pass/fail internships. No grades below a "C" will be accepted for graduation, and students must complete the program within eight calendar years of acceptance. No more than 6 graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval.

Prerequisites

Students will be required to attend an initial Orientation and Immersion Weekend, which is intended to provide them with an in-depth introduction to the program and an opportunity to plan their courses of study.

PCMH 600, PCMH 610, PCMH 615 and PCMH 680 are foundation courses and prerequisites for specialization courses and internships in the certificate program.

51

Graduate Education Programs

Graduate Education Programs

Education at Southern New Hampshire University is a growing area with a diverse array of programs at both the undergraduate and graduate levels. Graduate programs range from master's of education degree programs in Curriculum and Instruction, Elementary Education or Secondary Education with General Special Education, Teaching English as a Second Language and the Field-Based Education to the master of science degree in Business Education. Graduate certificate programs also are offered.

The programs provide opportunities for professional growth and acquisition of the increased knowledge necessary for teachers and educational administrators in today's modern society. It is our aim to have graduates possess the qualities of mind and character that will make them role models and mentors for their students and their profession. We expect them to demonstrate a commitment to excellence, by raising standards and by improving practices in educational institutions and environments.

Inquiries about graduate education programs may be directed to:

Graduate Admission
Southern New Hampshire University School of Business
2500 North River Road
Manchester, NH 03106-1045 (USA)
(603) 644-3102   FAX (603) 644-3150
E-mail: graduateprograms.@snhu.edu

Graduate Education Programs

Master of Education in:
Curriculum and Instruction
Elementary or Secondary Education with General Special Education
English as a Second Language
Field-based Education

Master of Science in:
Business Education (please see the School of Business section of this catalog)
Teaching English as a Foreign Language (please see the School of Liberal Arts section of this catalog)

Graduate Certificate in:
Advanced Study in Education
Computer Technology Educator (please see the School of Business section of this catalog)
Professional Study in Education
School Business Administration (please see the School of Business section of this catalog)
Training and Development (please see the School of Business section of this catalog)

Programs Leading to New Hampshire State Certification

The Master of Education Degree in Elementary or Secondary Education with General Special Education

This program provides an opportunity for students whose undergraduate work was in another discipline to earn teacher certification and a master's degree. It is designed for the beginning educator who wishes to focus on instructional excellence and become a qualified generalist in education.

A minimum of 36-semester hours are required to complete the M.Ed. degree program. The total number of credits required for certification and for the degree may vary, depending upon the student's previous course work.

All students who wish to earn the M.Ed. degree must successfully complete the following:

EDU	601	Research Seminar
EDU	575	Strategies for Developing a Teaching Perspective
EDU	580	Developing a Professional Portfolio or A Thesis Option or Comprehensive Examination

A majority of students elect to complete the M.Ed. in the areas of elementary or secondary education. Specializations are possible in joint certification programs that lead to master's degrees in General Special Education and Teaching English as a Second Language.

Students seeking secondary certification, which is available in English (grades 5-12) and social studies (grades 5-12), may need to supplement their undergraduate majors with courses in the discipline as well as with professional education courses.

The elementary or secondary teaching programs are designed to meet New Hampshire teacher certification standards.

Elementary or Secondary Teacher Certification with General Special Education

In this section of the program, students take courses that the New Hampshire State Department of Education requires for certification in elementary or secondary education. The total number of credits required for certification may vary, depending upon the student's previous course work.

Elementary Education Certification, K-8
Required Courses
(Courses are 3 credits unless otherwise indicated)

EDU	501	Methods of Teaching Reading
EDU	502	Methods of Teaching Language Arts
EDU	503	Methods of Teaching Mathematics
EDU	504	Methods of Teaching Science and Social Studies
EDU	505	Integration of Specialty Areas: Art, Music and Physical Education
EDU	521	Principles of Education
EDU	532	Technology Applications for Educators, Basic or

EDU	533	Technology Applications for Educators, Advanced
EDU	550	Educational Assessment
EDU	571	Student Teaching (16 weeks- 6 credits)
LLD	501	The Exceptional Child
PSY	521	Educational Psychology
RDG	531	Children's Literature

Dual Certification in Elementary Education with General Special Education
Additional Required Courses:

LLD/		
EBD	521	Behavior Management
LLD	525	Curriculum Integration for Students with Exceptionalities
LLD/		
EBD	561	IEP: Consultation and Collaboration

Secondary Teaching Certification
Required Courses
(Courses are 3 credits unless otherwise indicated)

EDU	510	Designs for Effective Middle/Secondary Teaching
EDU	511X	Methods of Teaching in Secondary Schools *(subject-specific)*
EDU	521	Principles of Education
EDU	532	Technology Applications for Educators - Basic or
EDU	533	Technology Applications for Educators - Advanced
EDU	550	Educational Assessment
EDU	571	Student Teaching *(16 weeks-6 credits)*
LLD	501	The Exceptional Child
PSY	515	Adolescent Psychology
PSY	521	Educational Psychology
RDG	535	Survey of Reading for Jr./Sr. High School Teachers

Dual Certification in Secondary Education with General Special Education
Additional Required Courses

LLD/		
EBD	521	Behavior Management
LLD	525	Curriculum Integration for Students with Exceptionalities
LLD/		
EBD	561	IEP: Consultation and Collaboration

The Master of Education in Teaching English as a Second Language

Teaching English as a Second Language is a 33-credit master of education program of which only the certification option currently is offered. This option is designed for a teacher who already is certified to teach in other areas of education.
Certification Only Required Courses

(Courses are 3 credits unless otherwise indicated)

ESL	501	Issues in Teaching Language
ESL	502	First and Second Language Acquisition
ESL	506	The Socio-Cultural Context of Language Teaching
ESL	520	Language Analysis
ESL	542	Curriculum and Assessment I
ESL	543	Curriculum and Assessment II
ESL	571	Clinical Experience

Also required are two additional electives (6 credits) from graduate progress selected with the approval of the program director.

Other Graduate-Level Education Programs

The Field-based Master of Education Program

The Field-based Graduate Program in Education offers a master of education degree and graduate certificates in Professional Study in Education and Advanced Study in Education. It is centered on excellence in teaching and promotes 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, as we believe that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats 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 to develop greater expertise at any level, from elementary 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 in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

The Field-based Graduate Program in Education currently has locations in St. Albans, South Royalton, Bristol, Lyndon, Colchester, Bennington, White River Junction and Danville, Vt.; and the Colegio Ingles, a private school with English-speaking students in preschool through the ninth grade, in Monterrey, Mexico.

A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 12 to 15 educators interested in pursuing their master of education degrees is required for the creation of a new cohort. The program's original roots are in Vermont, though there are hopes to expand it to New Hampshire soon.

The master of education program requires completion of 36 semester credit hours.

Core Courses

(Courses are 3 credits unless otherwise indicated)

EDGR	610	Dimensions of Curriculum and Management
EDGR	620	Dimensions of Teaching and Instructional Technology
EDGR	630	Dimensions of Assessment and Evaluation
EDGR	640	Dimensions of Leadership and Organization
EDGR	650	Dimensions of Learning and Development

Applications Courses

The second level of course work is distributed over five courses that further reflect the five aspects of educational activity. Students can actively shape their studies to reflect personal, professional or district goals.

EDGR	615	Curriculum and Management Decision-Making
EDGR	625	Teaching and Instructional Technology Applications
EDGR	635	Applications in Assessment and Evaluation
EDGR	645	Challenges in Leadership
EDGR	655	Learning and Development Applications

Integrating Activities

Students are able to personalize their degrees through the integrating activities of the Profile Seminar and the Action Research Practicum. Action Research provides a foundation for continual learning and professional development and is a keystone of the program.

EDGR	600	ProFile Seminar *(1 credit)*
EDGR	601	Action Research Seminar *(1 credit)*
EDGR	602	Action Research Seminar *(1 credit)*
EDGR	603	Action Research Seminar *(1 credit)*
EDGR	604	Action Research Seminar *(1 credit)*
EDGR	690	Capstone Seminar *(1 credit)*

The Certificate of Advanced Study (C.A.S.)

The Certificate of Advanced Study is designed to allow educators to pursue specific education topics through self-designed courses of study. A student must have earned a master's degree from an accredited institution before applying for a C.A.S. Nineteen credits are required and selected from the master of education core curriculum and the courses of interest. Students work with faculty members and the academic program director to construct a meaningful and cohesive theme.

All 19 credits must be completed through Southern New Hampshire University. No transfer credits can be accepted for the C.A.S. However additional course work beyond the 19 required credits may be transferred to supplement a student's theme.

The Certificate of Professional Study (C.P.S.)

The Certificate of Professional Study is for educators who are interested in pursuing additional course work beyond their bachelor's degrees who do not wish to complete a master of education program. Nineteen credits are required and selected from the master of education core curriculum and courses of interest. As with the C.A.S program, all 19 credits must be taken through Southern New Hampshire University.

Admission - Field-based Graduate Program in Education

The master of education program is intended for teachers who hold bachelor's degrees that can be verified by official transcripts. Interested applicants should submit the following materials to:

Southern New Hampshire University
Vermont Center - Field-based Graduate Education Programs
463 Mountain View Drive, Suite 101
Colchester, VT 05446
1-800-730-5546
http://www.actioneducation.com
info@actioneducation.com

- Southern New Hampshire University graduate program application.
- Official transcripts from previous undergraduate and graduate course work.
- A teaching certificate or evidence of teaching experience.
- Access to a teaching situation.
- An external critique of the applicant's professional education activities within the year of application.
- Successful completion of EDGR 600 ProFile Seminar.
- Non-refundable $40 application fee.

This degree is not intended for initial certification/licensure.

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree, has at least one year of full-time teaching experience in grades K-12 and possesses good communication skills. The applicant's previous academic record also will be considered. Each candidate must take the 1-credit EDGR 600 ProFile Seminar to explore and reflect upon personal and professional goals; this is a requirement for admission into the program.

Time Limits

The Field-based Graduate Program in Education is designed for practicing educators who would like to participate on a part-time basis. By taking courses during the fall, spring and summer terms, students may complete the 36-credit master of education degree in approximately three years or the Certificate of Advanced Study (C.A.S.) in two years. Program completion time for the master of education is flexible and depends upon each program cohort's preferences and needs; however, the program must be completed within eight years. Completion time for the Certificate of Advanced Study is determined by the courses included in one's program. Course enrollment or acceptance into the program may occur during the fall, spring or summer terms.

Transfer Credit

Applicants for the Field-based Graduate Program in Education are notified that credits earned at any college are transferable only at the discretion of Southern New Hampshire University.

A maximum of six credits of graduate work may be approved for transfer, provided that:

- The institution from which the work is to be transferred is authorized to grant graduate degrees by the regional accrediting agency.

55

- The credits to be transferred are graduate-level.
- The course to be transferred is comparable to and may serve as a substitute for course requirements in Southern New Hampshire University's field-based graduate programs in education.
- The course must have been taken within the last five years.
- The applicant earned a grade of "B" or better in the course being considered for transfer credit.

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information in addition to official transcripts. Responsibility for the acceptance of transfer credit rests with the dean of the School of Liberal Arts. A copy of the transfer credit evaluation is sent by mail to the student.

Grades do not transfer. A student's GPA is based solely on courses completed at Southern New Hampshire University.

The Master of Education in Curriculum and Instruction

Designed for the classroom teacher who wishes to focus on the instructional excellence, this 33-semester-hour program provides a central core of five courses, combined with the opportunity to explore one or more related educational areas. In consultation with an advisor, each student selects three elective courses as well as three choice courses from college programs reflecting his or her individual interests and needs. The courses may be drawn from the fields of business education, computer technology education, elementary/secondary education, general special education and/or teaching English as a second language.

Completion of the program leads to the master of education degree. The Curriculum and Instruction program is not a program that results in state certification.

Required Courses

EDU	532	Technology Applications for Educators - Basic
		or
EDU	533	Technology Applications for Educators - Advanced
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	570	Practicum I Curriculum and Instruction
EDU	601	Research Seminar

Electives

Select three (3) graduate courses in education and three graduate courses in other disciplines.

Exit Option: Satisfactory completion of Thesis, Comprehensive Exam or Developing a Professional Portfolio (requires EDU 580, a 3-credit elective course).

Students have the option of doing a practicum to fulfill one of the electives. All electives are selected with the approval of the student's advisor.

Admission

Admission Requirements - Master of Education Degrees

An applicant must have a bachelor's degree from an accredited institution.

A student may take up to six credits (two courses) before formal acceptance into a master's degree program. Qualified students who do not intend to matriculate into a master's degree program may take graduate courses but must sign a waiver form.

The applicant is required to submit all application materials together and confirm that the Office of Graduate Admissions has received the following documentation:

1. A completed application form submitted in duplicate with a $40 nonrefundable application fee. Applications must be typed or printed in black ink. *(Make check payable to Southern New Hampshire University.)*
2. Official transcripts from all institutions previously and currently attended. This includes transcripts from institutions where credits were transferred. *A cumulative undergraduate grade-point average of "C" or better is required. All transcripts are to be sent with the application in sealed envelopes from the original institutions.
3. Three strongly supportive current recommendation forms completed by colleagues (non-relatives) who are acquainted with the applicant's academic and/or professional abilities and aptitude for graduate study. These forms are to be submitted with the application in sealed envelopes with the recommender's original signature over the seal.
4. A copy of current teacher certification, if applicable.
5. Official results of the Miller Anthologies Test (MAT) or the Graduate Record Exam (GRE). *(Not required for applicants who hold master's degrees.)*
6. Non-native English language speakers must also submit official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 550 is required.

Applicants with foreign transcripts must complete additional admission requirements.

Standardized Admission Tests

Applicants are required to take either the Miller Anthologies Test (MAT) or the Graduate Record Exam (GRE). The primary purpose of these tests is to provide information to support the application for admission for graduate study.

Southern New Hampshire University will accept exam results for exams that were completed within the past five years.

Students wishing to take the GRE or the TOEFL must make their own arrangements.

Tuition and Fees

Please contact the Graduate Admission Office (see the beginning of this section) for tuition and fee information.

Graduate Course Descriptions

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

ACC	Accounting
CED	Community Economic Development
DOC	Common D.B.A. and Ph.D. Doctoral
ECO	Economics
EDGR	Field-based Graduate Program in Education
EDU	Education
EFL	English as a Foreign Language
ESL	English as a Second Language
FIN	Finance
GSB	Foundation-level courses (no credit)
HOS	Hospitality Administration
ICD	International Community Economic Development
INT	International Business
IT	Information Technology
LLD/ EBD	Learning and Language Disorders/Emotional and Behavioral Disorders
MBA	M.B.A. - Business Administration
MBE	Business Education
MKT	Marketing
OL	Organizational Leadership
PCMH	Community Mental Health
PSY	Psychology
RDG	Reading
SPT	Sport Administration
TAX	Taxation

Accounting

ACC 500
Managerial Accounting (3 credits)

Students in this course study the accumulation of accounting information. The internal use of accounting for management planning, control and decision-making is emphasized. Background preparation: 6 credit hours of accounting or equivalent.

Note: ACC500 cannot be taken for credit or as an elective if ACC510 has been completed.

ACC 510
Managerial, Budgeting and Cost Accounting I
(3 credits)

This is a comprehensive study of the concepts, procedures and practices of accounting systems that are designed to aid in the planning and control of a variety of for-profit and nonprofit organizations. Background preparation: 6 credit hours in accounting or equivalent.

Note: ACC510 may be taken in place of ACC500 but cannot be taken for credit or as an elective if ACC500 has been completed.

ACC 600
Managerial, Budgeting and Cost Accounting II
(3 credits)

This course is a continuation of ACC510. Prerequisite: ACC510 or ACC500 and permission of the instructor.

ACC 610
Financial Reporting I (3 credits)

This course examines financial accounting theories and practices and emphasizes asset and liability, measurement and reporting. Prerequisite: ACC510 or ACC500 and permission of the instructor.

ACC 620
Financial Reporting II (3 credits)

This course is a continuation of ACC610. Topics include stockholders' equity, income measurement, income taxes, pensions, leases and statements of changes in financial positions. Prerequisite: ACC610.

ACC 630
Financial Reporting III (3 credits)

This course examines such advanced accounting topics as partnerships, consolidations, insolvencies, estates and trusts. Prerequisite: ACC620.

ACC 640
Auditing (3 credits)

This course is a study of the concepts and methods of professional auditing. Prerequisite: ACC620.

ACC 645
Advanced Auditing (3 credits)

This course continues the study of the concepts and methods of professional auditing. Statistical sampling, computer-assisted auditing, AICPA auditing standards and professional ethics are emphasized. Computerized case studies provide realistic exposure to the work and responsibilities of auditors. Prerequisite: ACC640 or completion of an undergraduate-level auditing course with a final grade no lower than a "B" or permission of the instructor or the area chair.

ACC 660
Controllership (3 credits)

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. Prerequisites: ACC600 or equivalent and ACC620 or equivalent or permission of the instructor or the area chair.

ACC 670
Accounting Information Systems (3 credits)

This course focuses on computer-based financial information systems and their integration into organizations' total information systems. Students examine accounting systems in terms of inputs and outputs from the viewpoints of users, controllers, auditors and designers. Topics include computer hardware and software, systems analysis and design, database management systems, internal control, and specific accounting and auditing computer applications. Background information: 3 credit hours in information technology or equivalent. *Note: ACC670 is cross-listed as IT685.*

ACC 680
International Accounting (3 credits)

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. Prerequisite: ACC500 or 6 credit hours of undergraduate cost accounting or permission of the instructor or the area chair. *Note: ACC680 can be used as an international business elective.*

ACC 690
Advanced Topics In Financial Reporting (3 credits)

This course is an examination of advanced topics in accounting, including SEC reporting, corporations in financial difficulty, multinational accounting and additional consolidation reporting issues not covered in Financial Reporting II. Prerequisite: ACC630.

ACC 700
Seminar In Accounting Topics (3 credits)

This is the capstone course for the master of science in accounting program. It surveys topics and controversies in accounting literature to help students appreciate the development and status of generally accepted accounting principles. The course requires a research project and a presentation on issues related to the practical application of accounting principles. Prerequisite: ACC630 or ACC640.

Community Economic Development

CED400 (Foundation Course)
Fundamentals of Accounting

This non-credit course will introduce the fundamental concepts of accounting to students who may not have prior or recent academic or business experience in this subject area. Students who have never had an accounting course in the undergraduate studies or who completed their course work with a grade lower than a "B" should plan to take this course. The primary objective of this course is to enable students to develop fundamental skills in using and understanding financial information and the accounting tools necessary to the successful operation of any business or organization.

CED 507
Housing and Land Policy (2 credits)

Students examine the legal, institutional, economic, political and environmental factors that affect housing and land policy and the development of affordable housing.

CED 521
Perspectives In International Development (1 credit)

This seminar looks at the intermediary organizations that bridge the gap between the state and multilateral (public) organizations and the state and local, community-based (private) organizations. Selected participants in the international CED program are invited to join members of the weekend CED program to provide insights based on their perspectives and experience. May not be offered every term.

CED 522
Microenterprise Development (2 credits)

This course looks at the characteristics of the informal sector, the businesses that crowd the lowest rung of the economic scale, and examines ways of assisting these income-generating, self-employment ventures.

CED 523
Topics In CED (2 credits)

Community economic development topics of current interest are discussed extensively in this seminar. This seminar course is designed for emerging topics in the field of CED. It is not intended for topics routinely covered in the curriculum. May not be offered every term.

CED 523A
Topics In CED (1 credit)

Community economic development topics of current interest are discussed in summary in this seminar. This course provides students an opportunity to be exposed to emerging issues in the field of CED.

CED 531
Indigenous Economics (2 credits)

This course explores the relationships between Native American communities and economies and the dominant cultural and economic forces in the United States. The course compares and contrasts traditional and contemporary economic practices.

CED 701
Introduction to Community Economic Development *(2 credits)*

This is a foundation course in which students examine the values, issues and models underlying the theory and practice of community economic development (CED). The course starts with an examination of the theoretical and conceptual framework for community economic development.

Participants examine the range of economic challenges confronted daily by residents of under-served communities. Students examine the practices and strategies of CED and look at how CED approaches the challenges of job creation and retention and community revitalization. An overview of such strategies as asset building with individual development accounts and self-employment and community building with community loan funds, cooperatives, employment and training initiatives will be provided. Project examples and participants' experiences will serve as course materials along with the required readings. Students also review issues and challenges facing the field.

CED 702
Law and Community Development *(1 credit)*

Topics covered include legal structures and ways they clash with cultures, the American legal system, selecting a legal structure, the nonprofit corporation, taxation and organizational issues of unincorporated associations, and for-profit and nonprofit corporations and their relationship to subsidiaries.

CED 702A
Advanced Law and Community Development *(1 credit)*

Students study recent court cases and their effects on community development organizations, tax laws, nonprofit development organizations, legal issues of joint venturing and syndication involving nonprofit development organizations. Prerequisite: CED702.

CED 703
Managerial Accounting *(2 credits)*

This course covers issues of fiscal management, financial reporting, management control, and internal and external accountability for nonprofit development organizations. Prerequisite: CED400 or equivalent.

CED 704
Financing Community Economic Development *(2 credits)*

This course covers issues concerning the operations and policies of traditional and nontraditional financial institutions and how they affect community development projects and organizations.

CED 705
Financial Management *(2 credits)*

This course covers financial statements, ratio analysis, operations planning, and making and understanding investment decisions. Prerequisite: CED703.

CED 706
Business Development *(2 credits)*

The planning and development of small business ventures is a core element of CED strategy. This course covers the preparation of business plans, market analyses, financing sources, basic financial statements in business planning and the impact of business development on community needs. Prerequisite: CED705.

CED 707A&B
Organizational Management for Community Organizations *(1 credit each)*

These courses cover the skills required for effective management in democratically controlled, community-based organizations. Students undergo a self-analysis of their management styles and study models to be used to diagnose organizations. Topics include strategic planning, personnel management and board/staff responsibilities.

CED 708
Development of Cooperatives *(2 credits)*

A cooperative is a flexible model for creating community-owned institutions. This course covers the start-up of a cooperative, membership issues, legal issues, tax and security issues, cooperative management systems and the educational components of cooperative development. Students review various types of cooperatives, including worker, consumer, credit and housing cooperatives.

CED 709
Marketing, Fund Raising and Promotion *(2 credits)*

Nonprofit organizations must become more competitive to survive. Students learn how to analyze their communities and organizations in order to develop fund-raising plans to make them more self-sufficient. The focus is on fund-raising strategies.

CED 710
Housing Development *(2 credits)*

This course includes market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, the identification of public and private subsidies, and various forms of ownership, including cooperatives and land trusts.

CED 712
Information Technologies & Community Economic Development (2 credits)

Information technology and online communication can strengthen local capacity to mobilize resources. Such benefits as peer-to-peer exchanges have enhanced professional and institutional development and the provision of services. This course provides participants with the opportunity to undertake independent research on the best practices for using information technology in low-income communities.

CED 717A&B
Independent Study (12 credits)

Independent Study must be approved in writing by academic advisors prior to registration.

CED 718
Non-Profit Management (2 credits)

This course is designed as an integrative experience for advanced graduate students to enhance their knowledge and skills. It approaches nonprofit management from the perspective of what effective community-based organizations do well. It examines organizational mission, structure, project development practices, profitability, business planning and contribution to the CED movement.

CED 722
Negotiation Strategies (1 credit)

This course covers negotiation techniques and strategies for CED organizations and practitioners.

CED 723
Training of Trainers (2 credits)

This course covers the principles and methods of adult education. Equipping participants with the ability to become effective trainers in their communities is emphasized.

CED 724
Marketing Strategies (2 credits)

The purpose of this course is to provide students with a detailed understanding of marketing as a total system of interactive business activities. The focus is marketing strategies as they relate to the planning, promoting, pricing and distribution of goods and services in a market economy.

CED 725
Faith-based Community Economic Development (2 credits)

This is the first of two courses designed to prepare leaders interested in promoting faith-based community economic development in their communities. The course examines different approaches and provides examples of successful faith-based community economic development models.

CED 726
Strategic Management of Faith-based CED (2 credits)

This course is the second in a two-course sequence in faith-based community economic development. Students examine legal, structural and governance issues as they relate to community participation and the funding of faith-based initiatives. Prerequisite: CED 725.

CED 730
Community Organizing and CED (2 credits)

Community economic development often requires an understanding of community organizing to successfully involve the community in the development process. This course acquaints participants with different models of community organizing. It also trains participants in specific organizing skills that can be used in their work as CED practitioners.

CED 731
Diversity in Organizations (1 credit)

Diversity issues have profound implications for the work of CED practitioners. This course uses the CED class as a lab to help students develop a broader understanding of diversity issues within CED organizations.

CED 732
Research & Statistics I (2 credits)

The objectives of this Term One course include literature reviews, research designs, stakeholder analyses and FSs, survey, sampling, and questionnaire designs, and descriptive statistics procedures.

CED 733
Research & Statistics II (2 credits)

This Term Two course includes rates, ratios, proportions and one-way frequency distribution with grouped data. In addition, students will learn how to do cross-tabulations, and how to present and interpret data tables. Prerequisite: CED732.

CED 791
Project Design & Management I (2 credits)

Effective practice in community economic development centers on the development of projects. In this Term One course, students learn to identify a problem or need and about the elements of a project. This is the first course in a four-course sequence in which students work on the design and implementation of a community project.

CED 792
Project Design & Management II (2 credits)

Students refine their project design skills during the second term of Project Design & Management. Students learn how to incorporate monitoring and evaluation tools into a project plan. This is the second course in a four-course sequence in which students work on the design and implementation of a community project. Prerequisite: CED791.

CED 793
Project in Community Economic Development III - Practicum I *(4 credits)*

Practicum fieldwork on an actual project begins in Term Three with faculty and peer support. Participants and faculty agree on a project contract that clearly sets forth a problem statement, project goals, objectives and activities and the methods set forth for achieving project objectives. Participants are expected to work to meet the terms of the contract during the 20-month program. Students are required to submit progress reports at the end of each term. They must submit a final written report that describes the project results and objectives and includes research, an in-depth analysis, conclusions and recommendations for additional project work. Each student continues with a project group of 10 to 12 students who provide support during the program. Prerequisite: CED792.

CED 794
Project in Community Economic Development IV - Practicum II *(4 credits)*

This course consists of the final practicum fieldwork on the actual project, which continues. Participants and faculty have agreed on a project contract that clearly sets forth a problem statement, project goals, activities, objectives and methods for achieving the project objectives. Participants are expected to work to meet the terms of the contract during the 20-month program. Students are required to submit progress reports at the end of each term. In this course, they must pull all of their prior project work together, submit a final written project report and present it for faculty and peer review. The final report must describe the project, the project objectives, actual activities and any changes that occurred during the project; address the methodology, the project results and objectives; and include an in-depth analysis and conclusion with recommendations for further project work. Each student continues with a project group of 10 to 12 students who continue to provide peer support during the final term. Prerequisite: CED793.

CED - Doctoral Courses

CED800
Qualitative Research *(3 credits)* - Ph.D.

This course presents a wide range of qualitative and alternative research methods available to social researchers. Methods examined include observational field research, case histories and other narratives, intensive interviewing, and historical and literary analysis. Attention is given to the strengths and weaknesses of each of these approaches. Attention also is given to broader issues of quantitative and qualitative research, such as problem formulation, measurement, reliability, validity, sampling and ethical considerations. Research design is a major topic and serves as a lead-in into the more specific focus of the dissertation research courses.

CED 801
Research Methods in CED. I *(3 credits)* - Ph.D.

This course is an introduction to research methods. It focuses on the development of basic skills to conduct fieldwork and carry out research projects. Review issues will pertain to problem formulation, research questions, argument development and literature reviews. Topics covered include data collection methods, including structured surveys, focus groups, principles of action research, evaluation and grounded theory. Students carry out a class project as a course requirement.

CED 802
Research Methods in CED. II *(3 credits)* - Ph.D.

This course covers research methods with an emphasis on qualitative research techniques. It includes topics on observational field research, case histories and narratives, case studies, multi-method research, intensive interviewing, use of secondary sources, measurement, reliability and validity. It examines the strengths of alternative methods and the connection between qualitative and quantitative research methods. Prerequisite: CED801.

CED 803
Research Methods in CED. III *(3 credits)* - Ph.D.

This course is a continuation of CED 802. Prerequisite: CED802.

CED 807
Quantitative Methods I *(3 credits)* - Ph.D.

Quantitative Methods I is an introduction to linear regression methods with an emphasis on cross-sectional analysis. The main focus of the course is on the application of regression analysis to problems related to CED. Students will learn to carry out quantitative analyses as well as critically evaluate published quantitative studies. Topics will include modeling, underlying assumptions and the consequences of their violation, and practical and policy implications of quantitative estimation.

CED 808
Quantitative Methods II *(3 credits)* - Ph.D.

Quantitative Methods II is a continuation of CED 807 that focuses on advanced quantitative methods and their application to research in CED. Topics include a sample selection and simultaneity problems, probability models, factor analysis, discriminate analysis and meta analysis, with an emphasis on practical, applied, policy-oriented research issues. Prerequisite: CED807.

CED 811
Theory of CED. I - Historical and Global Perspectives *(3 credits)* - Ph.D.

This course surveys the history of social development as a background of social theory. Topics include the expansion of markets in Europe, agricultural transformation, discoveries, European domination of world trade, colonization, industrialization and urbanization, the church and the community, the state and the nation, and treatment of poverty and related institutions in different periods in history.

CED 812
Theory of CED-II - Social Theory *(3 credits)* - Ph.D.

This course compares the definitions of community economic development and other economic development strategies, and explores the meaning and significance of theory in CED. It focuses on the understanding of the structure of social theory from a cross-disciplinary approach. Topics include theories of social economy, social policy, analysis of poverty, civil participation, theories of democratic organization and civil society. Prerequisite: CED811.

CED 813
Theory of CED. III - Theory and Practice *(3 credits)* - Ph.D.

Key terms of CED are viewed in the theoretical perspectives of the social sciences. Topics include expected outcomes and consequences of CED, planned versus automatically occurring CED, stages in CED process and relevance to theory, alternative economics and CED, theory of the market and CED, changes in the definition of CED as experienced in this course and testing relationships among phenomena in CED. Prerequisite: CED812.

CED 851
Seminar In CED. *(3 credits)* - Ph.D.

This course is taught by members of the SCED faculty.

CED 855
Urban Development-Theory and Practice *(3 credits)* - Ph.D.

Urban Development - Theory and Practice provides background for critical understanding of the urban development process and its theoretical underpinnings in both developing and developed countries. It studies cities within the intellectual framework of international development theory and urban planning theory, paying special attention to regional perspectives. It examines approaches of international agencies to understand how international development theories translate into donor policies and how they are operationalized in the field. Case studies are used to examine the evolution of cities in different contexts. The course encourages debates of politics and planning in cities from the perspectives of theory, policy and practice. Topics include urban planning, postmodernism, global population change and urbanization.

CED 858
Policy Analysis and CED. *(3 credits)* - Ph.D.

Policy Analysis and CED addresses linkages among public, social and economic policies constituting the policy environment of CED. A review of theoretical approaches to policy analysis is covered. Case studies of environmental, health, educational, urban and poverty policies are presented. The government's role in the main domains of social programs, social regulation in consumer protection and protection of civil rights will be analyzed, as will the influence of grassroots politics, social movements, and organizations on the policymaking process and policy outcomes.

CED 860
Institutional Transformation of Development Organizations *(3 credits)* - Ph.D.

This course addresses change and adaptation among the major development organizations in the United States and the international arena. The policies and activities of such selected foundations and international agencies as the Ford Foundation, the United Nations, the World Bank and Oxfam since the 1980s are reviewed. Connections between academic and political approaches to development will be observed as the backdrop of these international agencies' recent policies.

CED 863
Civil Society, Social Capital and Participation *(3 credits)* - Ph.D.

This course addresses issues of a civil society and how they relate to social capital and participation in the CED arena.

CED 866
Globalization, States and the Community *(3 credits)* - Ph.D.

The ever-changing relationship between globalization, states and communities is addressed in this course.

CED 881
Independent Study *(3 credits)* - Ph.D.

Enrollment in this course requires the written permission of the program coordinator, the director of the School of CED and the dean.

CED890
Doctoral Colloquium

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving 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.

CED 891
Reading and Research. *(3 credits)* - Ph.D.

Enrollment in this course requires the permission of the program coordinator and the director of the School of CED. Students may enroll in this course after successful completion of all comprehensive examinations.

Doctoral Courses

DOC 800
Advanced Quantitative Analysis I *(3 credits)* - D.B.A.

This is an advanced, applied statistics course that is applicable to both economics and business environments. This course highlights matrix approach linear models, binary and continuous response functions, model building, model diagnostics and remedial measures. Prerequisite: MBA 510 or equivalent determined by the area chair of quantitative studies.

DOC 810
Advanced Quantitative Analysis II *(3 credits)* - D.B.A.

This is an applied, multivariate statistics course that is applicable to both economics and business environments. It highlights factor analysis, discriminate analysis, cluster analysis, multidimensional scaling, canonical correlation and MANOVA. Prerequisite: DOC 800.

DOC 890
Doctoral Colloquium *(3 credits)* - D.B.A.

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.

Economics

ECO 500
Managerial Economics *(3 credits)*

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent. Prerequisite: MBA 510.

ECO 600
Public Finance *(3 credits)*

This course focuses on financial decision-making with respect to expenditures in federal, state and local government agencies, and taxes, fees and money and capital markets as sources for financing government operations. Background preparation: 6 credit hours in economics.

ECO 610
Fiscal and Monetary Policies and Practices *(3 credits)*

Students in this course examine the performance of the national economy and its impact on a firm. Students analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets. Background preparation: 6 credit hours in economics.

Field-based Education

EDGR 600
ProFile Seminar *(1 credit)*

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.

EDGR 601-604
Action Research Practicum *(four 1-credit units)*

Students continue across terms to build and refine the integrative dimension of their programs that were initiated in the ProFile Seminar. This largely is a self-directed effort that culminates in an Action Research project through which students meet with colleagues to critique one another's work and pursue options for sharing with other educators. Students acquire and utilize principles and methods of research in their classrooms or immediate environments and initiate plans for change throughout the process. Seminars scheduled during these activities mark interim completion phases and serve as self-evaluation opportunities.

EDGR 601
Action Research Practicum I *(1 credit)*

This seminar reviews the entire Action Research process and sequence. Students are expected to begin conceptualizing their practicum topics and developing research questions specific to their work environments.

EDGR 602
Action Research Practicum II *(1 credit)*

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.

EDGR 603
Action Research Practicum III *(3 credits)*

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.

EDGR 604
Action Research Practicum IV *(3 credits)*

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.

EDGR 610
Dimensions of Curriculum and Management (3 credits)

This course examines the knowledge and skills a professional educator needs to exercise leadership in curriculum development, implementation and assessment.

EDGR 615
Curriculum and Management Decision Making
(3 credits)

In this second-level course, processes involved in curriculum implementation are stressed, practiced and related specifically to students' school settings or education environments.

EDGR 620
Dimensions of Teaching and Instructional Technology (3 credits)

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.

EDGR 625
Teaching and Instructional Technology Applications (3 credits)

This second-level course intensifies the effort to determine the best processes for integrating varying forms of instructional technology into different disciplines and environments on behalf of students.

EDGR 630
Dimensions of Assessment and Evaluation (3 credits)

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.

EDGR 635
Applications in Assessment and Evaluation (3 credits)

Students apply forms of assessment and evaluation learned in the first-level course to their own classrooms, school buildings or education systems.

EDGR 640
Dimensions of Leadership and Organization (3 credits)

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.

EDGR 645
Challenges in Leadership (3 credits)

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.

EDGR 650
Dimensions of Learning and Development (3 credits)

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.

EDGR 655
Learning and Development Applications (3 credits)

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.

EDGR 690
Capstone Seminar (1 credit)

This seminar is taken in 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.

M. Ed - Curriculum and Instruction

EDU 501
Methods of Teaching Reading (3 credits)

This course examines the reading process, current procedures and materials, including basal, whole language, language experience, thematic teaching, literature-based instruction, instructional software, strategy instruction for developing students' word analysis/word recognition skills, comprehension and vocabulary abilities, metacognitive skills, integration of reading and writing and literacy evaluation strategies for the elementary classroom.

EDU 502
Methods of Teaching Language Arts (3 credits)

This course focuses on the role of language as communication in the child's elementary school years. Emphasis is placed on an integrated approach to teaching the language arts - speaking, listening and writing. Field experience in addition to two and a half hours of class each week may be required.

EDU 503
Methods of Teaching Elementary Mathematics (3 credits)

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.

EDU 504
Methods of Teaching Elementary Science, Social Studies (3 credits)

This course focuses on the methods, organization and knowledge of current materials for the areas of social studies and science. Basic elements of curriculum design, such as lesson plans and units of study, are put to work in field settings.

EDU 505
Integration of Specialized Areas: Art, Music, and Physical Education (1 credit)

This course focuses on the development of skills in integrating art, music, physical and mental health, and physical education into the curriculum in elementary school classrooms.

EDU 510
Designs for Effective Middle/Secondary Teaching (3 credits)

This is a required, competency-based course for middle/secondary education majors that focuses on developing teaching effectiveness in instruction, organization and communication. The content and field experiences are designed to develop competencies in lesson planning, questioning techniques, learning styles, cooperative learning, student evaluation, classroom management and the use of AV equipment. Field experiences are required.

EDU 511
Methods of Teaching in Secondary Schools (3 credits)

This course is a subject-specific application of the laboratory approach to teaching in the secondary school. Emphasis is placed on the teacher as a facilitator of learning; the structure of the teaching unit, mini-unit and lesson plan; instructional planning; practice in selecting and organizing content; innovative procedures; the handling of disciplinary problems; and the use and ability to handle audio-visual machines. Includes field experience and a related seminar.

EDU 521
Exploring the Principles of Education (3 credits)

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.

EDU 532
Technology Application for Educators - Basic Level (3 credits)

This course is an examination of the state of technology in elementary and secondary schools. Students will develop skills in using technology for word processing, database, spreadsheets and desktop publishing, and learn how to integrate technology in their classrooms and in curriculum development. Classroom methodologies and management will be discussed. Students will develop lesson plans and goals for classroom implementation. This basic-level course is for those students who have had little or no computer experience.

EDU 533
Technology Applications for Educators - Advanced Level (3 credits)

This course provides students with an overview of and practical experience with the use of technology in today's classrooms. Classroom methodologies and management will be discussed. Students will focus on the development of lessons and goals for classroom implementation. This advanced course is for those students who already have some knowledge of word processing, spreadsheets and database application. Prerequisite: EDU 532 or permission of instructor.

EDU 547
Curriculum Development (3 credits)

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum planners. Students will develop a working model for implementing a planned change or innovation, based on the ideologies of curriculum design.

EDU 550
Educational Assessment (3 credits)

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 uses 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 referral and placement process. This course examines a variety of assessment techniques for evaluating and documenting student performance and progress toward desired outcomes.

EDU 570
Practicum in Curriculum and Instruction (3 credits)

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc., for this practicum. The purpose of this practicum is to encourage the teacher as a researcher and leader in curriculum development and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor. This course is an option in the Curriculum and Instruction program. Practicum alternative: continue with EDU 601 Research Seminar.

EDU 571
Student Teaching (6 credits)

Students must demonstrate mastery of principles, attitudes and techniques necessary for successful teaching. This practicum includes one semester of full-time observation and teaching and a related seminar.

EDU 580
Developing the Professional Portfolio (3 credits)

This course examines the evolving role of portfolios in the field of education and is a required course for students who select the professional portfolio as an exit option for their master's programs. The major project in the course is to complete a series of required general portfolio entries. Prerequisite: EDU 601.

EDU 601
Research Seminar (3 credits)

This course is an examination of the various research methods used in psychology and education. Students will become familiar with resources, terms and techniques necessary to understand, interpret, conduct and appreciate research. Limited enrollment. Prerequisites: acceptance into a program, a minimum of two or three courses or permission of the instructor.

Teaching English as a Foreign Language

EFL 501
Language Learning and Acquisition (3 credits)

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 interlanguage.

EFL 502
Evaluation and Assessment (3 credits)

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.

EFL 503
Descriptive Linguistics of American English (3 credits)

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.

EFL 504
Introduction to Curriculum Development, Design and Implementation (3 credits)

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.

EFL 505
Overview of TESOL Methodology (3 credits)

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical response, 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.

EFL 521
Design and Construction of Classroom Materials (3 credits)

This course involves hands-on demonstrations of the construction and application of various EFL teaching devices, including spinners, puppets, posters, puzzles and board games. Consideration is given to developing material for special situations, topics and demands.

EFL 523
Listening and Speaking Activities (3 credits)

This course explains and describes listening and speaking activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

EFL 525
Reading and Writing Activities (3 credits)

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.

EFL 531
Pronunciation Activities (3 credits)

The course begins with an explanation and description of basic activities and techniques for teaching vowels, consonants, consonant clusters, vowel reduction, assimilation, elision, stress, pitch and juncture. Resonance and oral muscle control and teaching pronunciation according to first-language background (involving contrastive linguistics and error analysis) also are covered.

EFL 536
American Studies and Culture in Theme- and Content-based Instruction (3 credits)

This course explains how to develop theme- and content-based lessons and classes using U.S. cultural topics and adapting and controlling material for various proficiency levels.

EFL 537
Computer-assisted Language Learning (3 credits)

This course provides an overview of research, practice and critical issues involved in Computer Assisted Language Learning as well as other technology-enhanced environments. Students learn the use of Internet, e-mail, MS Word, MS PowerPoint, and MS FrontPage as tools for EFL/ESL instruction and constructing portfolios.

EFL 599
Supervised Practice Teaching (3 credits)

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.

Teaching English as a Second Language

ESL 501
Issues in Teaching Language (3 credits)

This course provides an overview of current language teaching methods. Through a combination of lectures, demonstrations and readings, participants will learn to match teaching methods to the goals of teaching children, adults, individuals, and /or whole classes. Participants will explore ways of teaching speaking, listening, reading and writing in a second language, as well as ways to integrate content, literacy, cognitive development and culture into language teaching.

ESL 502
First and Second Language Acquisition (3 credits)

This course examines the nature of first- and second-language development. Topics include observed processes of early language acquisition, bilingualism and second language acquisition by children and adults and their applications to language teaching. The course provides an overview of current theories and models of language acquisition, including the possible effects of first language transfer and the role of universal principles.

ESL 506
The Socio-Cultural Context of Language Teaching (3 credits)

This course examines variations in language with special references to linguistic and ethnic minorities in the U.S., including how variation affects literacy development. Teaching and learning behaviors are shaped by the assumptions, values and conventions acquired through family, community, society, culture and prior school experiences. Participants explore the socio-cultural influences on teachers' and students' expectations and performances in the school setting. The implications of theoretical perspectives on effective curriculum and teaching practices for ethno-linguistically diverse students will be examined.

ESL 520
Language Analysis (3 credits)

Participants examine the nature of language; in particular, they examine the syntax, phonology and morphology of English. The focus is on the application of linguistic knowledge to teaching second and foreign languages, when and how to teach grammar and ways to integrate grammar into a communicative curriculum. Participants will examine the development of the English language and its effect on written and spoken language.

ESL 542
Curriculum and Assessment I (3 credits)

In this course, students will examine the development and administration of educational programs for second language students. Participants explore the issues involved in developing effective curricula for ESL programs and/or learners. Students will then develop a curriculum and investigate suitable assessments for various purposes, from standardized tests to alternative assessments. Prerequisites: ESL 501, ESL 502, ESL 506 and ESL 520.

ESL 543
Curriculum and Assessment II (3 credits)

This course will continue the work started in ESL 542 and must be taken in conjunction with ESL 571 Clinical Experience. Students who have investigated the process of curriculum development and the issues surrounding assessment of LEP develop appropriate instruction programs and curricula that meet the specific education needs of their students and meet the required state and federal guidelines. Participants will try out, modify and implement their curricula in their clinical settings. Prerequisite: ESL 542.

ESL 571
Clinical Experience (3 credits)

ESL 571 Clinical Experience must be completed in conjunction with ESL 542. The purpose of the clinical experience is to encourage the teacher as leader in the education of second language students. The course gives participants an opportunity to integrate and apply the content of the course work. Using a Professional Development School Model, participants will work in a team with an ESL teacher and a member of the faculty to create and implement appropriate curricula using current methods and approaches. Finally, students explore issues of program administration, advocacy, and collaboration with other educators, administrators and parents.

Finance

FIN 500
Financial Management *(3 credits)*

This course is a study of financial decision-making in a firm, including its relationship to financial markets and institutions. Background preparation: 6 credit hours in economics. Prerequisite: ACC 500.

FIN 610
Short-term Financial Management *(3 credits)*

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management. Prerequisite: FIN 500.

FIN 620
Money and Capital Markets *(3 credits)*

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System. Prerequisite: FIN 500.

FIN 630
Capital Budgeting and Financing *(3 credits)*

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation. Prerequisite: FIN 500.

FIN 640
Investment Analysis and Portfolio Management *(3 credits)*

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk-return measurement, diversification and other aspects of portfolio theory. Prerequisites: FIN 500 and MBA 510.

FIN 645
Analytical Tools in Portfolio Management *(3 credits)*

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others. Prerequisite: FIN 640 (may be taken concurrently).

FIN 660
Mergers, Restructuring and Corporate Control *(3 credits)*

This course expands on the traditional subject matter of mergers and acquisitions to include takeovers and related issues of corporate restructuring, corporate control and changes in the ownership structure of firms. Students will examine theoretical and applied aspects related to restructuring activity at the global level. Prerequisite: FIN 500.

FIN 670
Options Analysis and Financial Derivatives *(3 credits)*

Modern option valuation and analysis is applied to equity options and fixed-income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, futures contracts, interest rate caps, floors and swaps and convertible bonds. Prerequisites: FIN 500 and FIN 640.

FIN 700
Seminar in Finance *(3 credits)*

This is an extensive survey of historic and contemporary finance literature to foster in students an appreciation of the development and current status of finance theory and issues relating to the current financial environment, application and practice. Students will have the opportunity to research topics of interest. This seminar should be taken as one of the final courses in the M.S. program. Prerequisites: FIN 500, FIN 610, FIN 630, FIN 640 and INT 620.

Graduate Foundation Courses

Business foundation courses (GSB), taught in six- or 12-week modules, are designed for students who have not satisfied prerequisite requirements through their undergraduate studies. Letter grades are assigned, but no credit is awarded.

GSB 400
Accounting *(12 weeks - no credit)*

This introduction to accounting is designed to provide students with a basic understanding of accounting principles.

GSB 410
Microeconomics *(6 weeks - no credit)*

This introduction to microeconomics is designed to provide students with a basic understanding of microeconomic theory.

GSB 415
Macroeconomics *(6 weeks - no credit)*

This introduction to macroeconomics is designed to provide students with a basic understanding of macroeconomic theory.

GSB 420
Mathematics *(12 weeks - no credit)*

This introduction to mathematics is designed to provide students with a basic understanding of mathematical concepts.

GSB 425
Statistics *(6 weeks - no credit)*

This introduction to statistics is designed to provide students with a basic understanding of the statistical tools available for use.

GSB 440
Business Law *(6 weeks- no credit)*

This introduction to business law is designed to provide students with a basic understanding of legal issues in business.

GSB 450
Computer Systems Technology *(6 weeks - no credit)*

This course is designed to be an introduction to computer technology and information processing.

GSB 460
Programming In Visual Basic® *(12 weeks - no credit)*

This course is designed to provide students with a working knowledge of a high-level procedural language and the ability to design algorithms, event-driven programming, object-oriented constructs, user interfaces and file management techniques.

GSB 470
Foundation of Export and Import Strategies *(12 weeks - no credit)*

This is an introduction to the fundamentals of export/import strategies that focuses on documentation and international trading laws and processes.

Hospitality Administration

HOS 550 (formerly HRM 550)
Managerial Role In Hospitality, Tourism, Leisure and Recreation *(3 credits)*

Students are introduced to managerial roles in the fields of hospitality, tourism, leisure and recreation, and will create a personal portfolio of knowledge and skills that focuses on a management career in one of these industries.

HOS 640 (formerly HRM 640)
International Hospitality Operations *(3 credits)*

The global nature of the hospitality industry continues to expand due to the development of technology, communication, transportation, deregulation, free markets and the growing world economy. This course expands on competencies and previous experience in hospitality operations through the application of competitive strategies, corporate structures, planning, systems and analysis to international hospitality operations.

HOS 680 (formerly HRM 680)
Hospitality Entrepreneurship and Development *(3 credits)*

Students in this course learn about risk and failure in the hospitality industry and grow from the experience. The history, development and present state of different segments of the hospitality industry - lodging, food service and tourism - are studied to facilitate the development of new ideas into feasible business concepts. Students will explore theory and focus on developing a creative and realistic business plan for a new venture in the hospitality industry. Prerequisites: ACC 500, FIN 500, MBA 510, OL 670 (formerly HRM 670), OL 690 (formerly MBA 670) and MKT 500.

HOS 685 (formerly HRM 685)
Consulting Project In Hospitality, Tourism or Leisure and Recreation Management *(3 credits)*

This course serves as the capstone experience for students in the master's in hospitality administration program. Students undertake a consulting project with a partner organization that is designed to synthesize previous learning and assist in the examination of operational and functional issues to improve the performance and effectiveness of the partner organization. Prerequisites: ACC 500, FIN 500, HOS 680 (formerly HRM 680), MBA 510, OL 670 (formerly HRM 670), OL 690 (formerly MBA 670) and MKT 500.

International Community Economic Development

ICD 501
Accounting *(3 credits)*

This is an introductory course that covers basic financial information, reporting and control in community-based enterprises and nonprofit organizations. This course draws upon cases taken from nonprofit organizations. It addresses the needs of the development practitioner who has had limited exposure to accounting procedures. Prerequisite: CED400 or equivalent.

ICD 503
Surveys, Monitoring and Evaluation *(3 credits)*

In addition to presenting a variety of community survey techniques, management information systems and evaluation methodologies, this course offers a strategy for participatory action research. Participants will work with local organizations to design and carry out a local community assessment. The final product of the course is a survey report.

ICD 506
Sustainable Responses to Environmental Problems *(3 credits)*

Many marginal communities have suffered the negative environmental consequences of national and international economic development policies. Community groups often are not aware of the importance of their natural resources in building viable economies and are not aware of what they can do to protect the quality of these

resources. This course looks at strategies for raising public awareness about environmental issues and offers local self-help initiatives to address these issues.

ICD 507
Housing and Land Use (3 credits)

This course summarizes primary trends in the global phenomenon of urbanization as it affects the Third World. Students examine the major issues concerning affordable shelter for the urban poor and develop tools for assessing shelter quality and needs at the local level.

ICD 508
Development Finance (3 credits)

This course explores financial institutions and financial intermediation in developing countries. Special emphasis is placed on the design and operations of development finance institutions and how they can promote community-based economic development initiatives. Prerequisite: ICD 501.

ICD 509
Financial Management (3 credits)

Students examine issues of financial management in community organizations, including understanding financial information, operations and planning; making and understanding investment decisions; and balancing financial and social benefits. Prerequisite: ICD 501.

ICD 511
Social Planning and Policy for Developing Countries (3 credits)

This course provides a general orientation to the program planning issues of developing countries. The course covers a number of management and policy issues surrounding the administration of community health and social service programs. Participants explore a variety of models for carrying out community-based service programs.

ICD 512
Cooperative Development (3 credits)

Participants examine a number of producer, consumer, credit, housing and marketing cooperatives, including how they were formed and how they are managed. Discussion will center on the benefits and burdens of using a cooperative as a development tool. Prerequisite: ICD 501.

ICD 514
Gender Issues in CED (3 credits)

An important element of any community-based development initiative is how families gain their livelihoods. Women play a pivotal role, as they must make decisions about family health, income, shelter and education. All these decisions have financial implications. A viable community must assure that there are institutions in place to support women in these decisions. This course examines such institutions.

ICD 515
Organizational Management for Community Organizations (3 credits)

This course is designed to equip community workers with the tools to manage community-based organizations. It provides strategies for decision-making, planning, budgeting and personnel management.

ICD 522
Microenterprise Development (3 credits)

This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic scale and examines ways of assisting these income-generating initiatives of the poor. Students study ways to design and manage a financial and technical assistance intermediary to provide credit, management and organizational assistance to "microscale" economic enterprises.

ICD 531
Project Design and Management (3 credits)

This course offers a critical analysis of the processes for designing and managing development programs and projects in developing countries. Students examine structures and a variety of approaches to project design, implementation, management, administration and evaluation. Prerequisite: ICD 503.

ICD 532
Economics and Development (3 credits)

Students examine the economic problems developing countries face and explore community approaches to solving them. A variety of economic development paradigms, ranging from traditional to community-based, are examined. Prerequisite: ICD 535.

ICD 533
Principles and Practices of Development (3 credits)

This course provides participants with an overview of the issues surrounding development. Participants will examine their own assumptions as well as those of colleagues and counterparts in the field. The course is intended to form the basis of a common language that connects participants to a worldwide network of CED practitioners.

ICD 534
Training for Trainers (3 credits)

This course covers principles and methods of adult education, helping students to be effective trainers when they return to their local communities. They will acquire a variety of teaching techniques for transferring specific development skills to members of their communities.

ICD 535
Economics for CED (3 credits)

This course is a survey of basic economic principles and their applications to community and public projects. The course is designed to equip students with a working understanding of economics to be used throughout their careers.

ICD 721
Development as a Tool for Conflict Resolution *(3 credits)*

This course looks at the underlying causes of conflict and the processes by which conflict escalates. Students examine effective methods for resolving conflict. Case studies are used to examine how cooperation through the implementation of CED efforts is working effectively.

ICD 782
Information Management, Analysis and Presentation *(3 credits)*

This course explores the use of computer software applications, such as electronic spreadsheets, statistical packages and geographic information system (GIS) programs, in order to better organize data, draw inferences from results and create meaningful reports that have an impact on the field of CED. Examples and assignments will combine the presentation of numbers, graphs and descriptive text.

International Business

INT 600
Multinational Corporate Management *(3 credits)*

This course is an introduction to the nature of international operations and issues of management for multinational activities, with particular emphasis on the cultural, political, economic and physical dimensions of foreign nations.

INT 610
Multinational Corporate Environment *(3 credits)*

This course is a survey of economic, social and political relationships among and within nations, and their impacts upon corporations that operate in an international context.

INT 620
Multinational Corporate Finance *(3 credits)*

This course is a study of the problems of financing and reporting international operations. The evaluation of risk and funding strategies in international monetary relationships are emphasized. Prerequisite: FIN 500.

INT 640
Multinational Market Strategies *(3 credits)*

This course involves the study of the issues involved in identifying and developing relationships with international markets. Prerequisite: MKT 500.

INT 650
International Trade and Competitiveness *(3 credits)*

Students in this course examine the conceptual and practical aspects of international trade and competitiveness. Theories of international trade, commercial policies and ways to improve international competitiveness are studied. Prerequisites: GSB 470 and ECO 500 are required; ECO 610 is recommended.

INT 655
Understanding Emerging Markets *(3 credits)*

This course is designed to examine the forces underlying the political, economic and commercial dynamics of emerging markets. Students are guided to identify critical strategic issues and operating challenges in the business conditions of emerging markets and to develop perspectives on managerial issues through an in-depth analysis of cultural, political and economic factors. This course also incorporates an overseas trip and intensive overseas programming to emphasize experiential learning. Prerequisite: INT 610.

INT 660
International Negotiations *(3 credits)*

The issues and problems inherent in conducting business across different cultures are examined in this course. Students develop skills and strategies needed for effective negotiation with people from different cultures and societies.

INT 675
International Corporate Governance and Control *(3 credits)*

Students in this course will develop an expertise in the area of international corporate governance and control and become familiar with the research tools being used in the discipline. Students will have the opportunity to conduct research and present an original research paper in an area of interest within the field. Prerequisites: FIN 500 and INT 610.

INT 700
Multinational Business Strategy *(3 credits)*

This is a capstone course for the international business. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized. Prerequisite: INT 610.

INT 750
Seminar in Multinational Business *(3 credits)*

This course focuses on current issues in international business. It provides students with an opportunity to research topics of interest in international business. It is recommended that students take this as one of the last courses in the master of science in international business program. This course is required for the D.B.A. in international business program. Prerequisites: INT 600 and INT 610.

INT 800
Foreign Direct Investment *(3 credits)* - D.B.A.

This course is devoted to the in-depth study of theories of foreign direct investment. It also allows students to explore their individual interests through research in the area of foreign direct investment. Prerequisite: INT 610, 620.

INT 810
Privatization *(3 credits)* - *D.B.A.*

This course is a study of privatization, with emphasis on the various methods, costs and benefits and long-run implications. Students are required to research different privatization projects for development projects using private financing. Prerequisites: INT 610 and INT 700.

INT 820
Seminar in Multinational Finance *(3 credits)* - *D.B.A.*

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance and provides an opportunity for students to explore their areas of interest in this field. Prerequisite: INT 620.

INT 840
Seminar in Multinational Marketing *(3 credits)* - *D.B.A.*

This seminar includes extensive reading of international marketing and business literature. Major seminar topics will include but will not be limited to counter-trade, tariff and non-tariff barriers, cultural differences among market segments and global versus multinational marketing strategies. The case method will be utilized. Class discussions will center on the literature via assigned journal articles. Students will prepare for and present in class individually and in groups. International market access will include use of the Internet. Prerequisite: INT 640.

INT 850
Seminar in Global Business Strategy *(3 credits)* - *D.B.A.*

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 that are characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability, as defined by the major authors and practitioners in the field. Prerequisite: INT 700.

Information Technology

Note: Computer Information Systems (CIS) has been changed to Information Technology (IT)

IT 500
Information Technology *(3 credits)*

This course focuses on the many ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the national and international marketplace. The interrelationships between information technology, management and organizations are emphasized. Management of the system development process and the tools and methods used to produce quality information systems also are studied. Background preparation: 3 credit hours in information technology or equivalent. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

IT 502
Artificial Intelligence for eBusiness *(3 credits)*

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. The topics of study include intelligent agents and data mining. Students learn how to mine data for business intelligence using modern data mining tools. Students learn about the use of collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. A term project is a major part of the course. Prerequisites: IT 510 and IT 650.

IT 503
Digital Commerce and eBusiness *(3 credits)*

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and ebusiness. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee, and consumer participants and partners. Important areas such as ebusiness models, security, privacy and ethics are covered along with the major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage. Prerequisite: IT 500 or IT 510.

IT 510
Advanced Information Technology *(3 credits)*

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design. Background preparation: 6 credit hours in an advanced procedural programming language (may be taken concurrently) and 3 credit hours in computer systems technology, or equivalent. Note: IT 510 cannot be taken for credit or as an elective if IT 500 has been completed.

IT 600
Operating Systems *(3 credits)*

This course focuses on computer architecture and the operating systems of digital computers. Students learn about the operational methods of hardware; the services provided by operating systems' software; acquisition, processing, storage and output of data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows and UNIX. Prerequisite: IT 510.

IT 601
Web-based Server Programming (3 credits)

This course focuses on server-side Web programming tools, techniques and technologies for developing Web-commerce solutions. The focus is on Active Server Pages and XML. In addition, students learn to use Perl/CGI and Java2 as well as VBScript to create database, server-side, e-commerce Web sites. Interoperability solutions such as SOAP and BizTalk are studied. A project that builds an ebusiness solution is a major part of the course. Prerequisites: IT 502 and IT 665.

IT 610
Object-Oriented Systems Analysis (3 credits)

This course focuses on the systems analysis tools and techniques that underlie the development of information systems. Object-oriented analysis is emphasized. The course examines approaches for establishing the scope of a system, capturing and modeling information gathered during analysis, and managing and controlling project development. Students will get a working understanding of the methods for developing and specifying application system requirements. CASE tools will be used to develop system models. Prerequisite: IT 510.

IT 620
Object-Oriented Systems Design (3 credits)

This course focuses on the principles required for developing object-oriented information systems. Topics include the principles of object orientation, including objects and classes, encapsulation, inheritance, polymorphism and communication with messages. Also covered are class hierarchies, abstract and concrete classes, model and view separation, design patterns and visual development. The course provides hands-on experience with object-oriented development environments. Prerequisite: IT 610.

IT 630
Computer Simulation and Modeling (3 credits)

This course focuses on the theory and practice of discrete system simulation. Topics include simulation/modeling techniques and methodologies illustrated by businesses and industrial applications such as computer and network modeling, manufacturing simulation and queuing systems. Queuing theory and input/output statistical analysis are included. ARENA is the modeling software used. Prerequisite: IT 510 and MBA 510.

IT 640
Data Communications and Networking (3 credits)

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment; the analysis, design and implementation of telecommunications systems; the scope of the telecommunications industry and current trends; telecommunications hardware; the OSI network model; networking technologies; and telecommunications software, protocols and standards. Prerequisites: IT 600 and IT 630. Note: IT 630 may be taken concurrently with IT 640.

IT 645
Local Area Network Design, Implementation and Management (3 credits)

This course studies the theory and application of the design and construction of Local Area Networks (LANs); network topology, standards, protocols and media; network operating systems; LAN servers and workstations; LAN application software; network printing and management. Students learn how to plan, install, troubleshoot and evaluate a LAN. A course project involves building a LAN, installing hardware and software and managing the LAN for best performance. Students also evaluate and compare different network operating systems. Prerequisite: IT 640.

IT 646
Internet and Intranet Systems Architecture (3 credits)

This course offers an in-depth examination of technologies and architectures used on the Internet and a demonstration of how these technologies can be applied to intranets. Students learn how computer systems interact across the Internet and how protocols, infrastructure and systems are used to provide Internet services, including issues such as access, address, configuration, routing, multicasting, transport, security and quality of service. Factors that affect performance, reliability and security are studied. Prerequisites: IT 640 and IT 650.

IT 650
Principles of Database Design (3 credits)

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasizes relational DBMS architecture using SQL. Students will design and implement projects and complete case exercises as they are introduced to new developments in database design. Prerequisite: IT 510.

IT 655
Database Application Development (3 credits)

This course focuses on how to develop advanced, multi-user database applications using ORACLE. Hands-on project work is stressed. Students will learn advanced database administration techniques and ways to handle run-time errors and optimize database processing by manipulating system parameters. Prerequisite: IT 650.

IT 658
Object Database Design and Management (3 credits)

This course introduces students to the methods and principles of object databases. Students will gain an understanding of the concepts and theories underlying the design and implementation of object database software and ways the technology can be used to develop business applications. Prerequisite: IT 650.

IT 660
Artificial Intelligence *(3 credits)*

Students study the concepts, techniques, applications and implications of artificial intelligence theory and technology. The course also focuses on the applications of rule-based expert systems in business, industry and government. Topics include knowledge representation and acquisition, heuristic search in problem solving and game playing, genetic algorithms, fuzzy logic, neural networks, automatic deduction and logic programming. Students create expert systems using Prolog. Prerequisite: IT 500 or IT 510.

IT 665
Client/Server Systems *(3 credits)*

This course focuses on the elements and methodologies used in the development of client-server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object-oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project-oriented, with students implementing projects using a front-end application development language. Prerequisites: IT 640 and IT 650.

IT 670
Topics in Information Technology (formerly Topics in Computer Information Systems) *(3 credits)*

This course will cover an advanced topic of current interest in information technology. Students will complete a paper or a project. Prerequisite: IT 500 or IT 510. Additional prerequisites may be required depending upon the course topic.

IT 675
Data Warehouse Concepts and Design *(3 credits)*

This course presents the principles of design, development and implementation of Data Warehouse DBMS based on the dimensional modeling architecture. Data warehouse management issues will also be examined, along with an introduction to data mining as a tool for analytical decision support. Students will design and implement a data warehouse architecture. Prerequisite: IT 650.

IT 685/ACC 670
Accounting Information Systems *(3 credits)*

This course focuses on computer-based financial information systems and their integration into the overall information system of an organization. Students examine accounting systems in terms of inputs and outputs from the viewpoint of users, controllers, auditors and designers. Topics include computer hardware and software, systems analysis and design, database management systems, internal control, and specific accounting and auditing computer applications. Background preparation: 3 credit hours in computer systems technology or equivalent. It is recommended that IT majors take IT 510 before enrolling in IT 685.

IT 688
Software Testing *(3 credits)*

This course offers an introduction to the fundamental theory and concepts of testing computer software, including using a Life Cycle methodology; reviewing the vocabulary, objectives and limits of software testing; defining and reporting software defects; and designing and executing test plans. Students also learn about the challenges facing software testers. The course concludes with a section on managing the software testing process. Prerequisite: IT 510.

IT 690
Building Knowledge-based Expert Systems *(3 credits)*

Theoretical and practical aspects of artificial intelligence include the design, construction, implementation and evaluation of intelligent systems. Expert systems in business, industry and government are built using expert system shells and artificial intelligence programming languages. Knowledge engineering is studied along with other topics such as state space search, genetic algorithms, fuzzy logic, neural networks and intelligent agents. Prerequisite: IT 660.

IT 695
Electronic Commerce *(3 credits)*

Students focus on the explosive field of electronic commerce as they study the world of electronic business. The course offers balanced coverage of technical and business topics. Case studies and business examples provide a real-world context as students examine successful and unsuccessful implementation strategies. Students gain hands-on experience in using a Web development tool and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage. Prerequisite: IT 500 or IT 510.

IT 700
Projects in Information Technology (formerly Projects in Computer Information Systems) *(3 credits)*

This is the capstone course in the M.S. in IT program. Students receive in-depth training in IT project management using MS Project Manager, as well as a deeper understanding of how to manage the introduction to new IT technologies into an organization. Students are expected to complete a comprehensive IT project that integrates various modeling methodologies and a variety of application development tools, such as Visual Basic, XML, ASP and SQL. Students will be required to integrate database technology into their applications. Current and emerging hardware and software developments also are examined. Prerequisites: IT 600, IT 610, IT 620, IT 630, IT 640 and IT 650.

IT 701
Projects in Digital Commerce and eBusiness *(3 credits)*

This is the capstone integrating experience course for the graduate certificate in digital commerce and ebusiness. Students take a Web-commerce project from conception to completion using the knowledge, skills and tools that they have acquired in the certificate program. As such, a term project is a major part of the course. In

addition, students will study how to identify business needs and ways to create Web sites to serve those needs and to add value to the business. Through supplemental readings, students will keep up on emerging Web-commerce technologies. Prerequisite: IT 601.

IT 750
Projects in Artificial Intelligence/Expert Systems *(3 credits)*

This is the capstone course in the AI/ES graduate certificate program. Using expert system shells and/or artificial intelligence programming languages, students conduct a major project by taking a knowledge-based problem from conceptualization to design, then to knowledge engineering, and finally to software development and implementation. Students examine the latest developments in the field, such as genetic algorithms, case-based reasoning, fuzzy logic, intelligent agents and neural networks. Prerequisite: IT 690.

Learning and Language Disorders/Emotional and Behavioral Disorders

LLD 501/EBD 501
The Exceptional Child & Adolescent *(3 credits)*

This course is a survey of the various expressions of exceptionality, not limited to learning disabilities. Students consider the recognition of exceptionality in a child; techniques for remediation by the regular classroom teacher, specialists and parents; and approaches to helping the child meet his or her potential.

LLD 521/EBD 521
Behavior Management *(3 credits)*

This course focuses on helping students design and implement behavior management programs for special needs youths, adolescents and adults. It involves the synthesis of theoretical aspects of behavior modification and implementation in projects that include pinpointing target behaviors, charting baseline and intervention data, using appropriate reinforcement schedules and reinforcers, and evaluating necessary program changes. Required in LLD and EBD programs.

LLD 525/EBD 525
Curriculum Integration for Students with Exceptionalities (3 credits) This course examines methods and materials, the theories and research underlying various integrated curricular approaches for use with learners with exceptionalities in various education settings. Students will evaluate the effectiveness of those methods and materials. Prerequisites: LLD 501/EBD 501 and PSY 521 or equivalent.

LLD 561/ EBD 561
IEP: Consultation and Collaboration

This course is an examination of the collaborative/consultative model and skills. It also focuses on the state, federal and local laws regarding the education of students with special needs. This course

will also include the skills necessary for IEP and Team development. Prerequisite: LLD 501/EBD 501, LLD 542/EBD 542 or LLD 550/EBD 550.)

M.B.A. - Business Administration

MBA 500
Research Methods in Business *(3 credits)*

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required. Background preparation: 3 credit hours in statistics.

MBA 510
Quantitative Analysis for Decision-Making *(3 credits)*

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations. Background preparation: 6 credit hours in mathematics and 3 credit hours in statistics, or the equivalent.

MBA 600
Production and Operations Management *(3 credits)*

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics. Prerequisite: MBA 510 or permission of the area chair.

MBA 610
Business Law *(3 credits)*

This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations. Background preparation: 3 credit hours in business law or the equivalent.

MBA 620
Quality Control and Improvement *(3 credits)*

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course. Prerequisite: MBA 510 or permission of the area chair.

MBA 690
Topics in Operations Management *(3 credits)*

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth

investigation of JIT and OPT and their adaptability to manufacturing and service systems. Prerequisites: MBA 600.

MBA 700
Strategic Management (3 credits)

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources. Prerequisite: successful completion of at least 10 graduate courses, or eight for full-time students, and MBA 500, OL 500, ACC 500, FIN 500, MBA 510 and IT 500.

MBA 710
Internship (3 credits)

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments. Prerequisites: minimum grade point average of 3.0, completion of at least 18 credits and permission of a sponsoring full-time faculty member.

MBA 740
Thesis Option (3 credits)

Students may substitute 6 hours of thesis credits for two elective courses in the M.B.A., master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval. Prerequisites: approval from a full-time supervising faculty member and the school dean.

MBA 750
Independent Study (3 credits)

The school dean may approve an independent study arrangement, in exceptional circumstances. The arrangement requires a written request and justification by the student, identification of a supervising faculty member and the dean's approval.

Business Education

MBE 600
Current Literature (3 credits)

This in-depth examination of current books and periodicals familiarizes students with the latest developments in business and business education.

MBE 610
Improvement of Instruction (3 credits)

This course provides an advanced review and comparison of business education classroom methodologies, including simulations, role-playing and computer-based techniques. Background preparation: 3 credit hours in accounting or the equivalent.

MBE 620
Curriculum Development (3 credits)

This course includes the design and modification of effective business education curricula. Class members will prepare and evaluate secondary and/or postsecondary curricula.

MBE 630
Administration and Supervision (3 credits)

Students study modern administrative theories and practices related to secondary and postsecondary business education programs.

MBE 640
Technology for Teachers I (formerly Technology in Business Education) (3 credits)

This course involves the study of the use of technology in secondary and postsecondary business education courses. Students are required to prepare workable programs for business education courses and evaluate existing software. Background preparation: 3 credit hours in computer systems technology or the equivalent.

MBE 641
Technology for Teachers II (3 credits)

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students are required to prepare workable programs for courses and evaluate existing software. Prerequisite: MBE 640 or permission of the department chair.

MBE 642
Computer Teachers Toolbox (3 credits)

Students study state-of-the-art information technology tools, resources and methodologies for the computer technology educator. This course develops the technical competencies certified computer teachers in New Hampshire need. Foundational and contemporary topics range from computer operating systems and system network administration to end-use applications. Background preparation: 3 credits in computer systems technology.

MBE 650
Work-based Learning and Student Organizations (3 credits)

Students investigate and discuss current issues in business and career technical education. Topics include the effective employment of student organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.

MBE 660
Mainstreaming in Business Education (3 credits)

This course provides knowledge and understanding of exceptional children and adolescents in American schools. Discussion of various disabilities and strategies for the teacher to use in dealing with these conditions is the focus of the course. While applications to the business education classroom are the focus of this course, it is a generic course in the field.

MBE 670
Training and Development in Organizations (3 credits)
This course is a guide to the design, delivery and assessment of training programs in businesses and other organizations. Practical emphasis is placed on the development of training programs and evaluation instruments, as well as on the use of effective instructional methods to deliver these programs.

MBE 680
Business Education at the College Level (3 credits)
Students study the philosophy and practice of business education at the postsecondary level. This course focuses on issues, teaching approaches and curriculum and is intended for those with an interest in teaching at the postsecondary level.

MBE 685
Globalization in Education (3 credits)
This course is intended to provide educators with a global perspective in secondary and postsecondary education. The course concentrates on understanding the cultural, political and economic differences in countries outside of the United States. In turn, these principles will be compared to the U.S. and integrated into the curriculum.

MBE 690
Seminar in the Learning Environment (3 credits)
This seminar is aimed at creating an understanding of the learning environment in a profit or not-for-profit organization. It is a required course in the training and development certificate program. Prerequisites: MBE 610, MBE 670 and OL 600 or permission of the instructor.

MBE 691
Training and Development Seminar (3 credits)
This course is an experiential seminar that serves as the capstone for the training and development certificate program. The class meets as a group periodically during the term. Students work independently on field-based projects. Prerequisite: MBE 690 or permission of the instructor.

MBE 700
Student Teaching (6 credits)
Student teaching is a practical application of the theories learned in the business education program. The student will be assigned to a school for one full marking period. Active teaching of at least three class periods per day, plus other assigned duties, will begin promptly. Students are supervised by the business education faculty and receive a letter grade. Students must be recommended by a screening committee prior to enrolling in the course. Students seeking to be approved for student teaching must provide documentation of 20 hours of prior school visitation and/or observation experience. Students must present passing scores on the PRAXIS 1 examination prior to being registered for this course.

MBE 710
Seminar for School Business Administrators I (3 credits)
This course focuses on the management skills required in the complex environment of school business administration. Students develop the skills that school business administrators need.

MBE 715
Seminar for School Business Administrators II (3 credits)
This course focuses on the school law and accounting content needs of the school business administrator. Particular attention is paid to the financial accounting records and procedures that are critical to the performance of the job of business administrator. Background preparation: 6 credits of accounting. Prerequisite: MBE 710, or permission of the instructor.

MBE 720
Seminar for School Business Administrators III (3 credits)
This course focuses on the practical application of the skills required for certification as a school business administrator. The major focus of the course is on gaining field experience with a practicing school business administrator. Areas of emphasis include budget development, contract bidding, information processing, human resource management and financial reporting. Prerequisite: OL 610 and MBE 715 with a minimum grade of "B."

Marketing

MKT 500
Marketing Strategies (3 credits)
This course focuses on the process of identifying unsatisfied needs/wants and then providing satisfactions in a mutually beneficial way between marketers and their customers.

MKT 610
Advertising Management (3 credits)
This course addresses the specific activities involved in managing a campaign, including research, media selection, copywriting, layouts and the role of ad agencies. Prerequisite: MKT 500.

MKT 620
Consumer Behavior (3 credits)
This course addresses the psychological and sociological foundations of consumer behavior, and how firms research these "roots" and design strategies based on what they learn. Prerequisite: MKT 500.

MKT 630
Market Research (3 credits)
This course addresses the role of research in resolving problems. Qualitative and quantitative analysis techniques and research design issues are explored. Prerequisites: MKT 500 and MBA 510.

MKT 640
Industrial Marketing (3 credits)

This course addresses business-to-business marketing activities. Prerequisite: MKT 500.

MKT 660
Marketing Strategies for Not-for-Profit Organizations (3 credits)

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development. Prerequisite: MKT 500.

MKT 670
Product Management (3 credits)

This course addresses the development and management of the product within the marketing organization. Prerequisite: MKT 500.

MKT 680
Logistics/Distribution Management (3 credits)

This course addresses the significant impact that distribution/logistics activities have on corporate profitability. These activities involve physically moving raw materials, in-process inventory and finished goods inventory from the point of origin to the point of use. A variety of analytical tools and techniques relevant to the field will be integrated into the course. Prerequisites: MKT 500, MBA 510 and MBA 600.

MKT 690
Contemporary Corporate Public Relations (3 credits)

This course provides students with an understanding of contemporary issues facing corporations, and the role of public relations in helping an organization thrive in its environment. The four-part public relations process of research and fact-finding, planning and programming, implementing and communicating and evaluating is reviewed.

MKT 691
Writing for Public Relations (3 credits)

This course is designed for professionals in the marketing and communication fields who want to improve their writing skills in the broad arena of public communications. The course covers the wide range of publications and vehicles, including news releases, feature stories, electronic media, the Internet, annual reports, brochures and other materials used in public communication. Theoretical and practical implications and strategy and planning are explored. Students prepare a portfolio of work in the various formats.

Organizational Leadership

OL 500 (formerly HRM 500)
Human Behavior In Organizations (3 credits)

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision-making.

OL 510 (formerly HRM 510)
History and Functions of the U.S. Health System (3 credits)

This course is an introduction to the United States' healthcare system. It includes historical and functional approaches to enable students who have no previous experience in health occupations to learn more about the development, workings, financing and problems of the U.S. system of delivering health services.

OL 600 (formerly HRM 600)
Strategic Human Resource Management (3 credits)

This course emphasizes the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. It serves as an introduction to the areas of compensation, collective bargaining, affirmative action, and other regulatory procedures and requirements as they relate to contemporary applications in organizations.

OL 605 (formerly HRM 690)
Human Resource Certification Course (3 credits)

Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. Prerequisite: completion of a non-credit certification program.

OL 610 (formerly HRM 610)
Labor Relations and Arbitration (3 credits)

This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied. Prerequisites: OL 500 (formerly HRM 500); OL 600 (formerly HRM 600) is recommended.

OL 620 (formerly HRM 620)
Compensation and Benefits Management *(3 credits)*

This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome. Prerequisites: OL 500 (formerly HRM 500); OL 600 (formerly HRM 600) is recommended.

OL 630 (formerly MBA 630)
Entrepreneurship and Small Business Management *(3 credits)*

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real-world project or Small Business Institute consultancy.

OL 635 (formerly MBA 650)
Consulting *(3 credits)*

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts.

OL 640 (formerly MBA 680)
Franchising *(3 credits)*

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent.

OL 650 (formerly HRM 650)
Service Management *(3 credits)*

Students examine the close coordination required of marketing, operations, finance and human resource strategies to design and implement a fabled (world-) class delivery system. The course emphasizes developing employees' human and technical skills that are required to achieve a fabled class service delivery system. The course also analyzes operational performance for the service sector and service support functions of manufacturers. Industries emphasized in the course include information services, health care, banking, transportation, distribution and retail. (This course may be taken as one of the selections for the marketing certificate and is recommended as an elective for the human resource management certificate, the health certificate and the M.B.A.) Prerequisite: MBA 510.

OL 660 (formerly HRM 660)
Redesigning Middle Management *(3 credits)*

This course addresses the 10 management roles defined by Mintzberg and the three skill areas identified by Katz as applied to the middle management role traditionally found in organizations. Based on research and a review of the literature on Total Quality Management, Reengineering and the Learning Organization, the course will outline and enable students to develop a new role for middle managers in a contemporary organizational setting. Prerequisite: OL 500 (formerly HRM 500) or HOS 550.

OL 665 (formerly MBA 660)
Management of Not-for-Profit Organizations *(3 credits)*

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.

OL 670 (formerly HRM 670)
Leadership *(3 credits)*

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory. Prerequisite: OL 500 (formerly HRM 500) or HOS 550.

OL 690 (formerly MBA 670)
Business, Government and the Environment *(3 credits)*

Students investigate the nature of the environments in which business enterprises conduct their operations in order to determine the actual and desirable levels of attentiveness and responsiveness of business managers to the relationship between the enterprise and society.

OL 695 (formerly HRM 630)
Topics in Health Administration *(3 credits)*

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services that meet the needs of a diverse clientele and a complex environment. Included are topical presentations by health care providers that concentrate on the structure and delivery of quality health services. Prerequisites: OL 500 (formerly HRM 500); and OL 690 (formerly MBA 670) is recommended.

OL 700 (formerly HRM 700)
Seminar in Health Administration *(3 credits)*

This seminar focuses on the management skills needed in the complex environment of health care provider organizations. It introduces planning strategies needed for balancing organizational and economic factors that impact the delivery of health care services

and includes the analysis of various concepts and principles of strategic planning and the change process. Prerequisite: OL 695 (formerly HRM 630).

OL 750
Contemporary Issues In Organizational Leadership (3 credits)

This is the capstone course for the M.S. in organizational leadership. Students examine contemporary issues challenging leaders of the postmodern organization. Using a case-based approach, students will examine specific issues under the broader themes of leadership, teamwork, quality, change, organizational structure and trustworthiness. Within the context of these themes, students will be exposed to the latest trends that have begun and will continue to challenge organizational leaders for the foreseeable future. Students develop environmental scanning techniques that will assist them in the identification of potentially new areas for opportunities as well as develop an understanding of some systems changes already under way in the business environment. Prerequisites: OL 500 (formerly HRM 500), OL 600 (formerly HRM 600), OL 660 (formerly HRM 660), OL 670 (formerly HRM 670) and OL 690 (formerly MBA 670).

Program In Community Mental Health

PCMH 500
Orientation and Immersion Weekend (no credit)

This course introduces students to the community mental health program and includes an overview of the philosophy, content and information about how the program is operated. Students create an Individual Professional Development Plan that outlines their learning and career goals. The IPDP serves as a means of communication between students and their advisors throughout the program.

PCMH 600
Overview Of Behavioral Health Services (3 credits)

What are psychiatric disability, co-occurring substance abuse and severe emotional disturbance? How do they affect the lives of children, adolescents, adults and their families? Students explore these questions from multiple perspectives, including those of people diagnosed with these disabling conditions and their family members, professionals, advocates, policy-makers and community members. This course provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service delivery systems organize, finance and deliver care; current approaches to treatment, support and successful community re-integration; the impact of managed care; and other critical issues facing the field.

PCMH 610
Helping Relationships (3 credits)

Students in this course gain an understanding of the clinical process and begin to develop the communication and consultation skills that are essential for working with individuals with significant mental health and substance abuse problems, their families and other professionals. Skills covered include values clarification, establishing

effective relationships, listening, team building, working with natural supports, mediation, negotiation and conflict resolution.

PCMH 615
Practicum (1 credit)

Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

PCMH 620
Community Resources (3 credits)

Students explore the concept of the whole community as a resource. Students research such "traditional" resources as entitlement programs, housing and educational programs, early childhood programs, vocational programs, legal programs, mental health programs, substance abuse treatment programs and medical services programs. Students also learn how to help individuals access non-agency community supports and services in order to promote full community integration and membership.

PCMH 630
Clinical Skills I: Working with Adults with Psychiatric Disabilities (3 credits)

This is the first of two courses designed to develop student knowledge and skills in providing community support services for adults with psychiatric disabilities. The course focuses on the application of the values of choice, partnership, recovery, integration, family support, cultural sensitivity and community support. Students explore the concepts of wellness and disability and their impacts on service recipients in housing, work, educational and social settings. A variety of service delivery models are reviewed. Students develop skills in individual needs and preference assessment, futures planning, individualized supports, skill teaching and resource development.

PCMH 631
Clinical Skills II: Working with Adults with Psychiatric Disabilities (3 credits)

Students in this course refine the skills learned in PCMH 630. Involving family members, teaching recovery skills, designing culturally relevant services, and delivering services to persons with multiple and complex needs are emphasized. Students develop skills in crisis prevention and planning and explore topics related to commitment and legal involvement. Ethical and relationship boundary issues in outreach support services are discussed.

PCMH 635
Clinical Skills I: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and their Families (3 credits)

This is the first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing severe emotional disturbances and their families. The course focuses on the applications of the

values of integration, family integrity, child and family centeredness, choice and unconditional care. Students explore the principles of and develop the essential skills to provide wrap-around services, including individualized and flexible supports, outreach, collaborative teaming and the use of natural supports. Approaches to in-home support; case management; educational and school-based services; foster care; crisis, housing and respite services; peer support and self-help; and medication management are covered. Students develop skills in individual needs and preference assessment, futures planning, skill teaching and resource development.

PCMH 636
Clinical Skills II: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and Their Families (3 credits)
Students refine skills learned in PCMH 635. This course emphasizes involving family members, working with schools and other social service agencies, designing culturally relevant services, designing services relevant to children in different developmental periods, and designing services for children and adolescents with multiple and complex needs. Students develop skills in crisis prevention and intervention. Ethical and relationship boundary issues in outreach support services are discussed.

PCMH 645
Clinical Skills I: Co-occurring Substance Abuse and Psychiatric Disabilities (3 credits)
This course provides a clinical and practical foundation for intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment and intervention areas are covered. Students explore a variety of motivational and contextual dimensions, including empowerment, hope, recovery education and symptom self-management, self-help and therapeutic interventions. Family support, involuntary interventions, intervention networks and integrated clinical services will be addressed using a general systems theory approach.

PCMH 646
Clinical Skills II: Co-occurring Substance Abuse and Psychiatric Disabilities (3 credits)
This course integrates empirical and functional aspects of the therapeutic process when intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Students learn to employ core clinical interventions and treatment modalities. Students must demonstrate a high level of competence in clinical and psychosocial interventions used with individuals with co-occurring mental illness and substance abuse disorders. The complexity and heterogeneity of co-occurring disorders will be examined closely. Ways an individual's experience of trauma complicates clinical work will be stressed. Unique ethical and boundary issues will be addressed.

PCMH 650
Internship I (3 credits)
Students complete a 300-hour clinical internship in a relevant program or agency and under the supervision of a qualified field instructor. Students must develop a learning contract with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

PCMH 662
Internship II (3 credits)
Students in the master's program complete an additional 300-hour internship that focuses on the development of advanced clinical and/or leadership and management skills under the supervision of a qualified field instructor. Students must develop learning contracts with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

PCMH 665
Program Evaluation and Systems Research (3 credits)
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.

PCMH 666
Professional Affairs and Ethics (3 credits)
Students review standards and guidelines developed by counseling and various other human service disciplines for community-based outreach and support services in behavioral health. Students clarify their own values and develop a set of guidelines to resolve ethical dilemmas as they occur.

PCMH 667
Community & Systems: Analysis, Consultation & Change (3 credits)
Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and communities and complete a project that integrates the research literature with practical applications and action strategies in this area.

PCMH 671
Special Topics, Mental Health Counseling for Children & Families (3 credits)
This course covers emerging issues and trends in mental health counseling for children and families. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

PCMH 672
Management of Behavioral Health Services (3 credits)

This course explores aspects of leadership and management roles within behavioral health organizations. It provides an introduction to such topics as personal management and self-awareness, managed care and organizational dynamics, change and leadership. Students also learn about basic aspects of managing organizations, including financial management, risk management and strategic affiliations.

PCMH 673
Special Topics, Mental Health Counseling for Adults (3 credits)

This course covers 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.

PCMH 674
Special Topics, Mental Health and Substance Use Counseling (3 credits)

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.

PCMH 675
Co-occurring Issues for Children and Families (3 credits)

This course focuses on three issues. The first is understanding families with a member who abuses substances. This includes an understanding of family systems, issues related to culture and ethnicity, the impact of domestic violence and effects specific to very young children. The second, specific interventions for youth who are abusing substances, includes strategies for providing intensive treatment options in the community, developing pro-social behaviors and legal issues that affect minors. The third, system and community issues, includes ways to address cross-social service system treatment barriers and community education and mobilization.

PCMH 676
Physiology of Addictions and Psychopharmacology (3 credits)

This course covers the physiology of addictions and the effects and prevalence of major addictive and abused substances. Students develop an understanding of withdrawal symptoms and detoxification protocols. Students also gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders and basic medical problems for which referrals should be made. Educating individuals and their families on medication benefits and side effects is emphasized.

PCMH 677
Special Topics, Management and Policy (3 credits)

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.

PCMH 680
Diagnosis and Assessment (3 credits)

This course provides an overview of standard assessment and diagnostic methods in counseling. Students develop the capacity to use a systematic inquiry process for obtaining important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-IV and the most critical instruments used to assess mental health and substance abuse problems. Ethical, cultural and other issues related to test bias and the interpretation of test results are discussed.

PCMH 681
Counseling Theory (3 credits)

This course provides students with an overview of several formal counseling and psychotherapy theories. Students consider the key concepts and applications of many theories, including RET, TA, Gestalt, person-centered, psychoanalytic, Bowen Systems, Adlerian and Narrative Brief-Treatment. A wide range of teaching and learning methods will be utilized, and approaches that actively involve students in the learning process will be emphasized.

PCMH 682
Human Development (3 credits)

This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development processes and dynamics and for predicting challenges associated with life transitions is emphasized. The interplay of the biological, cognitive, social and cultural influences of each aspect of development also is stressed.

PCMH 683
Group Process (3 credits)

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.

PCMH 684
Psychopathology (3 credits)

This course is an overview of research on risk factors, theories of causation and treatment modalities for major psychiatric disabilities. It builds a model that integrates genetic, physiological, temperamental and environmental variables as factors that

contribute to the risk for psychiatric and addictive disorders. The research base for models of causation and treatment effectiveness is emphasized.

PCMH 685
Social and Cultural Foundations (3 credits)

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.

PCMH 686
Career and Lifestyle Development (3 credits)

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.

PCMH 687
Marriage and Family Therapy (3 credits)

This course offers an overview of prominent approaches for working with couples and families, including psychodynamic, behavioral, communication-based, experiential, multigenerational, 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.

PCMH 690
Master's Project (2 credits)

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 systems change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Psychology

PSY 515
Adolescent Psychology (3 credits)

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Middle/secondary education majors are required to do field experience in appropriate grade levels and subject areas.

PSY 521
Educational Psychology (3 credits)

This course studies the principles and theories of learning as they relate to the developmental levels of children and adolescents in the elementary through high school years.

Reading

RDG 531
Children's Literature (3 credits)

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.

RDG 535
Survey of Reading for Junior/Senior High School Teachers (3 credits)

Content area teachers will examine strategies for enhancing student learning in their classrooms. Strategies for pre-, during and post-reading will be covered, as will strategies for developing vocabulary, comprehension and study strategies directly related to the particular content area discipline.

Sport Management

SPT 500
Sport Marketing (3 credits)

This course is a survey of concepts and processes used in the successful marketing of sport programs and events. The case-study approach is used and special emphasis is placed on the unique aspects of sport products, markets and consumers.

SPT 510
Sport and Society (3 credits)

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored.

SPT 600
Management of Sport Organizations (3 credits)

This course focuses on the application of management concepts and theories to sports organizations and the sports industry. It includes issues of organizational design, public policy, labor relations, collective bargaining, ethical issues in sport and the globalization of the sports industry.

SPT 610
Sport Law (3 credits)

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining.

SPT 700
Seminar and Principles of Sport Administration *(3 credits)*

This course covers the development of sport administration principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allows students to focus on their areas of interest. Prerequisites: SPT 500, SPT 510 and SPT 600.

Taxation

TAX 650
Federal Taxation of Individuals *(3 credits)*

This course studies the theory and practice of federal income taxation of individuals.

TAX 655
Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax *(3 credits)*

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts. Prerequisite: TAX 650.

TAX 660
Tax Factors In Business Decisions *(3 credits)*

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions. This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. This course is open only to non-accounting students. Background preparation: 6 credit hours in accounting or the equivalent.

TAX 665
Estate and Gift Taxation *(3 credits)*

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations. Prerequisite: TAX 650.

TAX 670
Tax Research Methodology/Practice and Procedures *(3 credits)*

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service. Prerequisite: TAX 650.

TAX 700
Special Topics In Taxation *(3 credits)*

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored. Prerequisite: TAX 650, TAX 655 and TAX 670.

University Directory
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Administration of the University

Richard A. Gustafson • President • B.A., M.Ed., Boston University • Ph.D., University of Connecticut
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John C. Miles • Vice president of Finance and Operations • Treasurer • B.S.B.A., Rockhurst College • M.B.A., Central Missouri State University
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Administration of Academic Schools

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Frederick Lord • Assistant dean, School of Liberal Arts • B.S., M.B.A., New Hampshire College
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Lori DeConinck • Director of Tutoring Services • Assistant professor • A.S., Notre Dame College • B.S., New Hampshire College • M.A.C.P., Rivier College
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Ronald H. Epp • Library director • Associate professor • B.S., University of Rochester • M.A., Ph.D., State University of New York at Buffalo • M.L.S., University of Memphis
Kevin Coakley-Welch • Reference coordinator/Instruction librarian • Assistant professor • B.A., Bates College • M.A., College of William and Mary • M.L.I.S., University of Rhode Island
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Christine Clifford • Residence director • B.S., University of New Hampshire

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Donna Marshall • Media graphics coordinator • B.A., Jamestown College

Chad Mason • Equipment/event manager, Athletics • B.S, M.S., New Hampshire College

Dennis Masi • Women's basketball coach • B.A., Western Connecticut State University • M.A., Adelphi University

Susan Maslack • Coordinator of site development, Program in Community Mental Health • B.S., University of Vermont • M.S.W., Boston University

Gregg Mazzola • Director of Communications & Media Relations • B.A., University of Dayton

Anne F. McCubrey • Assistant registrar • B.S., University of New Hampshire • M.B.A., New Hampshire College

Thomas M. McDermott • Sports information director • B.S., SUNY Brockport

George E. Miville • Director of Public Safety • A.S., B.S., St. Anselm College

Lisa Jo Moher • Assistant director of Financial Aid • B.M.E., University of Kansas

Debbie J. Moore • Senior Credit manager

Denise Morin • Conference services coordinator • A.S., New Hampshire College

Chris Morris • Director of Facilities • B.S., Nasson College

Dr. Elisabeth J. Noyes • M.A., Clark University • M.Ed., Salem State College • M.A., University of Massachusetts-Amherst • Ed.D., Nova Southeastern University

James Olkovikas • Manager of administrative computing • Computing Resources • B.S., New Hampshire College

Kristin Olson • Residence director • B.A., University of New Hampshire

Richard Ouellette • Registrar • B.T., M.A., Appalachian State University • Ed.D., Vanderbilt University

Mark Paradis • Hospitality Center purchasing coordinator • A.O.S., Johnson and Wales University
Melinda Parker • Credit manager • B.S., New Hampshire College
June Phillips • Director of Annual Giving & Development • B.S., Northeastern University
Thomas W. Poitras • Head men's soccer coach • B.S., Southern Connecticut State University
Joseph R. Polak • Director of Athletics • B.A., Fordham University
Brad Poznanski • Assistant vice president of Enrollment Management • B.S., Springfield College • M.S., Rivier College
Raymond Prouty • Associate director of Athletics/athletic business manager • B.S., New Hampshire College
Terry M. Prouty • Women's soccer and softball coach • B.S., New Hampshire College
Sheila Roy • Director of Student Administrative Services/bursar • A.S., B.S., New Hampshire College
Maureen Scarfo • Benefits administrator • A.S., Katharine Gibbs School
Jennifer Schoenig • B.S., New Hampshire College
Amy Slattum • Admission counselor • B.S., New Hampshire College
Pauline Y. St. Hilaire • Associate director of Admission • B.S., M.S., New Hampshire College
Norman H. St. Onge, Jr. • Assistant to the director of Public Safety • B.S., New Hampshire College
Robert P. Schiavoni • Director of Residence Life • B.S., New Hampshire College • M.Ed., Springfield College
Stanley C. Spirou • Head men's basketball coach • B.S., Keene State College • M.Ed., Antioch University
Scott A. Tierno • Director of Student Organizations and Leadership • B.S., Plymouth State College • M.Ed., Northeastern University
Christine Wernersbach • Graphic designer, Planning and Marketing • A.S., New Hampshire Community Technical College - Manchester
Nancy White • Coordinator of Health Services • L.P.N., Moore General Hospital School of Practical Nursing • B.S.H.S., New Hampshire College
James A. Whitmore • Associate director of Human Resources • B.A., University of New Hampshire • M.B.A., New Hampshire College
Sara Wilson • Director, Wellness Center • B.A., University of Virginia • M.S.H.S., Springfield College
Sean Woolford • Assistant director of Admission • B.A., Westbrook College
Vanessa Zerillo • Program director, Field-based Graduate Program in Education • B.A., State University College of New York • M.S., University of Vermont • Ed.D., Nova Southeastern University
Jeanne Zimmerman • Recruitment and marketing specialist, Program in Community Mental Health • B.S., Trinity College of Vermont
Vincent J. Zuccala • Head trainer • B.S., Salem State College • M.S., Eastern Illinois University

Honorary Degree Recipients

1971	Mrs. Gertrude Shapiro, Doctor of Humane Letters
1972	Col. John H. Glenn, Doctor of Science
1973	Julian Bond, Doctor of Laws
1974	Stewart L. Udall, Doctor of Laws
1975	Louis Rukeyeser, Doctor of Humane Letters
1976	Nikki Giovnanni, Doctor of Humane Letters
	Williams S. Green, Doctor of Laws
1977	Martin Agronsky, Doctor of Laws
	Rev. Placidus H. Riley, Doctor of Humane Letters
1978	Newell S. Paire, Doctor of Laws
1979	Eugene S. Mills, Doctor of Laws
	Charles S. Stanton, Doctor of Laws
	John F. Sterling, Doctor of Laws
1980	Jack L. Bowers, Doctor of Laws
	Norris Cotton, Doctor of Laws
	Philip S. Dunlap, Doctor of Laws
1981	John A. Beckett, Doctor of Laws
	Richard A. Fulton, Doctor of Laws
1982	Lotte Jacobi, Doctor of Humane Letters
	Robert Rosenberg, Doctor of Laws
1983	Henry R. Bloch, Doctor of Laws
1984	Ralph W. Farmer, Doctor of Laws
	Victor K. Kiam II, Doctor of Laws
	Warren B. Rudman, Doctor of Laws
1985	Curtis L. Carlson, Doctor of Humane Letters
1986	Christopher Forbes, Doctor of Humane Letters
	Sakip Sabanci, Doctor of Laws
1987	Joachim W. Froelich, OSB, Doctor of Humane Letters
1988	Kenneth J. Rowley, Doctor of Laws
	Thomas V. Vanderslice, Doctor of Science
1989	Thomas A. Corcoran, Doctor of Laws
1990	Raymond F. Truncellito, Doctor of Laws
	Patricia Gallup, Doctor of Science
1991	Christos Papoutsy, Doctor of Laws
	Hedrick L. Smith, Doctor of Humane Letters
	Elton See Tan, Doctor of Laws
1992	Sophia Collier, Doctor of Laws
	Gary Hirshberg, Doctor of Science
	Kimon S. Zachos, Doctor of Laws
	Alirio Parra, Doctor of Laws
1993	Andrew W. Greene, Doctor of Laws
	Yelena Khanga, Doctor of Humane Letters
1994	David Van Note, Doctor of Laws
	John F. Swope, Doctor of Laws
1995	Elizabeth Hanford Dole, Doctor of Laws
	Norman C. Payson, Doctor of Science
	Bedrettin Dalan, Doctor of Laws
1996	Kenneth D. Van Kleeck, Doctor of Laws
	Katharine Delahayne Paine, Doctor of Laws
	Juan Manuel Santos C., Doctor of Laws
1997	Franklin Abraham Sonn, Doctor of Laws
	Dean Kamen, Doctor of Science
	Donald Murray, Doctor of Humane Letters
1998	Dr. Jacqueline Mara, Doctor of Laws
	Lewis M. Feldstein, Doctor of Laws
	Walter Peterson, Doctor of Laws
	Dr. Selma R. Deitch, Doctor of Science
1999	Jeanne Shaheen, Doctor of Laws
	Malcolm S. Forbes Jr., Doctor of Laws
	Jan C. Scruggs, Doctor of Laws
	Sr. Carol J. Descoteaux, Doctor of Humane Letters
2001	Raymond Wieczorek, Doctor of Laws
2002	William S. Green, Doctor of Laws
	Georgie Thomas, Doctor of Laws
	Seham Razzouqi, Doctor of Laws
	Ismail Serageldin, Doctor of Science

Distinguished Achievement Citations

Alumni Association Distinguished Service Award

1979	Kenneth E. Preve '71
1980	Chris Papoutsy '57
1981	Richard Courtemanche '73
1982	David D. Myler '69
1983	Maurice Raymond '70
1984	Robert K. Morine '71
1985	Michael Brody '73
1987	Gertrude Shapiro
1988	Thomas Space '74
1989	William S. Green
1990	Dale L. Plavnicky '83
1991	Michael DeBlasi '70
1992	George Larkin
1993	Dorothy Rogers
1995	Rene LeClerc '71
1996	Peter Perich '76 and '85 (MS)
1997	Doug Blais '88
1998	Richard A. Gustafson
1999	Paula Reigel '86 & '92
2000	Janice (Somers) Fitzpatrick '93
2001	Bianca Holm

Alumni Hall of Fame Recipients

1991	Tony Lambert '68
1992	Dr. Judith Bouley '57
1993	Dr. Christos Papoutsy '57
1994	Richard Courtemanche '73
1995	David Myler '69
1996	Michael DeBlasi '70
1997	Robert Garneau '77
1998	Edward Ithier '87
1999	Thomas Tessier '74
2000	Bea Dalton '73
2001	Donald Labrie '71

Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski
1990	Robert R. Craven
1991	Marc A. Rubin
1992	Nicholas Nugent
1993	Robert Losik
1994	Ausra M. Kubilius
1994	Camille Biafore
1995	Karen Stone
1995	Beverly Smith
1996	Eleanor Dunfey-Freiburger
1996	Nicholas Cameron
1997	Robert Begiebing
1997	Mary Healey
1998	Patricia Spirou
1998	John Aylard
1999	Jeanette Ritzenthaler
1999	Helen Packey
2000	Mahboubal Hassan
2000	Eva Martel
2001	Martin J. Bradley
2001	Gary Baker
2002	Perrin H. Long
2002	Daniel O'Leary

Notes

Nondiscrimination

Southern New Hampshire University does not discriminate 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. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Office of Human Resources, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106-1045.

Family Educational Rights and Privacy Act

Southern New Hampshire University complies with the Family Educational Rights and Privacy Act (known as the Buckley Amendment). This act, which was passed by Congress in 1974, protects the rights of the student in matters of access to and release of information contained in the student's records. Questions regarding this policy should be referred to the registrar.

Sexual Harassment

Southern New Hampshire University seeks to create and maintain an academic and work environment in which all members of the community are free of harassment based on gender. It is the policy of Southern New Hampshire University that no member of the community may sexually harass another. The intent of this policy is to foster responsible behavior in an environment free of discrimination. Sexual harassment is illegal, as it makes the educational and working environment hostile, intimidating and offensive.

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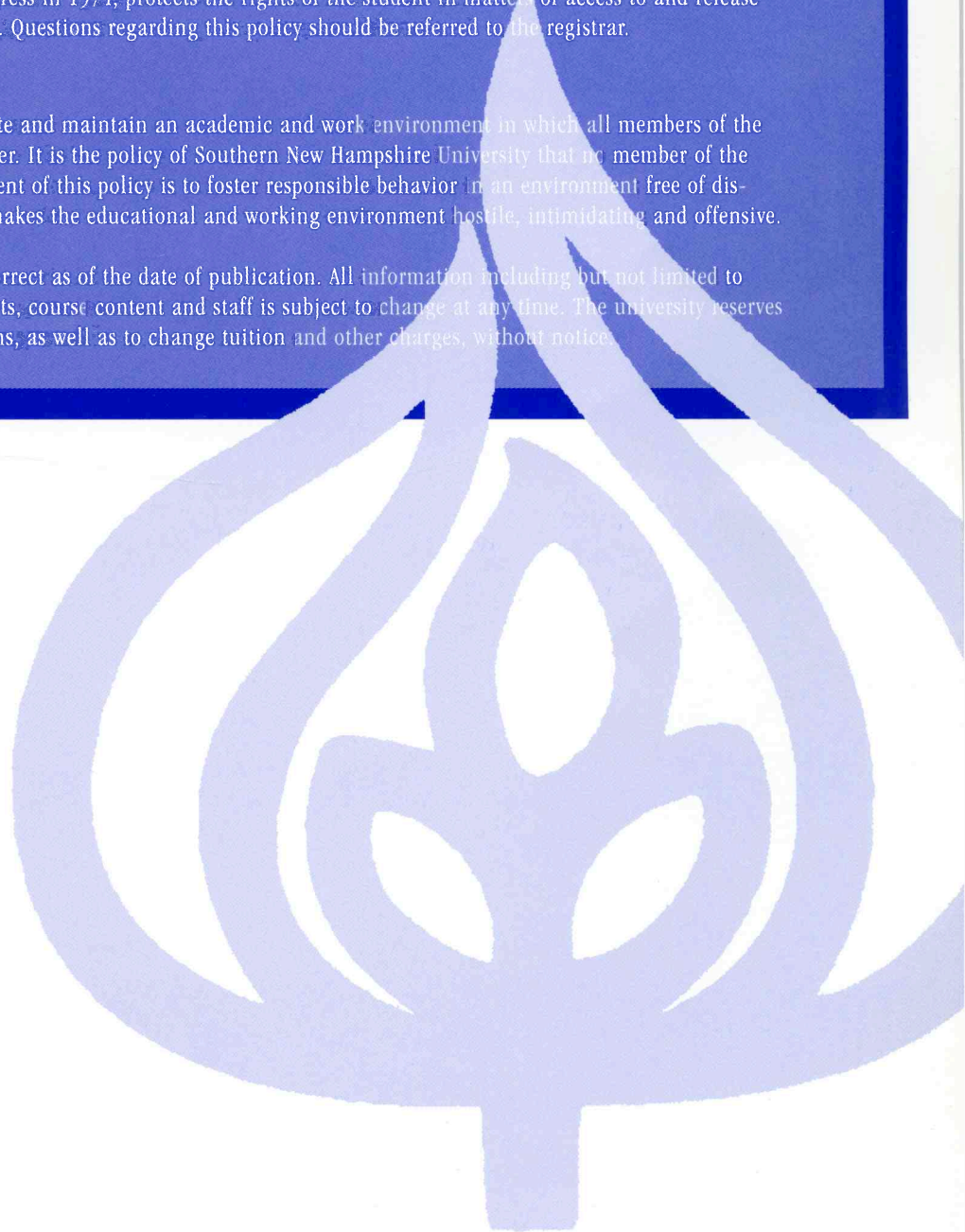
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