Go for your master's. Go for your doctorate. Go for yourself. Go for your family. Go beyond expectations. Go for the challenge. Go for the education. **Go on campus. Go on location. Go online.**

Southern New Hampshire University

For More Information

On Campus

2500 North River Road
Manchester, NH 03106
603.668.2211

Admission
Undergraduate Day Office
800.642.4968
603.645.9611
FAX: 603.645.9693
admission@snhu.edu

College of Online and Continuing Education
33 South Commercial St., Suite 203
Manchester, NH 03101
888.327.SNHU
moreinfo@snhu.edu

Online

College of Online and Continuing Education
33 South Commercial St., Suite 203
Manchester, NH 03101
888.327.SNHU
Online Programs: online@snhu.edu
Current students: onlinestudent@snhu.edu

On Location

SNHU Maine
10 Tibbetts Drive, Suite 200
Cook's Corner
Brunswick, ME 04011
207.725.6486
800.427.9238
brunswick@snhu.edu

SNHU Maine at Naval Air Station
207.798.5418
Fax 207.798.5419

SNHU Manchester
2500 North River Road
Robert Frost Hall, Suite 101
Manchester, NH 03106
603.645.9624
manchester@snhu.edu

SNHU Nashua
546 Amherst Street
Nashua, NH 03063
603.881.8393
nashua@snhu.edu

SNHU Salem
25 Pelham Road, Suite 300
Salem, NH 03079
603.893.9600
salem@snhu.edu

SNHU Seacoast
231 Corporate Drive
Portsmouth, NH 03801
603.436.2831
seacoast@snhu.edu

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

Welcome to Southern New Hampshire University

Message from the President

In this catalog, you will find descriptions of Southern New Hampshire University's graduate programs and courses. A university catalog offers the most comprehensive description of any institution. Spend time with it and you will learn about SNHU's history and mission, its services and outreach, its facilities, and the many opportunities the university provides students for meeting their life and career goals.

Read between the lines and you'll discover much more. You will see what makes Southern New Hampshire University one of New England's most exciting institutions, particularly for graduate students — small classes; our entrepreneurial and innovative spirit; dedicated faculty who bring real-world experience to the classroom; professional programs that are nationally accredited and internationally recognized. Just this year our MBA program was recognized as the Best MBA Program in NH by the *NH Business Review.*

We give you more options to complete your degree than almost any other institution. You can blend traditional face to face courses with wholly online courses or take a mix in one of our hybrid courses. With a number of centers besides the main campus you can access courses and services in a place most convenient to home or work. Compare our per-credit cost and we are still one of the most affordable graduate programs in the area.

Quality, convenience, and cost—SNHU graduate programs are designed for you to get the education you need to forward your career and to do it in the ways best suited to your needs.

You can be part of the excitement of a university that is growing in size and reputation. The first impressions from my arrival here eight years ago remain fresh in my memory: the sense of possibility and energy and the opportunity that comes with a university experience coupled with a friendliness and warmth that immediately made me feel at home. Spend some time with this catalog, spend some time on campus, and I think you'll feel the same way.

Sincerely,

Paul J. LeBlanc, President

2012-2013 Graduate Catalog

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Academic Calendar – Graduate Programs

Term 1

Classes Begin	Mon. Sept. 17, 2012
Holiday	Thanksgiving Break (Nov. 19-25)
Classes End	Sun. Dec. 9, 2012

Term 2

Classes Begin	Mon. Jan. 7, 2013
Break	Spring Break (Mar. 4-10)
Classes End	Sun. Mar. 31, 2013

Term 3

Classes Begin	Mon. Apr. 1, 2013
Holiday	Memorial Day (May 27)
Classes End	Sun. June 16, 2013

Term 4

Classes Begin	Mon. June 17, 2013
Holiday	Independence Day (July 4)
Classes End	Sun. Sept. 1, 2013

ESL Term Dates

Term 1-A

Classes Begin	Tues. Sept. 4, 2012
Classes End	Fri. Oct. 26, 2012

Term 1-B

Classes Begin	Mon. Oct. 29, 2012
Classes End	Tues. Dec. 18, 2012

Term 2-A

Classes Begin	Mon. Jan. 7, 2013
Classes End	Fri. Mar. 1, 2013

Term 2-B

Classes Begin	Mon. Mar. 11, 2013
Classes End	Tues. Apr. 30, 2012

Term 3-A

Classes Begin	Mon. May 6, 2013
Classes End	Fri. June 21, 2013

Term 3-B

Classes Begin	Mon. June 24, 2013
Classes End	Fri. Aug. 9, 2013

Academic Calendar – College of Online and Continuing Education (COCE) Undergraduate Programs

Term 1

Classes Begin	Tue. Sept. 4, 2012
Classes End	Sun. Oct. 28, 2012

Term 2

Classes Begin	Mon. Oct. 29, 2012
Holiday	Thanksgiving (Nov. 22/23)
Classes End	Sun. Dec. 23, 2012

Term 3

Classes Begin	Mon. Jan. 7, 2013
Classes End	Sun. Mar. 3, 2013

Term 4

Classes Begin	Mon. Mar. 4, 2013
Holiday	Easter (Mar. 31)
Classes End	Sun. Apr. 28, 2013

Term 5

Classes Begin	Mon. Apr. 29, 2013
Holiday	Memorial Day (May 27)
Classes End	Sun. June 23, 2013

Term 6

Classes Begin	Mon. June 24, 2013
Holiday	Independence Day (July 4)
Classes End	Sun. Aug. 18, 2013

CE Summer Day Term A

Classes Begin	Mon. May 13, 2013
Holiday	Memorial Day (May 27)
Classes End	Sun. June 23, 2013

CE Summer Day Term B

Classes Begin	Mon. June 24, 2013
Holiday	Independence Day (July 4)
Classes End	Sun. Aug. 4, 2013

Statement Regarding Varied Program Calendars

PCMH and Field-based On Location M.Ed. calendars are issued by the VT Center.

Southern New Hampshire University

Mission

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

History of the University

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

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

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

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

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

The college continued to expand academic offerings throughout the 1980s and 1990s. Community economic development was first offered in 1982 and the Culinary Arts Program was established in 1983. New liberal arts and education majors were added in the early 1990s and in the last several years. The one-of-a-kind 3 Year Honors Program in Business Administration was launched in 1997. Academic offerings again expanded in 1998 to include the Ph.D. in community economic development and the Doctor of Business Administration.

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

A wave of campus expansion began in 1996 with the construction of a new residence hall; Webster Hall, home to the School of Business; the Hospitality Center, home to the student-run restaurant and culinary programs; and Belknap Hall, now home to the Institute for Language Education, Public Safety, the School of Education and several university offices, including the Office of Undergraduate Admission.

Construction continued with the building of a new academic center, Robert Frost Hall, which houses the Center for Financial Studies, a simulated stock trading room, and the museum-quality McIninch Art Gallery. New residence halls were built on the west and east sides of campus. All classrooms and halls are wireless.

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

In 2007, SNHU became the first carbon-neutral university in New Hampshire.

During the 2009-2010 school year, the university opened a new academic building, which features new classrooms, student lounge and study areas, and a café, and a new dining

hall. Both energy-efficient buildings were designed with sustainability in mind.

Today the university has three schools—the School of Business, the School of Education and the School of Arts and Sciences—as well as the College of Online and Continuing Education, and continues to seek new ways to provide quality educational programs for all of our constituents, both in the U.S. and abroad.

Goals of the University

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

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

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

The SNHU Community

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

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

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

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

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

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

Academic support services at Southern New Hampshire University include:

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

Southern New Hampshire University student affairs services include:

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

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

Accreditation and Membership

Southern New Hampshire University programs are accredited by:

- Accreditation Commission for Programs in Hospitality Administration
- American Culinary Federation Educational Institute
- Association of Collegiate Business Schools and Programs
- European Council for Business Education
- National Association for Sport and Physical Education
- New England Association of Schools and Colleges
- New Hampshire Postsecondary Education Commission
- New Hampshire State Department of Education for Teacher Certification
- 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 eligible students with disabilities.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.
- a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP), eArmyU, and AU-ABC Community College of the Air Force/Air University articulation agreements.

On Campus

The campus is located in the Manchester/Hooksett area of southern New Hampshire. Manchester has a growing population of 108,000 and is a hub of progress in industrial and business growth to its south and tourism, leisure and recreation areas to its north. It has been named one of the top college cities, and Money magazine named it a most liveable city. The arts in the city are flourishing and the Verizon Wireless Arena weekly draws audiences from throughout the New England states. Convenient interstate highways bisect Manchester's bustling perimeters; air service connects Manchester to all major cities in the United States. Southern New Hampshire University's campus borders Interstate 93 and is within an hour of Boston.

SNHU is an EPA Green Power Partner and is the first carbon-neutral campus in New Hampshire. The main campus features new dormitory and apartment buildings, state-of-the-art classrooms, a well-equipped fitness center, wireless Internet access, auditoriums, technology labs, multimedia rooms, computer labs, a graphic arts lab, a student-run gourmet restaurant and bakery, a simulated stock trading room, a museum-quality art gallery, the Shapiro Library and much more. The Athletic Complex also houses a dance studio, a racquetball court, an indoor 25-meter competition-size swimming pool, four outdoor tennis courts (lighted for night play), two indoor gymnasiums, and baseball, softball, soccer/lacrosse and practice fields. A new academic building and a new dining hall opened during the 2009-2010 school year. In addition, construction on a new Learning Commons is scheduled to begin in the next 12 months. The Commons will offer a space better suited to students' social and collaborative learning styles.

Degrees Offered and Academic Programs

Southern New Hampshire University prepares its students by offering the following major courses of study.

Associate of Arts (A.A.)
A.A. Liberal Arts

Associate of Science (A.S.)
A.S. Accounting
A.S. Baking and Pastry Arts
A.S. Business Administration
A.S. Computer Information Technology
A.S. Culinary Arts
A.S. Fashion Merchandising
A.S. Justice Studies
A.S. Marketing

Bachelor of Arts (B.A.)
B.A. Child Development Leadership
B.A. Communication
B.A. Community Sociology
B.A. Computer Information Technology
B.A. Creative Writing
B.A. Early Childhood Education*
B.A. Elementary Education*
B.A. Elementary Education with Special Education*
B.A. English Education*
B.A. English Language & Literature
B.A. English Language & Literature and English Education*
B.A. Environmental Management
B.A. Game Design and Development
B.A. Graphic Design and Media Arts
B.A. General Studies in Education
B.A. History
B.A. History and Social Studies Education*
B.A. Individually Designed Major
B.A. Law and Politics
B.A. Mathematics
B.A. Middle School Mathematics Education*
B.A. Middle School Science Education*
B.A. Music Education*
B.A. Psychology
B.A. Psychology/Child and Adolescent Development
B.A. Psychology/Forensic Psychology
B.A. Psychology/Mental Health Counseling
B.A. Public Service
B.A. Social Studies Education/History*
B.A. Social Studies Education/Political Science*
B.A. Special Education*

Bachelor of Applied Science (B.A.S.)
B.A.S. Hospitality Administration
B.A.S. Hospitality Management

Bachelor of Business Administration (B.B.A.)
B.B.A. Business Administration

Bachelor of Science (B.S.)
B.S. Accounting
B.S. Accounting/Finance
B.S. Accounting/Information Systems
B.S. Business Administration
B.S. Business Studies
B.S. Computer Information Technology
B.S. Culinary Management
B.S. Environmental Science
B.S. Fashion Merchandising and Management
B.S. Finance/Economics
B.S. Game Design and Development
B.S. General Studies in Business
B.S. Hospitality Business
B.S. International Business
B.S. Justice Studies
B.S. Marketing
B.S. Operations and Project Management
B.S. Sport Management
B.S. Technical Management

Master of Arts in Teaching (M.A.T)
M.A.T. in English
M.A.T. in Elementary Education
M.A.T. in Special Education

Master of Business Administration (M.B.A.)
M.B.A. Master of Business Administration
I.M.B.A. Master of Business Administration in International Business

Specialized M.B.A.'s
M.B.A. in Accounting
M.B.A. in Athletic Administration
M.B.A. in Corporate Social Responsibility
M.B.A. in Entrepreneurship
M.B.A. in Finance
M.B.A. in Forensic Accounting
M.B.A. in Information Technology Management
M.B.A. in International Hospitality Management
M.B.A. in Justice Studies
M.B.A. in Marketing
M.B.A. in Operations & Supply Chain Management
M.B.A. in Project Management
M.B.A. in Quantitative Analysis
M.B.A. in Six Sigma Quality
M.B.A. in Social Media Marketing
M.B.A. in Sport Management
M.B.A. in Sustainability & Environmental Compliance
M.B.A. in Workplace Conflict Management

Master of Education (M.Ed.)
M.Ed. Business Education*
M.Ed. Child Development
M.Ed. Curriculum and Instruction**
M.Ed. Early Childhood Education*

M.Ed. Educational Leadership**
M.Ed. Educational Studies
M.Ed. Elementary Education*
M.Ed. Elementary Education with Special Education*
M.Ed. English for Speakers of Other Languages (ESOL) Education*
M.Ed. Field Based Graduate Programs in Education
M.Ed. Reading and Writing Specialist*
M.Ed. Secondary Education, English*
M.Ed. Secondary Education, Social Studies*
M.Ed. Special Education*
M.Ed. Education Technology Integration Specialist*

Master of Fine Arts (M.F.A.)
M.F.A. Creative Writing in Fiction
M.F.A. Creative Writing in Nonfiction

Master of Science (M.S.)
M.S. Accounting
M.S. Accounting/Finance
M.S. Community Mental Health & Mental Health Counseling
M.S. Finance
M.S. Information Technology
M.S. Justice Studies
M.S. Marketing
M.S. Organizational Leadership
M.S. Operations and Project Management
M.S. Sport Management
M.S. Teaching English as a Foreign Language

Doctoral Degrees
Ed.D. Educational Leadership
Ph.D. Community Economic Development (Closed to Admissions 2010-2011)
Ph.D. International Business

Certificate Programs – Undergraduate
Accounting
Baking
Business Information Systems
Cooking
Crime and Criminology
Human Resource Management
Law and Legal Process
Policing and Law Enforcement
Pre-Law
Terrorism and Homeland Security

Certificate Programs – Graduate
Accounting
Advanced Studies in Education
Adult Psychiatric
Athletic Administration
Cybersecurity
Finance
Forensic Accounting/Fraud Examination
Human Resource Management
Integrated Community Mental Health & Substance Abuse Services for Adults
Integrated Community Mental Health & Substance Abuse Services for Children, Youth and Families
Integrated Marketing Communications
International Business
International Business/Information Technology
International Finance
International Sport Management
IT- Management Track
IT- Technical Track
Leadership of Non-Profit Organizations
Marketing
Operations and Supply Chain Management
Project Management
Psychiatric & Substance Abuse
Public Administration
Six Sigma Black Belt
Sport Management

*	*Leads to teacher certification*
**	**May** *lead to teacher certification*

Admissions

Admissions Requirements

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

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

In addition to the information in this section of the catalog, applicants need to refer to admission information that is specific to their chosen school or program of study.

Non-English Documents
To assure full consideration, all documents not written in English must be accompanied by a literal English translation and submitted along with application materials. Certified copies of all certificates and/or diplomas must be included.

The Application Process
- **Application Form:** Students are encouraged to apply on-line at **www.snhu.edu**. Applications may also be found on-line in PDF format suitable for printing.

- **Application Fee:** Application fees are required and may differ by program. See application for specific information regarding your program's application fee.

- **Personal Statement:** A personal statement or résumé as required by program.

- **Official Transcripts:** Official transcripts from all institutions previously and currently attended. This includes transcripts from institutions where credits were transferred. All transcripts are to be submitted in sealed envelopes from the original institutions. International students graduating from non-U.S. institutions may submit certified or attested copies. Southern New Hampshire University will order and pay for domestic transcripts for most programs once an application has been received.

- **Recommendation Forms:** Master of Fine Arts, Master of Science in Community Mental Health and Mental Health Counseling and the Ph.D. program require recommendations as part of the admission requirement. See your specific program for further details regarding the number and scope of recommendations. All recommendations must be submitted in sealed envelopes with the recommender's signature over the seal.

- **Certifications and Licenses:** Students must submit a copy of current teacher certification or other professional licenses held, if applicable.

- **Test Results:** The Ph.D. program requires official GMAT exam scores.

- **International Student Admission:** A complete application for an international student requires the following:

  - A completed International Student Application form. The admission form used for U.S. students is not acceptable.

  Official copies of academic records translated into English, including:

  - Proof of graduation or completion of program

  Copies of transcripts or mark sheets of all course work taken, with grades or marks for each course indicated (photocopies certified as true copies of originals are acceptable).

  Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.

  Documentation of financial support. Applicants must complete the Certification of Financial Support in the application as well as submit documentation that funds are available. A demonstrated level of support not only for actual tuition and room and board, but also for living expenses, pocket money, books, etc., is necessary.

Candidates for graduate enrollment whose native language is not English must demonstrate proficiency on a TOEFL test with a score of 80 or higher on the iBT, or a score of 550 or higher on the paper-based test. Equivalent proficiency may be demonstrated by a score of 79-80 on internet-based TOEFL or 6.5 on the IELTS test (7.0 for MS-TEFL students). Graduate students with iBT scores between 71-79 (530-550 on the paper-based test), or with an IELTS score between 6.0-6.5 (6.0-7.0 for MS-TEFL students) will be required to take a special English course. Other measures of English proficiency may be considered on a case-by-case basis.

Graduate students with TOEFL scores between 530-550 (213 CBT) or IELTS scores between 6.0 and 6.5 will be required to take a special English course. Other measures of English proficiency may be considered on a case-by-case basis.

Application Deadlines

Masters Degrees . . . . .Rolling Admission
Master of Fine Arts   . . . . .April 7, Dec. 1
Doctoral Degree (Ph.D.) . . . . .April 1

Application Fee

- School of Business Master's Programs require a $40 application fee and Doctoral Programs require a $100 application fee.

- School of Education Master's Programs require a $40 application fee.

- Field-Based Master of Education and Advanced Certificate Programs require a $40 application fee.

- School of Arts and Sciences M.S. Teaching English as a Foreign Language and Master of Fine Arts require a $40 application fee.

- School of Arts and Sciences M.S. in Community Mental Health and Mental Health Counseling requires a $40 application fee.

Make checks payable to Southern New Hampshire University.

All application fees are non-refundable.

Required Tests

- Ph.D. applicants must take the Graduate Management Admission Test (GMAT).

- Non-native English language speakers must also submit official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 80 on the iBT (550 on the paper-based test) is required by the university. The SNHU TOEFL code number is 3649.

Interviews

Although interviews are not required as part of the admission process for all graduate programs at Southern New Hampshire University, we welcome students to visit the campus.

Program Requirements

ALL graduate programs require the following:
- Completed application
- Completed bachelor's degree (master's for doctoral programs) from an accredited institution
- Application fee
- Official transcripts from all institutions of higher learning attended
- IETLS Score and TOEFL (International students only)

Applications are reviewed on a rolling basis unless otherwise noted.

Additional Admission Materials by School or Program:

College of Online and Continuing Education (COCE)

Master of Science in Community Economic Development program only:
- No minimum GPA
- Completed bachelor's degree
- Resumé
- $40 application fee
- Two to four page typed personal statement describing work experience, goals and expectations at the master's level
- Two letters of recommendation for M.S. programs

M.A. in English and Creative Writing
- A statement of purpose: Essay of 200-500 words on why student is pursuing an M.S. in English and Creative Writing
- A creative writing sample of approximately 5-10 pages, double spaced (Research papers are not acceptable.)
- Writing must be entirely in the same genre (fiction, non-fiction, poetry or screenwriting)
- Genre can be independent of the genre the applicant chooses for his/her concentration
- Completed bachelor's degree
- $40 application fee
- Professional resume

School of Business
- Minimum 2.75 GPA
- Completed bachelor's degree
- Resumé
- $40 application fee

Ph.D. in International Business program only:
- Minimum 3.5 GPA
- Completed master's degree (preferably in business or international business)
- Graduate Management Admission Test (GMAT)
- Department chair/faculty interview
- 3 letters of recommendation
- Personal statement
- $100 application fee
- Application deadline is April 1st

School of Education
- Completed bachelor's degree
- Minimum 2.75 GPA
- $40 application fee
- Current resumé

Note: Students who are accepted to one of the Master of Education programs leading to initial certification will subsequently apply to the School of Education Teacher Certification Program (TCP) sometime during their first four classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students will complete the student teaching application process which then leads to the placement of students in their student teaching assignments.

Field-Based Graduate Program in Education
- All applicants must have a teaching certificate, evidence of teaching experience, or access to a teaching situation
- External Critique of Professional Educational Activities
- Successful Completion of ProFile Seminar (first credit of 36 credits required for M.Ed. or 31 credits required for C.A.G.S.)
- $40 application fee

Ed.D. in Educational Leadership
- A completed application form
- A written statement of purpose
- A face-to-face interview
- Two letters of recommendation
- Curriculum Vita/Resume
- Academic transcripts demonstrating evidence of undergraduate and graduate degree attainment
- $100 application fee

School of Arts and Sciences

M.S.-TEFL program
- Resumé
- Completed bachelor's degree
- Minimum GPA 2.75
- $40 application fee

M.S. in Justice Studies
- Completed bachelor's degree
- $40 application fee
- Resumé

M.F.A. program
- Minimum GPA of 3.0. (preferably a B.A. in a humanities discipline, but all qualified applicants will be reviewed)
- 3 letters of recommendation from those capable of assessing your preparation to succeed in a low-residency M.F.A. program in writing
- 30 pages of manuscript double-spaced and numbered in the genre (fiction/non-fiction) you plan to study
- 800-1000 word personal statement describing your writing experience and your commitment to writing. Please include an assessment of why you are a good candidate for the M.F.A. program at SNHU
- $40 application fee
- Application deadlines are April 7th and Dec. 1st

Graduate Program in Community Mental Health and Mental Health Counseling
- $40 application fee
- Two letters of reference
- An essay responding to items as described on the application form
- Resumé

Non-Degree Students

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

Transfer Credits

Graduate credits earned at accredited institutions in the last five years may be accepted to satisfy applicable program requirements at Southern New Hampshire University. A maximum of six (6) graduate credits may be transferred into any graduate degree program with a minimum grade of "B" per course. Only three (3) graduate credits may be transferred into any graduate certificate program or specialization. Students must submit official transcripts and a syllabus for each course. Southern New Hampshire University does not accept transfer credit for co-ops, capstones, internships or student teaching at other institutions. 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's associate dean or dean.

Admission

Students who have met all of Southern New Hampshire University's program specific admission requirements may be admitted to a graduate program at SNHU. Some programs require students to complete graduate exams and/or foundational coursework in addition to graduate program requirements. See your specific program for details.

Provisional Admissions

Provisional Admission indicates that a student's undergraduate GPA (Grade Point Average) is between 2.25 and 2.749 for Master of Business and Education students. The provisional qualification is lifted if a student achieves a grade of "B" or better in EACH of their first two courses. Not all programs accept provisional admission. See specific program requirements for details.

Graduate Registration Process

Current graduate students may register for classes online using mySNHU, Southern New Hampshire University's portal. MySNHU also allows students to check grades, change address information and view schedules. Students may also register in person at each center location or via fax, or e-mail.

New students will work with an admission representative for guidance through the admission process and initial course enrollment. Following first term enrollment, students will be assigned an academic advisor for further program guidance.

International students full-time study requirement and limitation of online courses

International students in F-1 and J-1 student status must be enrolled full time to maintain lawful presence in the U.S. For most graduate programs at SNHU, this means a minimum of six credits per term. Online classes are limited to one class per term counting toward your minimum full-time course load. Any classes taken over the minimum full-time course load may be in-class or online format. Because some graduate programs offered at SNHU may require more or less than six credits per term for a full course load, all students are strongly encouraged to meet with an academic advisor to determine the specific requirements of their program. NOTE: All reductions in a full course load for academic or medical reasons, as well as terms off, must be approved by the Center for International Exchange prior to the start of the term or class load reduction.

Degree Requirements

Ph.D. in International Business:
Students must:

a. Complete a minimum of 36 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses

b. Complete and satisfactorily pass all written/oral comprehensive examinations

c. Submit and receive approval of dissertation topic

d. Finalize and receive approval of dissertation research

e. Complete with a GPA of 3.0 or higher

Community Economic Development (CED):

M.S. in CED

Students must:

a. Complete 36 credit hours, including all required courses and all needs for specializations if applicable

b. Complete with a GPA of 3.0 or higher

Time Limitations

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

Initial Enrollment

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

Leave of Absence and Reactivation

Students are not required to be enrolled in classes every term.

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

For more information, contact your academic advisor if you plan to miss more than two consecutive terms.

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.

International students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or DS-2019). This ordinarily will require new statements of financial responsibility and a letter that authorizes the program change. Students should contact International Student Services for more details and specific requirements.

Internships

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

International students in F-1 status must have authorization from International Student Services 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 DS-2019s were issued by Southern New Hampshire University should contact International Student Services; other J-1 students should contact their sponsors.

Student Teaching

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

Practicum

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

Tuition and Fees

Tuition

Master's Programs

(Unless otherwise listed) . . . . . .$1,881/3-credit course

SNHU Maine . . . .$1,125/3-credit course

Doctoral Programs

Ph.D. in International Business

(Full-time and Part-time) . . . . $4,461/800-level course

SNHU Online $1,881/course

PCMH . . . .$475/credit hour

Dissertation Colloquium $2,228/term

Ph.D. in CED . . . .$2,937/800-level course

Institute for Language Education applicable per ILE terms

English Second Language Tuition and Fees

   Tuition $2,880/term

   Room & Board $3,725/term

   Fees $96/term

   Insurance $246/term

Transitional Bridge Program Tuition and Fees

Tuition $2,880

Room & Board Fall & Spring terms $7,450

Room & Board Summer term $1,995

Insurance Fall & Spring terms $492

Insurance Summer term $246

Graduate Language Studies

Tuition $1,881/term

Ed.D. in Educational Leadership

Doctoral candidates will be admitted as part of a cohort. Tuition and fees for the 2012 cohort are as follows:

Year 1 Summer Intensive Fees $1,945

Year 1 Tuition $16,000

Year 2 Summer Intensive Fees $945

Year 2 Tuition $16,000

Year 3 Summer Intensive Fees $945

Year 3 Tuition $16,000

Dissertation Colloquium Fee (beyond year 3) $2,163

M.F.A. in Creative Writing

Summer Residency (2012) $1,095

Writing Intensive Sessions (2-5 months) $6,696 each

Winter Residency (2013) $1,095

Room & Board

Campus Housing

Dormitory

Single $4,860/term

Double:

Winnisquam, Chocorua $3,310/term

Washington, New Castle,
Hampton, Windsor $3,860/term

Apartments

Eastside $4,860/term

Westside $3,926/term

Townhouses $4,860/term

Campus Dining Plan

Townhouse . . . .$700 to $945/term

Residence Hall . . . .$1,100 to $1,930/term

Other

Books & Materials . . . .$500-$1,500/year

Internation Support Fee $350
(Manchester Grad – first term only)

Activity Fee (One time, for Grad ESL only) $300

Activity Fee (ILE Term) $96

ILE Orientation Fee $50

PCMH Orientation Fee $486

Library Technology Fee (Vermont Center) $250

Parking Fees (depending on resident or commuter
student status, Manchester Center) . .$100 to $150/year

Master's Graduation Fee $150

Doctoral Graduation Fee $150*

Doctoral Dissertation Fee $400

* Additional fees may be incurred for graduation gowns.

Deposits

Tuition deposit

Following acceptance, full-time students are required to make a non-refundable tuition deposit of $300 for domestic students, $250 for international students and $200 for doctoral students.

Housing deposit

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

One Stop

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

Payment Policy

Payment of Tuition

Tuition must be paid by the start of the term or upon registration, whichever occurs first. Tuition may be paid by cash, VISA, MasterCard, American Express, Discover, check or money order. Online bill payment is available 24/7 through **my.snhu.edu**. Please log into mySNHU for access to self-service options i.e online payment, view/print bill. Textbooks and supplies are sold separately. All students must sign a one-time institutional Promissory Note agreeing to the terms and conditions as set forth by Southern New Hampshire University which can be located on the web at: **www.snhu.edu/9461.asp**.

- Full payment is due by the first week of the term.

- Students who carry a balance past the start of the term will be charged interest each month on the unpaid amount and will have their registration access put on hold, until it has been paid in full. Past due accounts will be assessed late fees at the discretion of the university.

- The university will withhold transcripts, diplomas, caps and gowns, and verification for students whose account have not been paid.

- Students sent to an external collection agency will have an additional 25% fee added to their account, are responsible for all legal fees and the account will be reported to the credit bureaus.

- Promissory Notes will be used in case of default of any payments owed to the university.

- All former collections accounts and bankruptcies must pre-pay tuition in full, or have financial aid or third party billing in place prior to registering for all future classes.
- Credit policy is at the discretion of the Credit Office and subject to change.

Finance Charges

Payment of all account charges is due by the term's official start date. However, if you choose to defer payment as outlined above or fail to make payment as required any outstanding balance will be subject to a finance charge of 18 percent annual rate, assessed monthly. Finance charges will be accrued on the daily outstanding balance as of the term's official start date and posted to the student account on the last day of the month. If the account balance is zero at the close of business on the last day of the month, any accrued finance charges will not be assessed to the student account for that month. Note: If you make account payments by mail, SNHU recommends that payment be sent no later than the 25th of the month to ensure timely payment processing before the end of the month.

Full-time Students

Full-time students are subject to all SNHU payment policies. At the sole discretion of the university, Manchester students may enroll in a payment plan through Tuition Management Systems (TMS) at **www.afford.com**.

Active Duty Military

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

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

College of Online and Continuing Education Online Enrollment – International Students

Students residing outside of the United States who are enrolling in courses online are required to pay their full charges for each term at the time of registration.

Deferred Tuition

Students receiving tuition benefits from their employer, may qualify for a Deferred Tuition Plan. Participating students may carry a one-term outstanding balance, allowing access to registration for the next term and will not be assessed interest charges. Eligibility is based on the completion of all paperwork and by maintaining good financial and academic standing. Students must obtain a letter of eligibility from their employer stating the terms and conditions of their tuition reimbursement policy, and complete the institutional Promissory Note. Students must sign a contract giving the university permission to charge their credit card (kept on file) in the event that the tuition has not been paid by 21 days after the end of the term, and are required to renew annually. Contracts can be obtained through the Credit Office.

Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to One Stop or appropriate Center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. Payers will bebilled at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing, finance charges are waived upon confirmation of the approved authorization. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

EdLink (formerly known as CAEL)

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

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

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

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

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

SNHU OneCard

An overpayment/credit balance on a student account may be generated from several different sources during the course of a student's enrollment. It is important to understand how credit balance refunds will be processed at SNHU, even if a student does not anticipate an overpayment or refund. This includes deposit refunds, where applicable. SNHU offers refund disbursement choices to students using a refund management company, Higher One. Each student, with a domestic address on file, will receive a "SNHU OneCard," in the mail prior to arriving on campus.

Withdrawal Refund Policy

Please refer to **https://www.snhu.edu/648.asp** for the current withdrawal policy.

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 $60 million was awarded to our students in amounts ranging from $500 to the full amount of educational costs during the 2010-2011 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. The majority of financial aid for graduate students comes in the form of federal student loan programs. All scholarship and assistance programs are subject to prevailing federal and state regulations. Compliance with these regulations is the responsibility of the student and the aid administrators and is a condition of the student's eligibility to receive assistance.

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

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

The Financial Aid Application Process

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

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

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

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

Southern New Hampshire University Endowed Scholarships

The following endowed scholarships are awarded to students who best meet the listed eligibility requirements. Separate applications for these scholarships are available from One Stop or online at **www.snhu.edu**.

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

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

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

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

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

Stephen F. Knapp Scholarship Fund
This scholarship fund supports students in the Community Economic Development program. The purpose of the fund is to create resources for students who want to learn how to expand or build economic opportunities for people with disabilities using the principles of universal access. Special consideration will be given to students who demonstrate a sustained and practical interest in promoting progressive poli-

cies and practices resulting in an increased employment rate of people with disabilities in their home communities, as well as those who are involved in cutting-edge thinking related to the economics of employment in communities of people with disabilities.

Dr. Jacqueline Mara Scholarship

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

School of Business Scholarship Fund

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

Michael Swack Scholarship

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

Matthew Stuart Van Kleeck Memorial Scholarship

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

Other Scholarship Opportunities

Women's Faculty Scholarship

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

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

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

All information submitted in support of an applicant's aid request is held in strict confidence. Required paperwork must be completed before or during the student's enrollment period. If a student withdraws from school prior to completing any required financial aid processes, pending financial aid funds will be canceled and any charges will become immediately due to the university. The university also reserves the right 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.

Loans and Employment

Federal Stafford Loans

The Federal Direct Stafford Loan program offers unsubsidized loans. Maximum loans for graduate students are $20,500 depending upon financial eligibility as determined through the FAFSA application process (see below for explanation).

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

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid associate can determine the student's eligibility based on the cost and financial need. First time Direct Loan borrowers will also need to complete Entrance Loan Counseling.

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

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

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

PLUS Loans for Graduate Students

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

Alternative Loans

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

Southern New Hampshire University
Student Part-time Payroll

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

Off-campus Employment

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

International Students and Financial Aid

Financial Aid is not available to international students. International students may work on campus up to 20 hours per week with potential earnings of up to $5,000 per year. Some private student loans are available to international students provided they can obtain a co-signer living permanently in the United States. Details are available in the International Admission Office.

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

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

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

Satisfactory Academic Progress for Financial Aid

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

Qualitative Standard

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

Quantitative Standard

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

- All grades earned are considered toward cumulative GPA except for developmental and non-degree courses.

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

- Undergraduate programs of study must be no longer than 150% of published length of educational program.

- The school must do a continual review of the student's progress toward completion. For example, if a Satisfactory Academic Progress (SAP) review shows that a student is at 110% of maximum time frame and cannot complete his/her program within 150 percent of allowable credits, all Federal Financial Aid (Title IV) must stop.

  - *Associate degree candidates* may attempt a maximum of 90 credits (150%).

  - *Bachelor degree candidates* may attempt a maximum of 180 credits (150%).

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

- Credits attempted are those for which the student has enrolled at the end of the add/drop or standard registration period.

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

- Repeated coursework:

  - Previously passed courses can be repeated once and be eligible for financial aid. Failed courses that are repeated will be counted in the calculation of credits attempted.

  - Calculation of SAP GPA will follow the method used by SNHU to calculate academic GPA, specifically with reference to repeating of the same course to improve a grade. The first course grade will not be computed into the GPA; instead, the most recent grade will be used. Multiple course attempts do, however, count towards the number of credits attempted used to calculate a student's completion rate.

- Withdrawals:

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

- Incompletes:

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

- Transfer credits from other schools:

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

Review of Satisfactory Academic Progress:

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

Enforcement:

a) **Financial Aid Suspension:** Failure to meet either the qualitative or quantitative standard will result in the student being placed on financial aid suspension until the next evaluation period. The student will not be allowed to receive financial aid while they are on financial aid suspension.

b) **Financial Aid SAP Appeal:** Students who have been placed on financial aid suspension will be allowed to appeal their suspension. The appeal must include the following to be considered:

- Reason why they failed to make SAP.

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

- As appropriate, an academic plan developed and in place with their academic advisor and signed by the student.

c) **Financial Aid SAP Probation:** Students who have been initially placed on financial aid suspension, who have an approved appeal are placed on SAP probation. Student's eligibility for Federal Financial Aid (Title IV) has been reinstated.

d) **Financial Aid Appeal Approval:**

- Student has an academic plan in place that will ensure they are able to meet SAP standards by a specific point in time.

- Students with an approved appeal who are placed on SAP probation (with or without an academic plan) will have their status reviewed after the first payment period (term) following their successful appeal. **Students who are not meeting the requirements will be suspended and all current and future aid must be canceled immediately, regardless of current enrollment.** Students meeting SAP and/or the requirements of their academic plan will not be reviewed again until the next annual SAP review. Students who are suspended as part of this process may appeal this decision.

SNHU Student ID card

Each student will receive an SNHU Student ID card from their Center of record. Full-time day undergraduate students and full-time graduate Manchester campus students will receive a photo ID card. Continuing education evening and online students will receive a non-photo ID card. These cards are the property of SNHU and must be forfeited upon request.

Student ID cards for full-time undergraduate and full-time graduate students hold meal plan monies for on-campus students. Penmen Change can also be added to the ID card which can be used at the bookstore, laundry machines and vending machines. A student or parent can add money to Penmen Change in the Bursar's Office or by depositing cash at a machine outside the bookstore.

Penmen Cash can also be added to the student ID card at the Food Service office or on the website **penmencash.com**. Penmen Cash can also be used in the bookstore, cafeteria and various outside locations posted on the **penmencash.com** website.

ID cards are also a form of access cards for resident students on the Manchester campus. With a proximity system, the student needs only to place his/her card in front of the lock and the lock will open.

Due to the multiple monies and functions of these cards there is a replacement fee if lost or stolen and when replaced we shut off all access and functions of the lost or stolen card.

Academic Support Services

The university recognizes that effective teaching and personal development go hand-in-hand and therefore champions academic support services and student affairs as integral parts of life in the university community.

To assist in the growth, development and academic success of its students, Southern New Hampshire University has established resources and services that enhance the learning environment and assist students in broadening their educational horizons.

Harry A. B. and Gertrude C. Shapiro Library

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 mis ¬ sion is to promote successful academic careers and lifelong learning through the delivery of information and instruction using innovative services and technologies.

The library collections are developed to support the university's business, liberal arts, and education curricula at all levels. The constantly expanding collection contains more than 120,000 paper and electronic books; online access to theses and dissertations; access to the contents of 53,146 online journals; and more than 139 proprietary databases. In addition, SNHU faculty and student research is now being collected online in the institutional repository, the SNHU Academic Archive. The library also serves as a depository for Federal documents.

The librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources regardless of their geographic locations. This is facilitated by the Off-Campus Library Services (OCLS) which links the research needs of students enrolled through the College of Online and Continuing Education, cohort programs, and overseas campuses with the resources and services of the library.

A strong, dynamic bibliographic instruction/information literacy program provides orientation and training for students, faculty and staff. Librarians design appropriate library instruction sessions, electronic information tools and online tutorials. Emphasis is placed on research strategies, database searching and engaging online resources. Classes are held in the library training facility and at SNHU Centers and cohort locations and may be introductory or tailored to specific subjects and disciplines.

The Shapiro Library features:

- Twenty-one computer workstations
- Wireless Internet access
- A computerized training room with 28 networked computers, an instructor's computer, overhead projection, video, television and satellite downlink
- Conference rooms for individual and group study
- Resource support for courses
- An enclosed quiet study area
- Networked study carrels
- Printers, copiers, and scanning machines
- Eighteen laptops with wireless network capability available for loan within the library
- The Pantano Art Gallery spotlighting New England artists

The library's online gateway can be accessed from the university's portal at **https://my.snhu.edu/Academics/Library/Pages/default.aspx**.

Office of Disability Services

The Office of Disability Services coordinates accommodations and services for students with documented disabilities. The Office's Disability Specialists work closely with faculty, staff and the ADA/504 Compliance Committee to ensure that reasonable accommodations are made to provide program and facilities access to individuals with disabilities. For more information go to **www.snhu.edu/603.asp**.

Services to Students with Disabilities

1. Section 504 Compliance and ADA Compliance

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability in any program or activity receiving federal assistance. Southern New Hampshire University intends to comply fully with Section 504 and with the Americans with Disabilities Act (ADA), as amended. Southern New Hampshire University's ADA/504 policy is coordinated by the ADA/504 Compliance Committee, which endeavors to ensure that reasonable accommodations are made to provide program and physical access.

2. Self-Identification and Documentation of Disabilities

The University makes no pre-admission inquiry about an applicant's disability. We recognize that to disclose any disability is a personal choice that every applicant may exercise. We respect that choice; however, we encourage applicants with disabilities to self-disclose to the Office of Disability Services. It is only through self-disclosure that informed decisions can be made by the applicant regarding the suitability of Southern New Hampshire University. This information is also useful after the student is enrolled to access appropriate services. Accommodations can be made only after the student provides complete documentation to the Office of Disability Services. Documentation guidelines are available from the Office of Disability Services or online at **www.snhu.edu/1347.asp**.

3. Academic Responsibility

While personal services and personal aides cannot be provided, reasonable accommodations will be provided to students with disabilities based on documentation and an intake interview between the student and the appropriate Disability Specialist. Such accommodations may include priority registration, auxiliary technology and other reasonable classroom and examination accommodations. In all instances, the classroom instructor is responsible for facilitating the learning and examination process (with assistance and advice from the Office of Disability Services.

4. Grievance Procedure

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

Complaints should be addressed to:

ADA/504 Compliance Officer
^c/o Wellness Center
Southern New Hampshire University
2500 N. River Road
Manchester, NH 03106-1045
603.645.9679 or Fax 603.645.9711

Grievance Procedure Steps:

1. The University encourages the informal resolution of concerns and will assist any individual with that process. The University is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the University, employed by the University or participating in University functions, of which it is aware regardless of the filing of an actual complaint. If an individual is dissatisfied with that resolution attempt or wishes to forego an informal resolution, an individual may follow the more formal process below.

2. A complaint must be filed in writing, contain the name and address of the person filing it and describe the alleged violations of the regulations with specific factual information. The Compliance Officer will provide assistance to any person whose disability interferes with filing a grievance in writing.

3. A complaint must be filed within 30 working days of the alleged violation.

4. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.

5. The ADA/504 Compliance Officer will issue a written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 20 working days after the complaint is received.

6. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.

7. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary. The ADA/504

Compliance Committee will render a final decision within 20 working days of receipt of the complainant's request for reconsideration.

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

Media Services Center

A separate but functionally integrated wing of the library contains the Media Services Center. The center provides video recording and streaming of events, sound, lighting, and video post-production for use in classroom instruction and group functions. Computer-edited videos, transparencies and presentations are produced by students and faculty with assistance from the Media Services team.

Included within the center are video editing workstations, recording space, and a media library. The library consists of educational and feature film DVD's, videotapes and audio CD's, which can be reviewed by students and faculty.

Computing Resources

Southern New Hampshire University provides student computer laboratories at all campus locations. The computers at these facilities contain a suite of software applications useful for various educational pursuits. Each facility provides full Internet access and print capabilities.

All SNHU students receive e-mail addresses and all residence hall rooms have both wired and wireless Internet connections. Every classroom also has access to a wireless network.

Resident students are provided cable TV service and (upon request) telephone and voice-mail service. The mySNHU system is used by students to search and register for courses, view grades, add/drop courses, view announcements, view their calendars, and perform other procedures. Policies that govern technology use at SNHU can be found in mySNHU.

The Blackboard™ system is used for many online and hybrid courses to manage and deliver coursework.

A technology help desk is available that can assist with software-related issues with any computer. Additionally, the help desk staff is certified to perform warranty-covered hardware repairs on Dell computers and Apple computers. This service is provided at no charge.

Institute for Language Education (ILE)

The Institute for Language Education, located in the School of Arts and Sciences, houses the English as a Second Language (ESL) Program, undergraduate and graduate transitional English programs, foreign languages, the Master of Science in Teaching English as a Foreign Language Program (MS-TEFL), and the NH Certification Program in Teaching English to Speakers of Other Languages (ESOL). For information on the MS-TEFL and ESOL Certification programs, please contact the Institute for Language Education at 603.668.2211, ext. 3108.

ILE conducts English language proficiency assessment for the university, advises other departments on the academic and social needs of international students, and collaborates with state and local groups and institutions to address the English language needs of immigrants and refugees in southern New Hampshire.

English as a Second Language Program (ESL)

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

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

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

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

Requirements for Completion

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

Center for Community Engaged Learning

The Center for Community Engaged Learning received the Carnegie Foundation Community Engagement Classification in January 2011. The Center, created in 2005 largely in response to growing student interest in service, has grown from a staff of one full time professional focused solely on volunteerism to a staff of three full time employees and a student staff of more than 20 who support curricular and co-curricular community engagement. Student leadership is at the core of the Center's management with students coordinating the majority of the initiatives with the guidance of professional staff. The Center's fundamental purpose is to engage and empower students to be active citizens.

Much of the Center's focus is to support curricular engagement through traditional service learning; service addressing real community needs that is reciprocal in nature where community partners are engaged in student learning and includes reflection to help students. In an effort to expand our curricular opportunities for community engagement, in January 2012 we will launch our community based research initiative; research projects using our academic expertise to assist with community challenges and/or assisting community partners with assessing their effectiveness. The Center works with faculty around course redesign to integrate service to meet rigorous course learning objectives. In addition, through student service learning coordinators, the Center provides an infrastructure to support the logistics related to student site placement and reporting.

The Center's co-curricular opportunities vary in commitment and scope focusing on direct service as well as advocacy and awareness. Weekly "one time" service experiences provide easily accessible entry points into service. These are designed as stand-alone service projects offered at varying times to meet a wide range of community needs. Longer term opportunities are available through the community service work study program, alternative breaks, or through taking on a leadership role in the Center. Awareness and advocacy efforts are part of the planning of each of our initiatives, but are also the driving force behind our three annual awareness weeks: Hunger and Homelessness Week, Human Rights Awareness Week and Earth Week. In an effort to continually meet community needs and student interest, our programs and services are continually evolving.

Transitional Bridge Program

Conditionally accepted graduate school students who have either completed the advanced level of ESL or have appropriate test scores, and who have been accepted into graduate school, are placed into GLS 470 to GLS 472: Graduate Language Studies. This series of three integrated courses prepares international students for the academic tasks required in American university graduate coursework. For more specific information on the skills developed within each course, refer to the GLS heading in the course description section of this graduate catalog.

Southern New Hampshire University Study Abroad

The mission of the Southern New Hampshire University Study Abroad Program is to enable students to expand their academic awareness and global perspectives, and to become internationally well-rounded citizens. SNHU is dedicated to providing students with a qualified, academic program of study that will enhance their learning experience, enlighten their academic careers, and expand their international and cultural knowledge and skills by working with pre-approved third party providers. Semester-long study abroad programs are open to all SNHU students on a full-time basis, allowing a full semester overseas. Summer programs are also available through program providers.

All students in the study abroad program are required to have a minimum GPA of 3.0 and to be in good academic and social standing. For more information regarding the SNHU Study Abroad program contact Tiffany Lyon, Director of the Study Abroad Program at 603.645.9608, or visit the Web page at **www.snhu.edu/895.asp**.

College of Online and Continuing Education

Chief Executive Officer: Stephen Hodownes

**Vice President of Academic Administration for COCE:
Dr. Gregory W. Fowler**

33 South Commercial St., Suite 203

Manchester, NH 03101

866.860.0449

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Mission

The College of Online and Continuing Education provides
access to innovative and flexible academic opportunities in
response to individual, community, and professional needs.

College of Online and Continuing Education (COCE)

Southern New Hampshire University has been offering adults quality academic programs in a student-centered environment since 1932. Our goal is to create an environment that maintains academic excellence while providing the flexibility and convenience you need to succeed. Whether you are a first-time college student or returning to class after many years, you will find that Southern New Hampshire University is the place to realize your academic potential! We urge you to visit our website to learn more about how we can help you reach your educational and professional goals.

At SNHU, you will benefit from:

- Accredited courses and programs that will challenge you and help you reach your goals.

- Staff who are specially trained to work with adult students. They can help you choose a program of study, analyze which academic course work will transfer for credit and advise you on how to create a schedule that works for you.

- An education that fits your schedule. Classes are offered weeknights, weekends, and 24/7 online, so you can create a schedule that works for your busy life.

- A liberal transfer policy. Because we know that many adults have attended more than one college, we created a policy that allows undergraduate students to transfer a large number of credits from other accredited institutions.

- Faculty who have real-world experience in addition to their academic credentials.

- New Hampshire locations in Manchester, Nashua, Salem, and Portsmouth, Maine location in Brunswick. Courses also available online.

- An interactive education where you'll learn in small classes from supportive faculty members and from your peers.

- An outstanding network of more than 22,000 successful alumni.

The College of Online and Continuing Education (COCE) recognizes the many demands that adult students have on their time. Students can choose to take online courses, which operate with 24/7 accessibility and require no trips to campus. Hybrid courses, which combine the convenience and best practices of both classroom and online learning, are another option. Hybrid courses reduce the number of times students must travel to campus but still offer the benefit of face to face student/instructor interaction. Online and hybrid courses are delivered largely through the web-based Blackboard™ course environment. This software allows Instructors and students to interact with one another, share resources and exchange documents through discussion boards and other electronic tools.

Regardless of delivery, all SNHU courses provide a flexible learning environment where students can interact with experts in their fields of study and all count toward a certificate or degree program at Southern New Hampshire University.

Application

Admission to Southern New Hampshire University through the College of Online and Continuing Education is easy. There is no application fee for undergraduate applicants; graduate applicants pay a $40 application fee. Prospective students may apply at any time throughout the year. Undergraduate applicants must submit an attestation form confirming graduation from high school or equivalent (waived with six (6) transferable college credits) and official transcripts of any college or university that you intend to have evaluated for transfer credit. Graduate applicants must submit undergraduate transcripts from the institution where the student's bachelor degree was conferred. Graduate applicants must also submit a current resume. You are welcome to register at the same time your application forms are submitted and may begin course work immediately, but only once all needed documents are submitted will you receive official admission to the College of Online and Continuing Education.

Course Load

Courses offered through the College of Online and Continuing Education contain the same content and maintain the same high standards as courses offered in the traditional day school format. A full-time academic load in the College of Online and Continuing Education consists of two courses (six credits) within an eight-week period (for undergraduate students) or within an eleven-week period (for graduate students). Students are discouraged (but not prohibited) from taking three courses in one term. Students must have permission from their academic advisor and a minimum GPA of 3.0 prior to enrolling in three courses. Occasionally, students may be approved to enroll in four courses. Students wishing to do so must have a cumulative GPA of 3.5 or higher, no outstanding debt to the university, and communicate a plan to their academic advisor as to how they intend to manage the heavy course load. The academic advisor will bring the student's plan forward to the Associate Vice President of Advising and Student Support who will make the final decision regarding enrolling in a fourth course. Four courses per term is the absolute maximum number that a student may take.

Course offerings can be found at **www.snhu.edu**; click on "Academics and Programs" and then "Course Descriptions and Schedules." Undergraduate terms are generally eight weeks in length, and there are six terms per year. Graduate terms are generally eleven weeks in length, and there are four terms per year. A student who enrolls in two courses per term has the potential to complete a certificate program in one year, an associate degree program in two years and a bachelor's degree program in just four years. A master's degree program could be completed in two years, depend-

ing on the course requirements of the program. Students who transfer prior college level coursework to the university should have a shorter course of study.

Registration
Students register for their initial course through an admissions representative. After completion of their first term, students may register online through the student portal, mySNHU. Students are strongly advised to contact an academic advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

Class Audit
Students may choose to audit courses offered by the College of Online and Continuing Education, provided vacancies exist in classes and they have received approval from an academic advisor. An audited course does not carry credits. The cost of an audited course is the same as if taken for credit. Students may attend classes, but will not be held accountable for class requirements and will not receive a grade in the course. Any student wishing to audit a course must sign up for that course as an "Audit" by Friday, during the first week of the term. After that time, no student may change any of his or her courses to an "Audit" status. An "AU" will appear on the student's transcripts and grade report.

Online Consortium
Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Through this consortium, students may take selected online courses at institutions such as Regis University, Saint Leo University, University of the Incarnate Word, Robert Morris University, and Neumann University. Students' advisors must approve all course selections. Please note that these offering are for COCE students only. For additional information, contact Rae Durocher (r.durocher@snhu.edu) or visit http://ocicu.org. Information is also available in the mySNHU portal.

Academic Honesty
The College of Online and Continuing Education requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include 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 acknowledgement. Numerous resources regarding proper writing formats and documentation are available for students at the Shapiro Library's website.

Cheating includes the giving or receiving of 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 to 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 his/her office
- 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. Instructors have the authority to assign an "F" grade for any assignment or course in which a student has been found to demonstrate academic dishonesty. After a discussion of the incident with the student, a report of the incident and its disposition will be sent to the College of Online and Continuing Education for placement in the student's personal file. Any student dissatisfied with the instructor's decision may appeal to the Associate Dean of that program, who will investigate the incident and make a decision within five business days of the student's appeal. A student also has the right to appeal this decision to the Provost/Senior Vice President of Academic Affairs. The Provost/Senior Vice President will make a final decision regarding the incident within 10 business days of the appeal. Any subsequent violations of the Academic Honesty Policy reported will be forwarded to the Provost/Senior Vice President for action. A second offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

Class Cancellations
Classes held at an SNHU Center cancelled due to inclement weather or other reasons will be rescheduled before the conclusion of the term. In many cases, the rescheduled class will take place online. The decision to cancel will be made by 2:00 p.m. for night classes or 5:30 a.m. for weekend classes. The New Hampshire local news station (Channel 9 - WMUR) will report any cancellations. The most accurate information about class cancellations can be found by checking mySNHU or by calling 603.644.3133. Students are encouraged to register for SNHU Alerts to get text messages sent to their cell phone whenever there is an SNHU related crisis, closure or weather-related delay. Traditional classes that fall on holidays will be rescheduled by the instructor. As online courses are accessible 24/7, there are no course cancellations.

Course-by-Arrangement

A course-by-arrangement can be made available to SNHU students who are unable to register for a required course due to the university schedule. College of Online and Continuing Education students must work with their academic advisor to review the master course schedules for local SNHU centers and SNHU Online to verify that the required course is not being offered and that the only option is to request a course-by-arrangement. Final approval for a course-by-arrangement will come from the Associate Dean. Because there is no guarantee that a course-by-arrangement can be offered, students are urged to work closely with an advisor to plan their schedules ahead of time.

SNHU Welcomes Military Students

SNHU COCE is a top provider of online courses and programs to active-duty members of the United States armed forces, government service employees and dependents. Staff, academic advisors and student services members are knowledgeable and experienced in working with these populations, and understand issues relating to government tuition assistance and tuition reimbursement programs. Southern New Hampshire University and its online program are SOC (Serviceperson's Opportunity College), SOCAD, SOCNAV, and SOCCOAST approved and registered with the Defense Activity for Non-Traditional Education Support (DANTES). The university, through SNHU COCE, is a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP), eArmyU and AU-ABC Community College of the Air Force/Air University articulation agreements.

Prior Learning Assessment for COCE Students

Prior learning assessment (PLA) is the process of earning college credit for learning that was acquired from non-classroom experiences like work, professional training, military careers, volunteering, and personal life. This course will help students to identify areas of learning they may want to have evaluated for college-level equivalency. This course will also guide students through the preparation and compilation of all components required for the evaluation of a portfolio or prior learning through LearningCounts.org. Students will learn critical reflection skills to rethink the value of their learning and its implications for future learning. Adult learning theory, models, and concepts will be discussed and applied to case studies. This course is facilitated by an instructor who provides guidance for the student in preparing his or her portfolio-based request for credit. Successful completion of this course will result in a credit recommendation of three lower-level credits.

As an undergraduate student at SNHU, you may be eligible for receiving credits for what you already know! If this sounds like an opportunity you may be interested, please contact your academic advisor or visit http://www.learning-counts.org for more information.

Undergraduate Scholastic Standing

Undergraduate Students must maintain a "C" (2.0) grade-point average (GPA) for satisfactory progress in a degree program. Students are urged to consult with their academic advisor whenever they have difficulty in their studies. The College of Online and Continuing Education (COCE) Scholastic Standing Committee meets six times per year after each eight week term, to discuss the records of all students whose cumulative grade-point averages have fallen below the 2.0 standard needed to remain in good academic standing. Students on scholastic warning are subject to dismissal by the COCE Scholastic Standing Committee.

- To qualify for graduation, a student must complete all courses within his/her degree program with a cumulative GPA of not less than 2.0.

- A student whose cumulative GPA drops below 2.0, at any time, will be placed on scholastic warning.

- A student on scholastic warning may be restricted to one course per term.

- Any student on scholastic warning will be removed from warning upon achievment of a cumulative GPA of 2.0 or higher.

- A student will be placed on continued scholastic warning for up to two consecutive terms if the student's CGPA remains below 2.0.

- A student on continued scholastic warning without substantial improvement for two consecutive terms will be considered a candidate for academic suspension.

- A student who has been academically suspended may appeal, in writing, to the Committee on Scholastic Standing. Any student who desires readmission must wait a period of three terms (6 months) before appealing. In cases where a student appeals an academic suspension decision and is denied readmission, the student will be informed by the committee by letter.

- A student who is re-admitted after academic suspension will be placed on scholastic warning and restricted to one course until his/her cumulative GPA reaches 2.0. If the student fails to achieve a 2.0, he/she will be academically dismissed. There is no appeal for academic dismissals.

The committee is authorized to do the following:

1. Place a student on academic warning with or without restriction of course load. The student will receive a letter of academic warning, an early signal that the student's performance is not up to standard. If the student is limited to one course per term, he/she must abide by the restriction, even if it means dropping one of the two courses in which the student currently is enrolled.

2. Direct the student to consult with their academic advisor upon receipt of the letter of academic warning.

3. Inform the student when he/she has been removed from academic warning and can resume taking two

courses per term. This will be done as soon as a student's transcript shows that he or she has regained the required 2.0 average.

4. Academically suspend a student from the university. After six months an academically suspended student can appeal that suspension in writing to the committee. The student should not expect a decision until the next meeting of the committee. If the suspended student is readmitted, he/she will be placed on scholastic warning and will be restricted to one course per term until his/her GPA reaches 2.0 level.

5. Dismiss a student who cannot achieve a 2.0 term after being suspended.

Graduate Scholastic Standing

The Graduate Scholastic Standing Committee exists to help Southern New Hampshire University graduate students in their pursuit of scholastic excellence and to help them reach the required standards of achievement as published in this catalog. The policy applies to all graduate programs with the exception of the Master of Fine Arts (M.F.A.) that uses a Pass/Fail grading process. M.F.A. students will be monitored by the program coordinator and School of Arts and Sciences dean. (See M.F.A. policy below).

To achieve these goals and working closely with each SNHU graduate program, the Graduate Scholastic Standing Committee meets twice a year (during the months of June and January) to review student academic progress. Committee members review and act upon students recommended for academic dismissal. The committee also reviews all petitions for re-admission to the university and recommends action to the VPAA for final dispensation.

POLICY: A student must complete the prescribed courses and required credit hours of his or her current program(s) of study and earn a minimum cumulative grade point average (CGPA) or 3.0, with no more than two grades of "C +" or lower, to qualify for a graduate degree.

Scholastic standing is generally classified as follows (these are the minimum university standards that apply across all graduate programs):

1. **Scholastic Warning (SW):** A student is placed on scholastic warning if s/he earns a cumulative GPA of less than 3.0 for two (2) consecutive terms. Students will be expected to increase GPA to 3.0 as soon as possible. Upon achieving a 3.0 GPA, the student will be removed from SW.

2. **Academic Probation (AP):** Students remaining on SW at the time of the second scholastic standing review will be placed on AP. A student placed on AP is restricted from registering until he/she contacts the appropriate office, as designated by the AP letter, to request the registration hold be lifted.

3. **Dismissal:** A student placed on AP who fails to reach a 3.0 after a time determined by the school and program will be academically dismissed.

4. **Re-admission:** Students dismissed from Southern New Hampshire University for academic causes may petition to be readmitted when scholastic evidence can be presented that indicates graduate university work can be successfully resumed.

Grades and Scholastic Standing (M.F.A. Program Only)

Grades assigned for the residency and correspondence semesters are satisfactory/unsatisfactory. These are recorded by the faculty and available on mySNHU after each residency and each semester. Students will receive a detailed evaluation from their instructors via email and shared with the director, narrating the student's progress, identifying strengths and weaknesses, and making recommendations for future study and writing.

A grade of unsatisfactory will be assigned for the following: a second failure, within the same semester to turn in their packet on time; consistently poor quality of work; consistently insufficient quantity of work (i.e., thirty formatted pages per packet); plagiarism; or consistent failure to meet the overall standards for academic performance. A student who receives a grade of unsatisfactory must repeat the semester in order to receive credit for it. The M.F.A. program does not issue grades of "incomplete."

Two grades of unsatisfactory will cause immediate academic dismissal from the program and from Southern New Hampshire University.

Alpha Sigma Lambda Society

Alpha Sigma Lambda's aim it to recognize the special achievements of adults who accomplish academic excellence while facing competing interests of home and work. Alpha Sigma Lambda is dedicated to the achievement of scholarship and recognizes high scholastic achievement in adult student's career. By so doing, this society encourages many students to continue towards and to earn associate and baccalaureate degrees. Through leadership born of effort, both scholastically and fraternally, Alpha Sigma Lambda inspires its candidates to give of their strengths to their fellow students and communities through their academic achievements. To the newcomer in higher education, Alpha Sigma Lambda stands as an inspiration to scholastic growth and an invitation to associate with similarly motivated students. Students interested in attaining membership in the Alpha Sigma Lambda National Honor Society must be working towards either their associate or bachelor degree as a Continuing Education adult student. Membership is strictly by invitation to the chapter and is limited to undergraduate students seeking their first degree. (Note: Students are inducted into the Society as members of Southern New Hampshire University's Sigma Psi Chapter. Membership at large is not available to students.)

The National standards for student membership in Alpha Sigma Lambda are as follows:

- Members must be matriculated in an undergraduate degree program and have a minimum of 24 graded

semester hours or the equivalent taken with SNHU. These college credits must not include transfer credits. All credits must be taken through and graded at SNHU and must be included in the student's cumulative GPA.

- At least 12 credits of a student's total credits should be earned in courses in Liberal Arts/Sciences. If the student has not earned 12 Liberal Arts/Sciences credits within the 24 credits completed at SNHU, accepted transfer courses may be used to meet this requirement.

- Members shall be selected only from the highest 20 percent of the class who have 24 graded credits and are matriculated in an undergraduate degree program.

- Those selected must have a minimum grade point index of 3.2 on a 4.0 scale or its equivalent. The cumulative scholastic record of the student as interpreted by the institution where membership is to be conferred shall be the basis for computing scholastic eligibility.

Alpha Sigma Lambda Foundation Scholarship

Any Continuing Education Undergraduate SNHU student may apply for the ASL Foundation Scholarships.

A student must have completed 30 semester hours with a grade point average of 3.2 on all work taken at SNHU. You must be 24 years of age or older, enrolled in an associate or baccalaureate degree program, have a financial need for assistance to complete the degree and do not need to be a member of the local Alpha Sigma Lambda chapter to apply. Check with Chapter Councilor, Michael Adamczyk (m.adamczyk@snhu.edu) for more information.

Course Drop and Withdrawal Policies (COCE Only)

University Initiated Withdrawals

Students who are taking online or hybrid course(s) will be withdrawn for non-participation during the first week of the term. Participation is determined within Blackboard by a discussion board, wiki, or blog posting and/or an assignment submission. Students who do not participate during the first week forfeit their rights to be reinstated into the course. Both the faculty member and the Online administration will make a good faith effort to contact students before withdrawing them by sending an email from their SNHU email address to the student's SNHU email address.

The university reserves the right to withdraw students who fail to meet financial or academic obligations or who, because of misconduct, disrupt the academic process.

Student Initiated Withdrawals

Students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Students may withdraw from courses at any time during the second through fourth week of the undergraduate term or the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the fourth week (undergraduate) or the sixth week (graduate) may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), and must be approved by the academic advisor. Withdrawals are not permitted, under any circumstance, in the last week of any term. This policy also applies to an undergraduate student taking a 16-week course.

All withdrawals must be submitted online via the COCE withdrawal form located at **www.snhu.edu/648.asp**.

Merely ceasing to attend classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not officially been withdrawn from a course will automatically be assigned a grade of "F" for said course, and be responsible for full tuition and any accompanying fees.

When you withdraw from a course, a course grade of "W" is issued. The course will show up as 3 credits attempted but zero credits earned in your academic records. This could have implications in terms of your Satisfactory Academic Progress or your Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on Financial Aid eligibility. Withdrawal from a course will likely impact your eligibility for financial aid for the current term as well as future terms. Be sure to discuss these concerns with your academic advisor."

Withdrawal Refund Policy

Please refer to **https://www.snhu.edu/648.asp** for the current withdrawal policy.

Questions?

If you have any questions regarding the withdrawal policy, please contact your academic advisor.

Academic programs offered through the College of Online and Continuing Education (COCE)

Associate of Arts (A.A)
A.A. Liberal Arts

Associate of Science (A.S)
A.S. Accounting
A.S. Business Administration
A.S. Computer Information Technology
A.S. Fashion Merchandising
A.S. Justice Studies
A.S. Marketing

Bachelor of Arts (B.A.)
B.A. Advertising
B.A. Communication

B.A. Communication Professional Writing Concentration

B.A. Communication Public Relations Concentration

B.A. Community Sociology

B.A. Computer Information Technology

B.A. Creative Writing

B.A. Creative Writing Fiction Specialization

B.A. Creative Writing Nonfiction Specialization

B.A. Creative Writing Poetry Specialization

B.A. Creative Writing Screenwriting Specialization

B.A. Early Childhood Education

B.A. Elementary Education

B.A. Elementary Education with Special Education

B.A. English Language and Literature

B.A. Game Design and Development

B.A. Game Design and Development Game Development and Supporting Technologies Concentration

B.A. Game Design and Development Interactive Storytelling and Supporting Arts

B.A. Game Design and Development Psychology and Marketing of Games

B.A. Game Design and Development Visual and Audio Design

B.A. General Studies

B.A. General Studies in Education

B.A. Graphic Design and Media Arts

B.A. History

B.A. History American History Concentration

B.A. History European History Concentration

B.A. History Middle Eastern Studies Concentration

B.A. History Military History Concentration

B.A. Mathematics

B.A. Psychology

B.A. Psychology Child and Adolescent Development Concentration

B.A. Psychology Forensic Psychology Concentration

B.A. Psychology Mental Health Concentration

B.A. Public Administration

B.A. Special Education

Bachelors of Business Administration (B.B.A.)

International Bachelors of Business Administration

Bachelor of Science (B.S.)

B.S. Accounting

B.S. Accounting/Finance

B.S. Accounting/Forensic & Fraud Examination

B.S. Accounting/Information Systems

B.S. Business Administration

B.S. Business Administration/Human Resource Management Concentration

B.S. Business Administration/ Organizational Leadership Concentration

B.S. Business Administration/ Small Business Management Concentration

B.S. Business Studies

B.S. Business Studies Accounting Concentration

B.S. Business Studies Business Administration Concentration

B.S. Business Studies Business Finance Concentration

B.S. Business Studies Computer Information Technology Concentration

B.S. Business Studies Game Design and Development Concentration

B.S. Business Studies Human Resource Management Concentration

B.S. Business Studies Industrial Organizational Psychology Concentration

B.S. Business Studies International Management Concentration

B.S. Business Studies Marketing Concentration

B.S. Business Studies Operations and Project Management Concentration

B.S. Business Studies Organizational Leadership Concentration

B.S. Business Studies Small Business Management Concentration

B.S. Business Studies Sport Management Concentration

B.S. Computer Information Technology

B.S. Computer Information Technology Cyber-Security Concentration

B.S. Computer Information Technology Database Management Concentration

B.S. Computer Information Technology Game Design Concentration

B.S. Computer Information Technology Network and Telecommunication Management Concentration

B.S. Computer Information Technology Robotics and Artificial Intelligence Concentration

B.S. Computer Information Technology Software Development Concentration

B.S. Computer Information Technology Web Design and Development Concentration

B.S. Fashion Merchandising Management

B.S. Finance/Economics

B.S. Game Design and Development

B.S. Game Design and Development Game Development and Supporting Technologies Concentration

B.S. Game Design and Development Game Production and the Business of Gaming Concentration

B.S. Game Design and Development Interactive Story-Telling and Supporting Arts Concentration

B.S. Game Design and Development Psychology and Marketing of Games Concentration

B.S. Health Informatics

B.S. Healthcare Administration

B.S. International Business

B.S. Justice Studies

B.S. Justice Studies Policing & Law Enforcement Concentration

B.S. Justice Studies Crime & Criminology Concentration

B.S. Justice Studies Law & Legal Process Concentration

B.S. Justice Studies Terrorism and Homeland Security Concentration

B.S. Marketing

B.S. Marketing Social Media Marketing Concentration

B.S. Operations and Project Management

B.S. Retailing

B.S. Social Entrepreneurship

B.S. Sport Management

B.S. Technical Management

Certificate Programs - Undergraduate

Certificate in Accounting

Certificate in Business Information Systems

Certificate in Crime and Criminology

Certificate in Human Resource Management

Certificate in Law and Legal Process

Certificate in Policing & Law Enforcement

Certificate in Terrorism and Homeland Security

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

M.B.A. Master of Business Administration

International M.B.A. International Master of Business Administration

Specialized M.B.A.'s

M.B.A. in Accounting

M.B.A. in Athletic Administration

M.B.A. in Corporate Social Responsibility

M.B.A. in Entrepreneurship

M.B.A. in Finance

M.B.A. in Forensic Accounting

M.B.A. in Healthcare Informatics

M.B.A. in Healthcare Management

M.B.A. in Human Resources

M.B.A. in Information Technology Management

M.B.A. in International Hospitality Management

M.B.A. in Internet Marketing

M.B.A. in Justice Studies

M.B.A. in Marketing

M.B.A. in Operations and Supply Chain Management

M.B.A. in Project Management

M.B.A. in Quantitative Analysis

M.B.A. in Six Sigma Quality

M.B.A. in Social Media Marketing

M.B.A. in Sport Management

M.B.A. in Sustainability and Environmental Compliance

M.B.A. in Workplace Conflict Management

Master of Education (M.Ed.)

M.Ed. in Business Education*

M.Ed. in Child Development Student Designed Program*

M.Ed. in Child Development Administration Program*

M.Ed. in Curriculum and Instruction

M.Ed. in Curriculum and Instruction with a Concentration in Educational Leadership

M.Ed. in Curriculum and Instruction with a Concentration in Reading

M.Ed. in Curriculum and Instruction with a Concentration in Special Education

M.Ed. in Curriculum and Instruction with a Concentration in Technology

M.Ed. in Early Childhood Education*

M.Ed. in Education Technology Integration Specialist*

M.Ed. in Educational Leadership

M.Ed. in Educational Studies*

M.Ed. in Elementary Education*

M.Ed. in Elementary Education with Special Education*

M.Ed. in Reading and Writing Specialist

M.Ed. in Secondary English Education*

M.Ed. in Secondary Social Studies Education*

M.Ed. in Special Education

M.Ed. in Technology Integration Specialist

Master of Arts (M.A.)

M.A. English

M.A. English and Creative Writing

M.A. English and Creative Writing in Fiction

M.A. English and Creative Writing in Non-Fiction

M.A. English and Creative Writing in Poetry

M.A. English and Creative Writing in Screenwriting

Master of Fine Arts (M.F.A.)

M.F.A. Creative Writing in Fiction*

M.F.A. Creative Writing in Nonfiction*

Master of Science (M.S.)

M.S. Accounting

M.S. Accounting/Auditing

M.S. Accounting/Finance

M.S. Accounting/Forensic Accounting

M.S. Accounting/Taxation

M.S. Community Economic Development

M.S. Finance

M.S. Finance/Corporate Finance

M.S. Finance/Financial Planning

M.S. Finance/International Investments

M.S. Finance/ Investments and Securities

M.S. Information Technology

M.S. Information Technology/Database Design

M.S. Information Technology/Game Design and Development

M.S. Information Technology/Healthcare Informatics

M.S. Information Technology/Internet Security

M.S. Information Technology/Web Design

M.S. Justice Studies

M.S. Justice Studies with a Concentration in Cybersecurity

M.S. Justice Studies with a Concentration in Public Administration

M.S. Justice Studies with a Concentration in Terrorism and Homeland Security

M.S. Marketing

M.S. Organizational Leadership

M.S. Operations and Project Management

M.S. Sport Management

Master of Science in Management (M.S.M.)

M.S.M. Healthcare Administration

Certificate Programs - Graduate

Certificate in Accounting

Certificate in Athletic Administration

Certificate in Cybersecurity

Certificate in Finance

Certificate in Forensic Accounting and Fraud Examination

Certificate in Human Resource Management

Certificate in Integrated Marketing Communications

Certificate in Information Technology Technical Track*

Certificate in Information Technology Management Track*

Certificate in International Business

Certificate in International Business and Information Technology*

Certificate in International Finance*

Certificate in International Hospitality & Tourism Management

Certificate in International Sport Management

Certificate in Leadership of Non-Profit Organizations

Certificate in Marketing

Certificate in Operations and Supply Chain Management

Certificate in Project Management

Certificate in Public Administration

Certificate in Six Sigma Quality

Certificate in Social Media

Certificate in Sport Management

Certificate in Terrorism and Homeland Security

* Includes courses that are only offered at the Manchester campus

Please note that not all courses are available at the Continuing Education Centers (Manchester, Nashua, Salem, Portsmouth, and Brunswick, ME) and students may need to take online courses to complete program requirements.

The College of Online and Continuing Education continuously adds academic programs. For a complete and updated list visit our website at **www.snhu.edu**.

Academic Programs (offered only in COCE)

M.S. Community Economic Development
** Only Offered Online **

Grow your career in community economic development by earning your degree from the oldest program of its kind in the country. Learn proven techniques and strategies you can use in your position right now. Discover how to design, implement, measure and lead a successful project in your community. Collaborate with peers from around the world and learn new ideas you can use to tackle similar challenges in your community.

Learn from professors who are actively involved in economic development programs across the U.S. and across the globe. SNHU's M.S. in Community Economic Development is an accredited online program designed for professionals with at least two years' experience working in the field. With roots that stretch back to 1982, SNHU's Community Economic Development Master's program was the first such program in the United States.

The online Master's in Community Economic Development is a 36-credit hour online program (12 courses) offered throughout the year during three terms. You can earn your degree in just 20 months by taking two classes per term. And you are not required to take the GRE or GMAT to be considered for admission.

Out From Your Computer, Into Your Community

Designed to provide practitioners with the skills and knowledge you'll need to help marginalized communities improve quality of life, the CED program offers a holistic view of problem-solving—addressing some of the social, political, cultural and other influences that can impact the success or failure of economic development programs. As part of the curriculum, you will have the opportunity to design, implement, monitor and evaluate a real economic development project in your community. While you don't necessarily have to address economic problems—for example, you can tackle social problems such as drug abuse or childhood literacy—your program must be driven by economic outcomes. Your professors and classmates will help you throughout the project, offering suggestions and feedback for improvement so you can hit your target goals.

Join a World-Wide Network of Alumni

Because we have the oldest Masters of Community Economic Development program in the country - now offered exclusively online - SNHU has a strong network of 1,400 alumni located around the world which you can tap into for contacts and advice. These are professionals who work at nonprofits, grassroots organizations, community development corporations and governmental agencies, who share your passion for making their communities better. In fact, CED alumni not only continue to stay engaged with the university, they continue to collaborate on new volunteer projects each year.

Community Economic Development Curriculum
Masters of Science

Required Courses

Courses are 3 credits unless otherwise indicated.

ACC	500	Managerial Accounting
CED	601	Introduction to CED in the US
	or	
CED	602	Introduction to International CED
CED	611	Research Methods in CED
CED	613	Organizational Management in CED
CED	621	Project Design in CED
CED	622	Project Planning in CED

CED	623	Project Management in CED
CED	624	Project Evaluation in CED

Elective Courses (choose 4)

CED	631	Housing Development and Policy
CED	632	Urban and Neighborhood Revitalization
CED	634	Financing CED
CED	635	Legal Framework for CED
CED	636	Foundations of Community Action*
CED	651	Co-operative Development and Management
CED	652	Community Building and Organizing
CED	653	Financial Management for CED
CED	659	Topics in CED
CED	690	Internship in CED
MBA	503	Financial Reporting and Analysis**
OL	630	Entrepreneurship and Small Business Management
OL	665	Leading and Managing Not-For-Profit Organizations

Courses that count toward the International Specialization

CED	641	Economics for CED
CED	642	Economics and Development
CED	644	Microenterprise Development
MBA	503	Financial Reporting and Analysis**

  * *Required Elective for Community Action students*

  ** *Required elective if student does not have prior accounting background*

Specializations

For an International specialization, students must complete:

- All eight (8) required courses, with CED 602 as the introductory course
- Four (4) elective courses, where at least three (3) are "Courses that count toward the International Specialization" (above)

M.S.M. Healthcare Administration
Associate Dean: Alexandru Manus

Developed according to standards within The Healthcare Leadership Alliance and American College of Healthcare Executives (ACHE), Healthcare Executive Competencies Assessment Tool (2010), the MSM in Healthcare Administration degree curriculum provides essential learning to meet the requirements within the 'Business Skills and Knowledge' competency:

- General Management
- Financial Management
- Human Resource Management
- Organizational Dynamics and Governance
- Strategic Planning and Marketing
- Information Management
- Risk Management
- Quality Improvement

With the core business foundation courses, students will have the ability to apply business principles, including systems thinking to the healthcare environment. To address the forth competency, 'Knowledge of the Healthcare Environment,' Southern New Hampshire University's MSM in Healthcare Administration degree provides students with a solid understanding of the healthcare system and the environment in which healthcare managers and providers function. These healthcare competencies considered an essential competency according to The Healthcare Leadership Alliance and ACHE include:

- Healthcare Systems and Organizations
- Healthcare Personnel
- The Patient's Perspective
- The Community and the Environment

The program is designed to help students:

- Have a comprehensive understanding of the U.S. legal system pertaining to the healthcare industry and how it impacts healthcare administration.
- Be prepared with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector.
- Understand the risks within healthcare professions and organizations and to develop quality improvement models to minimize risk.
- Determine the economic influences as well as governmental regulation and healthcare policy on practice and process.
- Analyze healthcare policy, practice, process and trends to address industry challenges.
- Through a hands-on Capstone, design effective strategies based on management concepts within the healthcare industry.

M.S.M. Healthcare Administration Required Courses

Courses are 3 credits unless otherwise indicated.

Foundation Course (as needed)

MBA	501	Mathematics and Statistics for Business

Management Core Courses

OL	500	Human Behavior in Organizations
QSO	640	Project Management
MKT	668	Services Marketing
CSR	610	Business Ethics and Culture
MGT	700	Critical Issues in Management Capstone

Specialty Healthcare Courses

HCM	500	Healthcare Informatics
HCM	610	Legal Aspects of Healthcare
HCM	650	Risk and Quality Management in Healthcare
HCM	520	Healthcare System: Policy, Practice and Process
HCM	620	Financial Management in Healthcare

Choose two electives

HCM	600	Social and Organizational Issues in Healthcare
HRM	630	Topics in Health Administration
PAD	631	Strategic Management in Public Service
WCM	610	Introduction Organizational Conflict Management
QSO	610	Management of Service Operations
MKT	660	Marketing Strategies for Not-For-Profit Organizations
MKT	690	Corporate Communications
OL	610	Employee and Labor Relations
OL	600	Strategic Human Resource Management
CSR	510	Strategic Corp Social Responsibility

M.A. English

The Master of Arts in English at Southern New Hampshire University emphasizes the study of traditional and non-traditional literature and helps strengthen the students' critical interpretation skills. This program prepares students for a wide range of career choices: studies toward a doctoral degree in literature or an MFA; professional degrees in law or business administration; careers in teaching on the college or secondary level; publishing, editing, public relations, research, and a variety of other industries and professions.

English M.A. graduates should be able to:

- Evaluate, synthesize, and incorporate various theoretical arguments into original interpretations of literary texts;

- Demonstrate expertise in a literary subject and articulate new potential connections between language/literature and social and cultural history;

- Articulate several theoretical approaches to literature and apply both theory and form to primary texts, for purposes of informed, original interpretations that contribute to the field of study;

- Compose essays of significant depth that involve researching, evaluating, and integrating a variety of literary sources into scholarly papers, each containing an extended, cohesive and original literary argument that contributes to the field of study;

- Produce scholarship that adds to others' aesthetic appreciation for literature and articulates the critical role it plays in culture and society.

M.A. in English Required Courses

Courses are 3 credits unless otherwise indicated.

ENG	550	Graduate Studies in English Language
ENG	555	Composition Theory and the Teaching of Writing
LIT	500	Graduate Studies in Literary Theory
LIT	502	Topics in American Literature*
LIT	503	Topics in British Literature*
LIT	652	Graduate Seminar in Global Literature

Choose one of the following

| LIT | 650 | Graduate Seminar in American Literature |
| LIT | 651 | Graduate Studies in British Literature |

* If waived, replace with LIT electives

Literature Electives

Choose one course from each section:

American Literature

LIT	512	Early American Literature
LIT	513	The American Renaissance
LIT	514	American Realism and Naturalism
LIT	515	20th-Century American Literature
LIT	555	American Modernism

British Literature before 1800

LIT	506	Medieval Literature
LIT	507	Renaissance and Restoration Literature
LIT	508	18th-Century British Literature
LIT	519	Shakespeare

British Literature after 1800

LIT	509	Romantic Literature
LIT	510	Victorian Literature
LIT	511	Modern British Literature

Alternative perspective/new-traditions

LIT	528	Multi-Ethnic Literature
LIT	530	Gender and Text
LIT	545	Postcolonial Encounters
LIT	550	The Black Literary Tradition

Required Capstone

| LIT | 690 | MA in English Capstone |

M.A. English and Creative Writing

The Master of Arts in English and Creative Writing at Southern New Hampshire University emphasizes the study of literature and how literacy study informs creative work. Additionally, it offers students the opportunity to produce a professionally-competent manuscript in a chosen genre – fiction, nonfiction, poetry, or screenwriting. Weighted slightly toward the traditional study of literature in English, the program provides graduates a credible background for teaching responsibilities in both literature and genre-specific creative writing. Too, this combined M.A. degree prepares graduates for either a PhD track or an MFA track in further studies toward a terminal degree.

M.A. in English and Creative Writing Required Courses

Courses are 3 credits unless otherwise indicated.

EDU	750	Seminar in Teaching Writing
ENG	550	Graduate Studies in English Language
LIT	500	Graduate Studies in Literary Theory

Choose six of the following:

ENG	540	Contemporary Writers and Publishing
LIT	650	Graduate Seminar in American Literature
LIT	651	Graduate Studies in British Literature
LIT	652	Graduate Seminar in Global Literature
LIT	506	Medieval Literature
LIT	514	American Realism and Naturalism
LIT	555	American Modernism

Choose one concentration:

Fiction

ENG	529	Fiction Fundamentals
ENG	549	Fiction Thesis Writing
ENG	559	Fiction Thesis Completion

Non-Fiction

ENG	530	Non-Fiction Fundamentals
ENG	541	Non-Fiction Thesis Writing
ENG	551	Non-Fiction Thesis Completion

Poetry

ENG	528	Poetry Fundamentals
ENG	548	Poetry Thesis Writing
ENG	558	Poetry Thesis Completion

Screenwriting

ENG	523	Screenwriting Fundamentals
ENG	547	Screenwriting Thesis Writing
ENG	557	Screenwriting Thesis Completion

School of Arts and Sciences

Dean: Dr. Karen Erickson

Robert Frost Hall

603.645.9692

Fax: 603.645.9779

Mission

The mission of the School of Arts and Sciences is to educate all to live and work well; and to prepare for a community role that is as central to individual success as it is to a sustainable society.

The arts and sciences explain enduring characteristics of human achievement and failure; order and chaos; and the wisdom and compassion that may inform our actions. The arts and sciences are a path into the unknown as well as a marked trail for what we know of our universe to date.

School of Arts and Sciences Graduate Programs

The School of Arts and Sciences offers graduate programs in Community Mental Health and Mental Health Counseling, Teaching English as a Foreign Language and a Master of Fine Arts in Fiction and Nonfiction Writing. Our graduate programs reflect a commitment to the essential role that the liberal arts play in education at all levels.

Our master's degrees 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 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.

The graduate program in Community Mental Health and Mental Health Counseling offers a Master of Science degree which prepares students to be licensed as Mental Health Counselors, and certificates/specializations in Integrated Community Mental Health and Substance Abuse Services for Children, Youth and Families and for Adults. The program is offered on-location, in a weekend format, for practicing professionals in New Hampshire, Maine, Vermont, Wisconsin and Alaska.

All of us in the School of Arts and Sciences 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 Arts and Sciences. We look forward to helping provide you with a rewarding educational experience at Southern New Hampshire University that prepares you for an enriched life and a successful career.

Master of Arts in Teaching in English

Students may access the Master of Arts in Teaching (M.A.T.) in English as a 5-year undergraduate student. (See the Undergraduate Catalog.) Students may also enter this program as an adult who has attained an undergraduate degree. Prospective and current teachers can enhance their value as subject experts and educational leaders by seeking a M.A.T., with or without NH state certification in English Language Arts grades 5-12.

Students with a degree in English, or who have completed substantial coursework in English, are eligible for the M.A.T. in English. After an analysis of the student's transcript is completed by the School of Education, an individualized program will be proposed that fulfills the competencies expected in the degree, including all competencies for certification in New Hampshire for those students who wish to seek certification. Candidates should be aware of reciprocal agreements between states for certification outside New Hampshire. See the Non-Certification section of the catalog for the M.A.T. without certification option.

Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant Associates' degrees. M.A.T. candidates in English must complete the following specialized courses:

Courses are 3 credits unless otherwise indicated.

EDU	511	Methods of Teaching in Secondary Schools
EDU	521	Principles of Education
EDU	560	Methods of Teaching English in Middle and High Schools
EDU	571	Student Teaching and Seminar (6 credits)
EDU	582	Educational Factors of Diversity
EDU	750	Seminar in the Teaching of Writing
ENG	550	Graduate Studies in the English Language
LIT	500	Graduate Studies in Literary Theory

Select two of the following:

LIT	650	Graduate Seminar in American Literature
LIT	651	Graduate Seminar in British Literature
LIT	652	Graduate Seminar in Global Literature
LIT	685	Graduate Thesis in Literature (Fall semester)
LIT	685	Graduate Thesis in Literature (Spring semester)

Field experiences are embedded in courses.

Exit Evaluation   Completion of ePortfolio under the direction of the seminar instructor.

Master of Fine Arts in Creative Writing in Fiction and Nonfiction
Contact: Prof. Diane Les Becquets

The School of Arts and Sciences offers a low-residency graduate program in writing fiction and nonfiction. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing. With four writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults.

Students study with mentoring faculty who are accomplished writers and teachers; participate in lectures, readings, and master classes with visiting writers of national reputation; hone their work through mentor and peer review; read publicly from their own work; and meet with publishing professionals in a community dedicated to creative endeavor.

Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with mentoring faculty members. Individualized study is then complemented by residency periods (ten consecutive days in June and five in January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a book-length manuscript of professional quality, suitable for submission to editors, and a critical essay on a living writer of the student's choice, suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree work are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

Master in Fine Arts Required Courses
(five-month mentored semester/courses)

For the fiction sequence

MFA	510	Graduate Fiction Workshop I
MFA	511	Graduate Fiction Workshop II
MFA	512	Graduate Fiction Workshop III
MFA	513	Graduate Fiction Workshop IV

For the nonfiction sequence

MFA	520	Graduate Nonfiction Workshop I
MFA	521	Graduate Nonfiction Workshop II
MFA	522	Graduate Nonfiction Workshop III
MFA	523	Graduate Nonfiction Workshop IV

Residency requirements:
2 Summer – 3 credits each, on site
2 Winter – 3 credits each, online and on site

Master of Science in Justice Studies
Contact: Prof. Patrick Cullen

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

A professionally oriented program taught by faculty who work in the field, SNHU's online Justice Studies program provides students with the skills to analyze and critique operational and public policy from social, administrative, judicial, philosophical and managerial perspectives. Total credits required will be between 36-37 credit hours depending upon a thesis option. The program will consist of a core of 15 credits with the remainder being a series of elective choices. Students may select optional 12 credit concentrations in specific justice fields, including Terrorism and Homeland Security.

The M.S. in Justice Studies will deliver a knowledge base in a unique way. First, its curricular emphasis will be operational and applied. Working professionals will tackle subject matter that is cutting edge, professional, and of utility and meaning in the justice marketplace. As a result, Justice

Studies majors will analyze and assess broad based, systematic courses in police, courts and corrections; master legal and justice research techniques and delve into a series of applications including but not limited to:

- Homeland Security
- Leadership and Management
- Employment and Benefits
- Finance and Accounting
- Law and Public Policy Analysis
- Private Sector Partnerships
- Ethical Issues in Justice Studies
- Planning and Strategic Vision

The program's underpinning is primarily operational—learning how to run and improve organizations, to compose policy and budget, to assess legal implications on departmental programs, and evaluate and measure the efficacy of operational policies. This is a program for experienced practitioners seeking personal, professional and intellectual growth. While some of its graduates may eventually pursue graduate or law school, the program focuses on ambitious agency heads, staff and managerial personnel, business leaders, community activists, and a host of other advanced players with much to gain from this type of instruction. By design, the MSJS allows seasoned practitioners and scholarly graduate students the opportunity to address, analyze and critique operational policy from a social, administrative, judicial, philosophical and managerial perspective. Special emphasis will be given to the ethical considerations common to justice practice. The program stresses critical inquiry in a wide assortment of justice dilemmas, troublesome perennial questions for justice and public service practitioners, and expects its majors to engage in a sophisticated dialogue and research regimen, which provides solutions and suggestions for repetitive problems. In this sense, the program will serve the public by scholarly examination and assessment of community based issues in need of resolution.

The Justice Studies faculty are committed to the art of teaching, scholarship and service. They understand that we learn in different ways, that learning occurs both inside and outside of the classroom, and that learning takes place only if an individual successfully integrates the intellectual, social, and emotional aspects of his or her development, and strives to stimulate critical thought and inquiry in the classroom. With its emphasis on legal reasoning, justice studies students engage in the Socratic dialogue as the Academy demands. Justice Studies frowns upon empty occupationalism. A cursory review of the curriculum reflects the depth and breadth of content which delivers greater levels of conceptual inquiry than the functionalism of task or role. Teaching, learning and critical inquiry are rooted in the foundation of Southern New Hampshire University.

Required Courses

Courses are 3 credits unless otherwise indicated.

JUS	600	Police in the American Experience
JUS	601	Correctional Policy and Practice
JUS	602	Courts and Judicial Process
JUS	603	Law, Ethics, and Justice System
JUS	604	Legal and Justice Research

Justice Studies Electives (21 credits with a minimum of 2 JUS or PAD courses)

Courses are 3 credits unless otherwise indicated.

ACC	500	Managerial Accounting
ACC	689	Principles of Forensic Accounting and Fraud Examination
ACC	691	Detection and Prevention of Fraudulent Financial Statements
ACC	692	Interview Techniques and Legal Aspects of Fraud
ACC	693	Investigating with the Computer
IT	500	Information Technology
IT	548	Information Security
IT	641	Telecommunications for Business
JUS	605	Organized Crime
JUS	606	Planning Tactics: Homeland and WMD
JUS	607	Terrorism and Strategic Response
JUS	608	Employment Law
JUS	609	Private Sector Justice
JUS	620	Emergency Management
JUS	621	Contemporary Issues in Homeland Security
JUS	699	Practicum in Justice Studies
JUS	700	Justice Studies Thesis (4 credits)
MBA	501	Mathematics and Statistics for Business
MBA	502	Economics for Business
MBA	503	Financial Reporting and Analysis
MBA	610	Business Law
OL	500	Human Behavior in Organizations
OL	670	Organizational Leadership
OL	750	Contemporary Issues in Organizational Leadership
PAD	630	Foundations of Public Administration
PAD	631	Strategic Management in Public Service
PAD	632	Foundations of Public Policy
PAD	633	Intergovernmental Relations
SPT	610	Sport Law

Justice Studies Graduate Concentrations (optional)

Cybersecurity

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

This optional 9 credit graduate concentration is designed for students interested in careers in public or private sector cybersecurity or continued graduate study in crime and technology. Students will study related topics including information technology, information security, and telecommunications.

Required courses

IT	500	Information Technology
IT	548	Information Security
IT	641	Telecommunications for Business

Public Administration

*** Only Offered Online*

This optional 12 credit graduate concentration is designed for students interested in careers or continued graduate study in public administration. Students will explore related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

Required Courses

Courses are 3 credits unless otherwise indicated.

PAD	630	Foundations of Public Administration
PAD	631	Strategic Management in Public Service
PAD	632	Foundations of Public Policy
PAD	633	Intergovernmental Relations

Terrorism and Homeland Security

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

This optional 9 credit graduate concentration is designed for students interested in careers or continued graduate study in the area of terrorism, homeland security, or intelligence. Students will explore related topics including terrorism and strategic response, planning and tactics in homeland defense, and emergency reponse.

Required Courses

Courses are 3 credits unless otherwise indicated.

JUS	606	Planning/Tactics: Homeland and WMD
JUS	607	Terrorism and Strategic Response

Select one (1) of the following courses:

JUS	620	Emergency Management
JUS	621	Contemporary Issues in Homeland Security

Justice Studies Graduate Certificate Programs

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate degrees and wish to enhance or update their skills in specific justice disciplines. Students who hold Bachelor degrees and have the necessary educational background and/or professional experience may also pursue the Certificate Programs. The M.S. in Justice Studies degree and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a Graduate Degree Program.

Students pursuing Graduate Certificates only may be required to satisfy foundational course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

Cybersecurity

** Only Offered Online

This optional 12 credit Graduate Certificate is designed for students interested in careers in public or private sector cybersecurity or continued graduate study in crime and technology. Students will study related topics including information technology, information security, and telecommunications.

Required Courses

Courses are 3 credits unless otherwise indicated.

IT	500	Information Technology
IT	548	Information Security
IT	641	Telecommunications for Business

Select one (1) of the following courses:

JUS	605	Organized Crime
JUS	606	Planning/Tactics: Homeland and WMD
JUS	607	Terrorism and Strategic Response
JUS	609	Private Sector Justice

Public Administration

** Only Offered Online

This optional 12 credit Graduate Certificate is designed for students interested in careers or continued graduate study in public administration. Students will study related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

Required Courses

Courses are 3 credits unless otherwise indicated.

PAD	630	Foundation of Public Administration
PAD	631	Strategic Management in Public Service
PAD	632	Foundations of Public Policy
PAD	633	Intergovernmental Relations

Terrorism and Homeland Security

** Only Offered Online

This optional 12 credit Graduate Certificate is designed for students interested in careers or continued graduate study in the area of terrorism, homeland security, or intelligence. Students will explore related topics including terrorism and strategic response, planning and tactics in homeland defense, and emergency response.

Required Courses

Courses are 3 credits unless otherwise indicated.

JUS	606	Planning/Tactics: Homeland and WMD
JUS	607	Terrorism and Strategic Response
JUS	620	Emergency Management
JUS	621	Contemporary Issues in Homeland Security

Master of Science in Teaching English as a Foreign Language
Contact: Prof. Denis Hall

The M.S. TEFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a foreign language is the degree of choice for overseas employment.

Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months).

Participants in the M.S. TEFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

Admission Requirements:

- Completion of the equivalent of a U.S. bachelor's degree with the equivalent of a 2.75 grade point average (GPA).

- For native speakers of English, at least two semesters of college-level study of a foreign language (or equivalent ability).

- For non-native speakers of English, a TOEFL score of 80 on the iBT with a minimum score of 19 in any skill area; or a paper-based TOEFL score of 550 with a writing score of 5.0 on a scale of 6.0; or an IELTS score of 7.0 with a minimum score of 6.5 in any skill area.

Required Courses

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	Curriculum Development and Design
EFL	505	Overview of TESOL Methodology
EFL	540	Sociocultural Context of Language Teaching
EFL	599	Supervised Practice Teaching

Choose 5 of the following electives:

EFL	523	Strategies and Techniques for Teaching Listening and Speaking
EFL	525	Strategies and Techniques for Teaching Reading and Writing
EFL	526	Aspects of Literacy for Multilingual Learners
EFL	527	Strategies and Techniques for Teaching Grammar
EFL	530	Methods of Teaching English through Drama
EFL	531	Strategies and Techniques for Teaching Pronunciation
EFL	536	Content-Based Instruction
EFL	537	Computer-Assisted Language Learning

Graduate Program in Community Mental Health and Mental Health Counseling Contact: Dr. Annamarie Cioffari

Mission

The Graduate Program in Community Mental Health and Mental Health Counseling is a competency-based, multidisciplinary program which offers state-of-the-art graduate education in integrated community mental health and substance abuse services and mental health counseling. The program combines face-to-face instruction and distance-learning activities geared to adult learners. Intensive weekend instruction (classes meet one weekend per month) is provided for cohorts "on location" in several states across the country, including New Hampshire, Maine, Vermont, Wisconsin, and Alaska.

The program offers three options for those seeking advanced studies in community mental health and mental health counseling. Students completing the first year of the program (22 credits) receive a Graduate Certificate in integrated community mental health and substance abuse services with a specialization in either children, youth, and families or in adults. Students desiring a Master's Degree may continue on to complete a minimum 48-credit or minimum 60-credit master of science degree program. The program offers a unique emphasis in both mental health and substance abuse counseling and also emphasizes clinical and leadership skills in community-based behavioral health care. Students intending to pursue licensure as mental health or professional counselors are encouraged to enroll in the minimum 60-credit option within the Master of Science degree. Within the minimum 60-credit M.S., the last 12 credits are tailored to the educational requirements for licensure within the individual states in which the program is offered, and prepare students for a variety of counseling roles in community settings. In some states, additional coursework and credits, offered as program electives, may be required to meet licensure regulations. The program is designed to be accessible to practicing professionals, as well as service recipients, family members, and others who wish to develop careers in the field. Faculty are scholar/practitioners who bring national and local expertise in counseling, integrated service delivery, research and administration to the program.

The curriculum in the Graduate Program in Community Mental Health and Mental Health Counseling 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 has been recognized as an Innovative Practice by the Annapolis Coalition, and its 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 core values for service delivery in rural and urban settings, including: integrated mental health and addictions counseling, recovery orientated approaches, integration with physical health care, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership and family preservation, developmentally appropriate practice (from infancy through adulthood and the challenges of aging) and cultural relevance.

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

Format

The master's program begins with an Orientation Weekend, during which students develop individual professional development plans. Subsequent classes meet one weekend per month, for 12 months of the year. Three-credit courses typically last two months and involve two full weekends of instruction. Students continue their learning at home through readings, written assignments, other course materials, and application in their internship and work settings.

Students complete a 100-hour Practicum that runs concurrent with courses in Helping Relationships and Diagnosis and Assessment. Students also complete a minimum of two, typically three 300-hour internships that are taken concurrently with other course work. Students complete an integrative Masters Project as a culminating learning experience on a topic of their choice, toward the end of the course sequence.

The program works with licensing boards, in the states in which it is offered, to meet the educational requirements for licensure as a mental health or professional counselor. The program also works with state substance abuse certification boards. Additional course work and internships may be offered as electives. The University does not guarantee that students who complete the program will become licensed.

Options:

- Certificate in Community Mental Health (22 graduate credits).

- Master's Degree in Community Mental Health (minimum 48 graduate credits: Certificate + 26 credits) with a focus on effective clinical & leadership skills in community-based behavioral health care.

- Mental Health Counseling Option, within the Master of Science degree, for students pursuing licensure as mental health counselors (60 graduate credits).

- Continuing Education Credits in individual coursework for non-degree students, including those seeking specialized content and/or licensure preparation. In some states, supplemental course work totaling less than 60 credits is sufficient for licensure as a mental health counselor; in others, the 60 credit M.S. plus additional electives may be required for that licensure. The program works with individual state licensing boards to meet the educational requirements. SNHU does not guarantee licensure, as students must meet additional requirements (such as passing a national exam and post-master's practice requirements) after graduation.

Specializations:

Integrated Community Mental Health and Substance Abuse Services for:

- Children, Youth, and Families
- Adults

Certificate in Community Mental Health (PCMH)

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 (0 credits)
PCMH	600	Overview of Behavioral Health Services
PCMH	610	Helping Relationships
PCMH	615	Practicum (1 credit)
PCMH	621	Community Resources & Rehabilitations
PCMH	680	Diagnosis and Assessment

Clinical Core

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

PCMH	635	Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families

and

PCMH	636	Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families

or

PCMH	645	Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities

and

PCMH	646	Clinical Skills II: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities
PCMH	650	Internship I

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 course work. The 60 credit, mental health counseling track, within the master of science, requires at least four additional courses.

Advanced Core

Courses are 3 credits unless otherwise indicated.

PCMH	662	Internship II
PCMH	665	Program Evaluation and Systems Research
PCMH	666	Professional Affairs and Ethics
PCMH	667	Community and Systems: Analysis, Consultation and Change
PCMH	682	Human Development
PCMH	690	Master's Project (2 credits)

Additional Course Work

Three of the following courses are required, depending on the specialization, as noted.

PCMH	672	Management of Behavioral Health Services*
PCMH	675	Co-Occurring Issues for Children and Families**
PCMH	689	Early Childhood and Family Mental Health**
PCMH	676	Physiology of Addictions and Psychopharmacology***
PCMH	692	Elders: Mental Health & Substance Use***

* *Required for students in both the child and adult specializations*

** *Required for students in the child specialization*

****Required for students in the adult specialization*

Mental Health Counseling Option

For the 60 credit, Mental Health Counseling track, four additional courses are required, often including Internship III, from the list 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. Additional electives may be recommended.

PCMH	605	Measurement
PCMH	663	Internship III (300 hours)
PCMH	683	Group Process
PCMH	685	Social and Cultural Foundations
PCMH	686	Career and Lifestyle Development
PCMH	688	Counseling Theory

Application Review Process - PCMH

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

To be eligible for admission into the Certificate or Master of Science Programs 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).

- furnish an up-to-date resumé.

- Submit application materials to:

  Southern New Hampshire University
  Vermont Programs – PCMH Admissions
  463 Mountain View Drive, Suite 101
  Colchester, VT 05446
  1.800.730.5542
  www.snhu.edu/pcmh

Application Deadlines - PCMH

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

Conditional Acceptance - PCMH

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

Non-degree Students

Non-degree students who have earned baccalaureate degrees are permitted to undertake limited graduate 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.

The Certificate Program

Students seeking to complete the Certificate Program must earn 22 credits with a GPA of 3.0 on a 4.0 scale, complete a 100 hour practicum and one approved 300-hour pass/fail internship. No grades below a "C" will be accepted for graduation and no more than one grade of "C +" or below. Students must complete the program within four calendar years of acceptance.

The Master of Science Degree Program

Students seeking the Master of Science options must earn a minimum or 48 or 60 credits with a GPA of 3.0 or better on the 4.0 scale and complete an approved 100 hours of practicum and two 300-hour pass/fail internships. No grades below a "C" will be accepted for graduation and no more than two grades of "C +" or below. Students must complete the program within eight calendar years of acceptance. No more than six graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval by the program.

School of Business

Dean: William J. Gillett

Webster Hall

603.644.3153

Fax: 603.644.3150

Mission

The school develops and implements high-quality, innovative, leading-edge, competency-based business curricula that meet the changing needs of students, business, government and society.

Our faculty brings both theoretical and practical knowledge into the learning environment, engages in scholarly activities and provides service to the community.

The school values its students, faculty and staff by establishing and maintaining a supportive environment that enables creativity, innovation, open communication and mutual respect.

The school recognizes that its student populations are diverse and have a wide range of education needs, requiring that it use different delivery mechanisms and locations and that the faculty is responsible for the academic quality, integrity and consistency of all School of Business offerings.

School of Business Graduate Programs

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. The program is recognized as an international leader and has been awarded multiple grants that allowed for the creation of extensive research and internship and travel opportunities for students and faculty. Our Ph.D. in International Business trains highly qualified individuals for careers in research, academia, consulting and multinational corporations.

The key to programs offered through the School of Business is flexibility, allowing students to 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, Master of Science and Certificate Programs in many business disciplines, including organizational leadership, international business, finance, accounting, marketing, information technology, sport administration, taxation and others.

Students can tailor their M.B.A. degrees to include focuses in marketing, international business or finance information technology, to name a few options. Or they can choose to combine a Master of Science degree with the M.B.A. program. M.B.A. and other business courses and electives may also be taken through the College of Online and Continuing Education. 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.

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.

Doctoral Program

Ph.D. in International Business

The Ph.D. in International Business trains highly qualified individuals for careers in academics, consulting environments and multinational corporations. Such positions require a theoretical understanding of global business operations and a strong interest in applied research. The program strives to meet the interests and needs of full- and part-time students and is flexible enough to accommodate the professional life circumstances of the adult learner. The program also is geared toward international students who are interested in teaching and researching in their own countries.

Program requirements for entering the dissertation stage:

1. Students must complete prerequisite courses at the Master degree level prior to taking the doctoral seminars (800-level course work). These courses include the following SNHU courses: INT 610, INT 620, INT 640, INT 700 and QSO 510, or the equivalent.

2. Doctoral students must complete two advanced research methods in international business courses, INT 880 Advanced Quantitative Analysis in International Business I and INT 881 Advanced Quantitative Analysis in International Business II.

   Required Doctoral Courses
   Courses are 3 credits unless otherwise indicated.

INT	800	Foreign Direct Investment
INT	810	Globalization, Economic Reform and Growth in Emerging Markets
INT	820	Seminar in Multinational Finance
INT	830	Theories of Globalization
INT	840	Seminar in Multinational Marketing
INT	850	Seminar in Global Business Strategy
INT	880	Advanced Quantitative Analysis in International Business I
INT	881	Advanced Quantitative Analysis in International Business II

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, information technology, marketing, leadership, or business strategy.

4. 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 his or her dissertation committee chair, 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 Ph.D. in International Business, please contact:

> Dr. Massood Samii, International Business Chair
> Webster Hall
> Southern New Hampshire University School of Business
> 2500 North River Road
> Manchester, N.H. 03106-1045
> 603.644.3102 • Fax 603.644.3150
> **www.snhu.edu**

School of Business Master Degree Programs

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

Unconditional acceptance in the Global M.B.A. or a specialized M.B.A. program and the M.S. programs requires that the student has earned a U.S. or equivalent bachelor's degree from an accredited institution with a cumulative GPA of 2.75 or better. Student is subject to program availability at the time of matriculation.

Provisional Admission may be granted to applicants with an undergraduate GPA within the 2.25 to 2.74 range. Under this status, a student is allowed to enroll in a maximum of two graduate courses and must earn grades of "B" (3.0) or better in both courses prior to matriculating into a graduate program of choice. Student is subject to program availability at the time of matriculation.

Course Work Only (CWO) Admission is granted to applicants meeting other admissions criteria, but not planning to matriculate into a graduate certificate or degree program. Under this admission status, a student is considered a non-matriculated student, and is limited to enrollment in a maximum of six graduate credits (2 courses).

Application to School of Business Degree or Graduate Certificate Programs

Applicants are required to submit the following materials:

- A completed School of Business application with $40 application fee.

- Official undergraduate transcripts from the institution that awarded your degree. Note: In some cases transcripts from transfer institutions may also be needed.

- A copy of your personal resume or employment history.

Application decisions are made on a rolling basis, normally within one week of the completion of applicant's file.

Foundation Courses

Students who did not major in business at the undergraduate level, and/or did not earn grades of "C" or better (2.0 +) in equivalent undergraduate course work, may be required to satisfy foundational business course work in the areas of Financial Reporting and Analysis (Accounting), Macroeconomics and Microeconomics, and Mathematics and Statistics.

Requirement of this foundational business course work is graduate degree specific. Specifically, the following depicts the foundation requirements of each graduate degree program offered by the School of Business.

SNHU M.B.A.

Foundational Course Requirements
- Business Law
- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics
- Organizational Behavior

Specialized M.B.A.

Foundational Course Requirements
- Undergraduate (B.S./B.A.) degree in a business discipline.
- Students without an undergraduate degree in a business discipline will be assessed for satisfaction of the following foundational courses:
  - Financial Reporting and Analysis
  - Macroeconomics and Microeconomics
  - Mathematics and Statistics
  - Business Law
  - Organizational Behavior

M.S. in Accounting

Foundational Course Requirements
- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

M.S. in Finance and M.S. in Accounting/Finance

Foundational Course Requirements
- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics*

* Note: Student must have earned a grade of "B" or better in undergraduate Statistics within the past 5 years to meet foundational degree requirements for M.S. in Finance.

M.S. in Marketing

Foundational Course Requirement
- Mathematics and Statistics

M.S. in Operations and Project Management

Foundational Course Requirement
- Mathematics and Statistics

M.S. in Organizational Leadership

Foundational Course Requirements
- Mathematics and Statistics
- Macroeconomics and Microeconomics

M.S. in Sport Management

Foundational Course Requirement
- Financial Reporting and Analysis

Note: The M.S. in Information Technology does not have foundation course requirements.

School of Business Graduate Certificate Programs

Students pursing Graduate Certificates only, may be required to satisfy foundational business course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog.

The SNHU Master of Business Administration Degree Programs

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

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

With a SNHU M.B.A., you're preparing yourself to navigate between the ups and downs of a volatile business world. The SNHU M.B.A. is built around the principal areas that are necessary to acquire the specific knowledge base and skill sets that will guide you in your business career. You can also tailor the program around your interests, thus being able to acquire the specific knowledge base and skill sets you'll need to achieve your personal career goals. Regardless of what you ultimately plan to do, when you graduate with a SNHU M.B.A., you'll leave with:

Knowledge of a Specific Discipline: Whether you're interested in finance, marketing, accounting or another discipline, because you're able to customize your SNHU M.B.A. program around your interests, you'll gain a fundamental understanding of that subject matter — which you can then build on through further studies or career experiences.

Effective Research Strategies: As is the case with all SNHU M.B.A. programs, you'll learn how to effectively gather and analyze data and information from a variety of new media resources.

Interpersonal Communication Skills: Through written and oral presentations, you'll sharpen your ability to connect with people from different cultures and with different perspectives.

Greater Business Awareness: By learning about customs and practices, you'll expand your understanding of the business arena and you will be better equipped to compete in the local and global marketplace.

Thorough Understanding of Critical Business Areas: You'll discover how to take a holistic view of business areas by factoring in internal and external influences on decision making such as politics, ethics, law, economic policies and cultural beliefs, etc.

Courses are 3 credits unless otherwise indicated.

Foundational Courses (as needed)*

MBA	501	Mathematics and Statistics for Business
MBA	502	Economics for Business
MBA	503	Financial Reporting and Analysis
MBA	610	Business Law
OL	500	Human Behavior in Organizations

* This coursework may be exempt based on undergraduate coursework.

Required Courses

ACC	500	Managerial Accounting
IT	500	Information Technology
MKT	500	Marketing Strategies
ECO	500	Managerial Economics
FIN	500	Financial Management
INT	610	Multinational Corporate Environment
OL	690	Responsible Corporate Leadership
QSO	510	Quantitative Analysis for Decision-Making
QSO	600	Operations Management
MBA	700	Strategic Management

Specialization Courses (3 required), or Foundational courses (as required) and business electives of choice (3 required).

Total Credits: 39

Specialized Master of Business Administration Degree Programs Curriculum

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Students interested in a Specialized M.B.A. whose undergraduate degree is in a non-business discipline with a 2.75 GPA or higher will have their files individually assessed and will require foundational coursework to satisfy core business competencies in addition to the 39 credit Specialized M.B.A.

Courses are 3 credits unless otherwise indicated.

Specialization Courses (3 required)

M.B.A. in Accounting – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

ACC	610	Financial Reporting I
ACC	620	Financial Reporting II
TAX	660	Tax Factors in Business Decisions

M.B.A. in Athletic Administration – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

SPT	608	Sports Marketing (replaces MKT 500)
SPT	510	Sport and Society
SPT	512	Principles of Athletic Administration
SPT	612	Advanced Topics in Athletic Administration

M.B.A. in Corporate Social Responsibility – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

CSR	510	Strategic Corporate Social Responsibility
CSR	610	Business Ethics and Culture
CSR	620	Corporate Governance and Accountability

M.B.A. in Entrepreneurship – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

OL	630	Entrepreneurship and Small Business Management
OL	635	Consulting
OL	640	Franchising

M.B.A. in Finance – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

FIN	610	Short-Term Financial Management
FIN	630	Capital Budgeting and Financing
FIN	640	Investment Analysis and Portfolio Management

M.B.A. in Forensic Accounting – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

For this specialization, ACC 500 is a foundation course. Students must take ACC 689 as a required core course.

ACC	691	Detection and Prevention of Fraudulent Financial Statements
ACC	692	Interview Techniques and Legal Aspect of Fraud
ACC	693	Investigating with the Computer

M.B.A. in Healthcare Informatics – Required Specialization Courses
** Only Offered Online

HCM	500	Healthcare Informatics
IT	550	Management of Information Technology
HCM	600	Social and Organizational Issues in Healthcare

M.B.A. in Healthcare Management – Required Specialization Courses
** Only Offered Online

HCM	500	Healthcare Informatics
HCM	600	Social and Organizational Issues in Healthcare
HRM	630	Topics in Health Administration

M.B.A. in Human Resources – Required Specialization Courses
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

OL	600	Strategic Human Resource Management
OL	620	Total Rewards
OL	663	Leading Change

M.B.A. in Information Technology Management – Required Specialization Courses
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

IT	503	Digital Commerce and E-Business (replaces IT 500)
IT	550	Management of Information Technology
IT	641	Telecommunications in Business
IT	647	Web Site Construction and Management

M.B.A. in Internet Marketing – Required Specialization Courses
** Only Offered Online

MKT	625	Strategic Internet Marketing
MKT	635	Websites and SEM/SEO
MKT	645	Online Marketing Channels

M.B.A. in Justice Studies – Required Specialization Courses
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Choose three (3) of the following:

JUS	600	Police in the American Experience
JUS	601	Correctional Policy and Practice
JUS	602	Courts and Judicial Process
JUS	603	Law, Ethics, and Justice System
JUS	604	Legal and Justice Research
JUS	608	Employment Law

M.B.A. in Marketing – Required Specialization Courses
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Choose any three (3) of the following:

MKT	610	Promotions Management
MKT	615	Relationship Selling Strategies
MKT	620	Consumer Behavior
MKT	675	Ethical and Legal Issues in Marketing
MKT	678	Brand Management
MKT	690	Corporate Communications

M.B.A. in Operations and Supply Chain Management – Required Specialization Courses
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

QSO	630	Supply Chain Management

Choose two (2) of the following:

QSO	520	Management Science Through Spreadsheets
QSO	530	Applied Statistics for Managers
QSO	610	Management of Services Operations
QSO	620	Six Sigma Quality Management
QSO	635	International Supply Chain Management
QSO	690	Topics in Operations Management

M.B.A. in Project Management – Required Specialization Courses
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

QSO	640	Project Management
QSO	680	Seminar in Project Management

Choose one (1) of the following:

QSO	520	Management Science through Spreadsheets
QSO	620	Six Sigma Quality Management
QSO	630	Supply Chain Management
QSO	645	Project Management for PMP Certification

M.B.A. in Quantitative Analysis – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

QSO	520	Management Science Through Spreadsheets
QSO	530	Applied Statistics for Managers

Select one of the following:

FIN	690	Financial Econometrics
IT	630	Computer Simulation and Modeling
MKT	630	Market Research
QSO	500	Business Research

M.B.A. in Six Sigma Quality – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

QSO	530	Applied Statistics for Managers
QSO	620	Six Sigma Quality Management
QSO	625	Six Sigma for Black Belt Certification

M.B.A. in Social Media Marketing – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

MKT	555	Social Media
MKT	655	Social Media Marketing Strategy
MKT	666	Social Media Marketing Campaigns

M.B.A. in Sport Management – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

SPT	608	Sport Marketing and Media (replaces MKT 500)
SPT	510	Sport and Society
SPT	565	Internationalization of Sport Business
SPT	600	Management of Sport Organizations

M.B.A. in Sustainability and Environmental Compliance – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

SEC	510	Environmental Issues
SEC	610	Energy and Society
SEC	620	Environmental Compliance and Sustainability

M.B.A. in Workplace Conflict Management – Required Specialization Courses

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

WCM	510	Negotiation and Advocacy in the Workplace
WCM	610	Introduction to Organizational Conflict Management
WCM	620	Managing Difficult Conversations at Work

International Master of Business Administration (I.M.B.A.) degree

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

With an International M.B.A. from SNHU, you're preparing yourself to compete in the increasingly global 21st century. Since we allow you to tailor your International M.B.A. program around your interests, you're able to acquire the specific knowledge base and skill sets you'll need to achieve your career goals. Regardless of what you ultimately plan to do, when you graduate with an International M.B.A. from SNHU, you'll leave with:

Greater Cultural Awareness: By learning about foreign cultures, customs and practices, you'll expand your worldview and be better equipped to compete in the global marketplace.

Thorough Understanding of International Business: You'll discover how to take a holistic view of business by factoring in external influences on decision making such as politics, international law, economic policies and cultural beliefs.

Knowledge of a Specific Discipline: Whether you're interested in finance, marketing, accounting or another discipline, because you're able to customize your International M.B.A. program around your interests, you'll gain a fundamental understanding that subject matter — which you can then build on through further studies or career experiences.

Effective Research Strategies: As is the case with all SNHU M.B.A. programs, you'll learn how to effectively gather and analyze data and information from a variety of new media resources.

Interpersonal Communication Skills: Through written and oral presentations, you'll sharpen your ability to connect with people from different cultures and with different perspectives.

You will have an in-depth understanding of:

- the impact of international economic, social, and political relationships on corporations
- risk and funding strategies in international monetary relationships

- key issues in identifying developing relationships within international markets
- international trade, commercial policies, and how to improve international competitiveness
- effective negotiation skills for working with people from different cultures and societies
- how to formulate an international business strategy

Courses are 3 credits unless otherwise indicated.

Foundational Courses (as needed)*

MBA	501	Mathematics and Statistics for Business
MBA	502	Economics for Business
MBA	503	Financial Reporting and Analysis
MBA	610	Business Law
OL	500	Human Behavior in Organizations

* This coursework may be exempt based on undergraduate coursework.

Required Courses

ACC	500	Managerial Accounting
FIN	500	Financial Management
QSO	635	International Supply Chain Management
INT	601	Global Entrepreneurship
INT	610	Multinational Corporate Environment
INT	620	Multinational Corporate Finance
INT	640	Multinational Marketing Strategies
INT	650	International Trade and Competitiveness
INT	660	International Negotiations
INT	700	Multinational Business Strategy

Specialization Courses (3 required)

Total Credits: 39

Master of Science Degree in Accounting

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The M.S. in Accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming 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 a minimum of 12 and a maximum of 17 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

Foundation Courses

Courses are 3 credits unless otherwise indicated

| MBA | 501 | Mathematics and Statistics for Business* |
| MBA | 502 | Economics for Business* |

| MBA | 503 | Financial Reporting and Analysis* |

Major Courses

ACC	550	Cost Accounting
		If waived – replace with ACC 660 Controllership
ACC	610	Financial Reporting I
		If waived – replace with ACC 680 International Accounting
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing
		If waived – replace with ACC 646 Introduction to Forensic Accounting and Fraud Examination
ACC	675	Control and Audit of Accounting Information Systems
		If waived – replace with a free elective
ACC	690	Advanced Topics in Financial Reporting
ACC	700	Seminar in Accounting Topics
MBA	610	Business Law*
TAX	650	Federal Taxation of Individuals*
TAX	655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax
		If waived – replace with TAX 665 Estate and Gift Taxation

Allied Courses

FIN	500	Financial Management
		If waived – replace with another FIN course
INT	600	Multinational Corporate Management
		If waived – replace with another INT course
QSO	510	Quantitative Analysis for Decision-Making
		If waived – replace with another QSO course

This M.S. in Accounting meets the 150-credit-hour requirement adopted by most states for the Certified Public Accountant (CPA) exam.

* Course is eligible for exemption

Concentrations

** Only Offered Online

M.S. Accounting/Auditing – Required Concentration Courses

ACC	645	Advanced Auditing
ACC	689	Principles of Forensic Accounting and Fraud Examination
ACC	691	Detection and Prevention of Fraudulent Financial Statements
ACC	695	Seminar in Audit and Information Assurance

M.S. Accounting/Forensic Accounting – Required Concentration Courses

| ACC | 689 | Principles of Forensic Accounting and Fraud Examination |
| ACC | 691 | Detection and Prevention of Fraudulent Financial Statements |

| ACC | 692 | Interview Techniques and Legal Aspects of Fraud |
| ACC | 693 | Investigating with the Computer |

M.S. Accounting/Taxation – Required Concentration Courses

TAX	665	Estate and Gift Taxation
TAX	670	Tax Research Methodology: Practice and Procedures
TAX	700	Advanced Topics in Taxation

Master of Science Degree in Accounting/Finance

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The M.S. in Accounting/Finance is an inter-disciplinary degree program intended to provide students with a blend of knowledge and skills required of career professionals in these highly complementary fields. The fourteen course program (beyond program prerequisites) requires a near equal mix of accounting and finance coursework and prepares students for management positions in a wide range of organizations which require a working knowledge of budget analysis, accounting theory, financial decision-making, and corporate finance.

Foundation Courses

Courses are 3 credits unless otherwise indicated.

MBA	501	Mathematics and Statistics for Business*
MBA	502	Economics for Business*
MBA	503	Financial Reporting and Analysis*

Required Courses

Accounting Core

| ACC | 550 | Cost Accounting |

If waived, replace with ACC 660 Controllership

| ACC | 610 | Financial Reporting I |

If waived, replace with ACC 680 International Accounting

ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing

If waived, replace with ACC 646 Introduction to Forensic Accounting and Fraud Examination

ACC	690	Advanced Topics in Financial Reporting
MBA	610	Business Law*
TAX	660	Tax Factors for Business

Finance Core

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	660	Creating Value Through Mergers and Acquisitions

* Course is eligible for exemption

Master of Science Degree in Finance

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The M.S. program in Finance is designed for professionals seeking the tools and knowledge needed for effective business analysis, decision-making and management in a wide variety of organizations, including non-financial corporations, banks, insurance companies, investment firms and government units. NOTE: A maximum of one (1) course may be exempted by students meeting the appropriate education criteria. As required of all M.S. degree programs offered in the School of Business, a minimum of twelve (12) courses (36 credits) are required to complete the M.S. in Finance degree. M.S. Finance students are required to fulfill the 36-credit minimum by taking finance electives as needed.

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	670	Options Analysis and Financial Derivatives
FIN	690	Financial Econometrics
FIN	700	Seminar in Finance
QSO	510	Quantitative Analysis for Decision-Making

Select one FIN or ECO elective or INT 620*

* Elective credits may be satisfied with a thesis or internship option, up to a maximum of 3 credits for internships.

Concentrations

** Only Offered Online

M.S. Finance/Corporate Finance – Required Concentration Courses

FIN	610	Short Term Financial Management
FIN	660	Creating Value through Mergers and Acquisitions
FIN	665	Long-term Financing and Capital Structure Theory

M.S. Finance/Financial Planning – Required Concentration Courses

FIN	680	Personal Financial Planning
FIN	685	Risk Management and Insurance
FIN	687	Estate Planning and Tax Factors

M.S. Finance/International Investments – Required Concentration Courses

| FIN | 655 | International Investments and Portfolio Management |

| INT | 620 | Multinational Corporate Finance |
| INT | 621 | Advanced Multinational Financial Management |

M.S. Finance/Investment and Securities – Required Concentration Courses

FIN	645	Analytical Tools in Portfolio Management
FIN	670	Options Analysis and Financial Derivatives
FIN	655	International Investments and Portfolio Management

Master of Science Degree in Information Technology*

The M.S. in Information Technology program is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems. The 12-course (36-credit) program will meet the needs of students in IT-related occupations and those who wish to move into the field from another career specialty.

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. People who can bridge the communication gap between IT and business are valuable but hard to find, and the demand for this new breed of IT professional is growing. The U.S. Bureau of Labor Statistics' projection is that IT will add 1.15 million jobs by 2012, an annual growth rate of 3.1 percent, compared to a projected overall U.S. job growth rate of 1.4 percent over that same period.The M.S. in IT prepares students for just these kinds of positions.

The IT faculty has extensive business experience and professional connections, has published fourteen books, holds twenty-eight patents, publishes in professional literature, and serves in editorial positions for three scholarly journals. Our students benefit by receiving leading edge knowledge and skills in both the classroom and through internship and job placements. Usually after one term of successful enrollment, qualified students are encouraged to apply for a limited number of Research Assistantships, Lab Assistantships, and Scholarships.

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 concentrated studies within the curriculum.

In addition to the core requirements for the graduate M.S. in IT program, the department encourages students to work with advisors to shape their courses of study to fit their academic and professional interests.

We provide a pool of electives and independent study arrangements for the greatest flexibility in customizing each student's curriculum. We encourage interdisciplinary studies.

Faculty advisors are available to guide and encourage students to actively participate in designing and customizing their programs of study beyond the core courses by selecting an integrated set of courses that match their interests.

Beyond the defined programs, topical seminars are offered within the context of special topics courses and through ongoing seminar programs on campus that facilitate the introduction of emerging technology and other new topics.

Information Technology Core Courses

Courses are 3 credits unless otherwise indicated.

IT	501	Object Oriented Application Development
IT	510	Advanced Computer Information Systems
IT	600	Operating Systems
IT	610	Object-Oriented Systems
IT	625	IT Project and Team Management
IT	630	Computer Simulation and Modeling
IT	640	Telecommunications and Networking
IT	650	Principles of Database Design
IT	700	IT Strategy and Policy
		IT Elective
		IT Elective
		IT Elective

Note: Students who qualify to waive a required IT course in the M.S. in Information Technology degree program are required to replace the waived course with a graduate IT elective.

   * *Notebook computers are required of all M.S. in information technology majors for use in graduate IT courses.*

Concentrations
** Only Offered Online

M.S. Information Technology/Database Design – Required Concentration Courses

IT	560	Database Applications for Data Analysis
IT	655	Database Application Development
IT	665	Client/Server Systems

M.S. Information Technology/Game Design and Development – Required Concentration Courses

IT	518	Game Design and Development
IT	620	Object-Oriented Systems Design
IT	660	Artificial Intelligence

M.S. Information Technology/Internet Security – Required Concentration Courses

Choose three of the following:

IT	548	Information Security
IT	549	Foundations for Information Assurance
IT	642	Information Security Management
IT	643	Network Assessment and Defense

M.S. Information Technology/Web Design – Required Concentration Courses

IT	647	Website Construction and Management
IT	503	Digital Commerce and e-Business
IT	665	Client/Server Systems

M.S. Information Technology/Healthcare Informatics – Required Concentration Courses

HCM	500	Healthcare Informatics
HCM	600	Social and Organizational Issues in Healthcare
IT	550	Management of Information Technology

Master of Science Degree in Marketing

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The Master of Science in Marketing curriculum includes an in-depth program of marketing study, while at the same time providing a broad range of elective courses that facilitate and support students' success in the workplace. Marketing Core Requirements provide a general marketing context while Marketing elective offerings provide more detailed study of specific areas within the marketing discipline. In addition, involvement with a variety of other disciplines, such as international business, information technology, sport management, is possible through related elective courses, allowing students to investigate and apply marketing theory and perspective in specific areas of interest.

A minimum of twelve courses are required to complete the M.S. in Marketing degree, including a minimum of 10 courses with an MKT designation.

Business Core Requirements (2 courses/6 credits)

Courses are 3 credits unless otherwise indicated.

MKT	500	Marketing Strategies
QSO	510	Quantitative Analysis for Decision-Making

Marketing Core Requirements

MKT	620	Consumer Behavior
MKT	630	Marketing Research
INT	640	Multinational Marketing Strategies
MKT	675	Ethical and Legal Issues in Marketing

Marketing Electives

Choose six (6) courses with MKT prefix. NOTE: INT 655, IT 503, QSO 600, QSO 630, and SPT 608 also approved.

Master of Science Degree in Organizational Leadership

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

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.

OL	500	Human Behavior in Organizations
OL	600	Strategic Human Resource Management
OL	663	Leading Change
OL	670	Organizational Leadership
OL	690	Responsible Corporate Leadership
OL	750	Contemporary Issues in Organizational Leadership

Select three graduate OL electives

Select three graduate business electives

Master of Science Degree in Operations and Project Management

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The Master of Science in Operations and Project Management (MSOPM) is a 36-credit program that gives students the knowledge, skills, and education necessary to pursue or accelerate careers in Operations Management and Project Management. This program provides a market-relevant combination of a comprehensive business education with real-world applications.

Program Requirements

Courses are 3 credits unless otherwise indicated.

Required Courses

QSO	510	Quantitative Analysis for Decision-Making
QSO	600	Operations Management
QSO	640	Project Management
QSO	680	Seminar in Project Management
QSO	690	Topics in Operations Management

Select five of the following:

ACC	500	Managerial Accounting
IT	630	Computer Simulation and Modeling
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations
QSO	500	Business Research
QSO	520	Management Science through Spreadsheets
QSO	530	Applied Statistics for Managers
QSO	610	Management for Service Operations
QSO	620	Six Sigma Quality Management
QSO	625	Six Sigma for Black Belt Certification
QSO	630	Supply Chain Management
QSO	635	International Supply Chain Management
QSO	645	Project Management for PMP Certification
QSO	710	Internship in Operations and Project Management

Select any two graduate business electives

Note: At least 21 credit hours must be QSO.

Master of Science Degree in Sport Management
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The M.S. in Sport Management requires 12 courses totaling 36 credits. Students will participate in a supervised internship program. The Sport Management program is one of only 19 programs in the country to have both their undergraduate and graduate programs approved by the Sport Management Program Review Council, and one of only three in New England to be approved at the graduate level.

Required Courses
Courses are 3 credits unless otherwise indicated.

SPT	501	Research Methods in Sport Management
SPT	510	Sport and Society
SPT	565	Internationalization of Sport
SPT	600	Management of Sport Organizations
SPT	608	Sport Marketing & Media
SPT	700	Seminar and Principles of Sport Management
SPT	710	3 credit Internship supervised by Sport Management department

Select three graduate SPT electives.

Select two graduate SPT or business electives.

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 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 no more than one grade of "C + " or lower.

Graduate Certificate in Accounting
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Demand for individuals with accounting expertise is on the rise in the business world. This Graduate Certificate is a first step toward a variety of professional certifications such as a Certified Public Accountant (CPA), Certified Internal Auditor (CIA) or Certified Management Accountant (CMA). Completion of the certificate may lead to new career opportunities in public and private accounting. All courses taken in the certificate program could be applied toward an M.S. in Accounting for those students who decide to continue their graduate education.

Courses required for the certificate-only option
Courses are 3 credits unless otherwise indicated

ACC	550	Cost Accounting
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 Athletic Administration
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. Students who complete the Graduate Certificate in Athletic Administration will be prepared to work in the sport industry and the administration of interscholastic and recreational athletics. The Sports Management program is one of only 19 programs in the country to have both their undergraduate and graduate programs approved by the Sport Management Program Review Council, and one of only three in New England to be approved at the graduate level.

Required Courses
Courses are 3 credits unless otherwise indicated.

SPT	510	Sport and Society
SPT	512	Principles and Athletic Administration
SPT	608	Sport Marketing and Media
SPT	612	Advanced Topics in Athletic Administration
SPT		Choose one SPT elective

Graduate Certificate in Finance
Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

This program provides students pursuing the Global M.B.A. or other master of science degree with focused study in finance theory to enable them to pursue management positions in the financial services industry, including corporations, insurance companies, banks, investment firms and government agencies. All courses taken in the Certificate Program could be applied toward an M.S. in Finance for those students who decide to continue their graduate education.

Courses are 3 credits unless otherwise indicated.

ACC	500	Managerial Accounting
FIN	500	Financial Management
FIN	610	Short-Term Financial Management
FIN	630	Capital Budgeting and Financing
FIN	640	Investment and Portfolio Management
FIN		One FIN elective or INT 620
QSO	510	Quantitative Analysis for Decision-Making

Graduate Certificate in Forensic Accounting and Fraud Examination*

Also offered Online.

Required Courses

Courses are 3 credits unless otherwise indicated.

ACC	689	Principles of Forensic Accounting and Fraud Examination
ACC	691	Detection and Prevention of Fraudulent Financial Statements
ACC	692	Interview Techniques and Legal Aspects of Fraud
ACC	693	Investigating with the Computer

* Cohort program starts each September – cohort size limited to 20 qualified students. Qualified students possess a bachelors degree in accounting or business and 2 years documented practical business experience. Courses generally meet one Friday per month, 4 meetings per course (1 day/8 hours). Per course tuition includes all books, reference materials, and lunches for all sessions.

Graduate Certificate in Human Resource Management

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

This Certificate Program prepares students to manage compensation and employee relations and administer employee benefits. It equips M.B.A.-degree holders with the skills needed for managerial positions in human resources across industries.

Courses are 3 credits unless otherwise indicated.

Foundation Requirements:

OL	500	Human Behavior in Organizations
OL	600	Strategic Human Resource Management
OL	663	Leading Change

Required Courses

Select two of the following required courses:

OL	610	Employee and Labor Relations
OL	620	Total Rewards
OL	665	Leading and Managing Not-for-Profit Organizations
OL	675	Leadership and Ethics

Graduate Certificate in Information Technology

Technical Track*

Courses are 3 credits unless otherwise indicated.

Courses required for the technical track certificate-only option:

IT	510	Advanced Information Technology
IT	610	Object Oriented Systems Analysis
IT	625	Information Technology Project and Team Management
IT	641	Telecommunications for Business
IT	650	Principles of Database Design

Management Track*

Courses are 3 credits unless otherwise indicated.

Courses required for the management track certificate-only option:

IT	500	Information Technology
IT	503	Digital Commerce and eBusiness
IT	550	Management of Information Technology
IT	641	Telecommunications for Business
IT	647	Web Site Construction and Management

  * Notebook computer required.

Graduate Certificate in Integrated Marketing Communications

Also offered Online.

The graduate certificate in Integrated Marketing Communications is concerned with the development, evaluation and implementation of integrated marketing communication strategies in complex environments. This certificate deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept. The characteristics and management of integrated marketing communication strategies are described in courses that include various communication functions, media alternatives and public relations planning.

Required Courses

Courses are 3 credits unless otherwise indicated.

Foundation Requirements:

MKT	500	Marketing Strategies
MKT	605	Integrated Marketing Communications
MKT	609	Advertising and Public Relations
MKT	615	Relationship Selling Strategies
MKT		Choose one MKT course

Graduate Certificate in International Business

Also offered Online.

This Certificate Program provides students pursuing the Global M.B.A. or other master of science degree with focused study in international business theory to enable them to pursue management positions within organizations with foreign and/or multinational strategic interests. All courses taken in the Certificate Program could be applied toward an M.S. in International Business for those students who decide to continue their graduate education.

This is a 5 course (15 credits) program.

Courses required for the certificate-only option

Courses are 3 credits unless otherwise indicated.

INT	610	Multinational Corporate Environment
INT	700	Multinational Business Strategy
INT		Select any three INT courses

Graduate Certificate in International Business and Information Technology

The International Business and Information Technology Certificate (IB/IT) is designed to combine the principles of International Business operations and knowledge about Information Technology to enable global trade and operations. For those students who are pursuing an M.S. in International Business, most of the International Business

courses that are required as part of the certificate are already part of their degree. For those students, the additional courses that will help them obtain the IB/IT Certificate are courses in the IT area.

Courses are 3 credits unless otherwise indicated.

For International Business Majors, the additional courses are:

INT	605	Introduction to International Business and Information Technology
INT	695	Seminar in International Business and Information Technology
IT	500	Information Technology
IT	550	Management of Information Technology
IT	641	Telecommunications for Business
IT	647	Web Site Construction and Management

For Information Technology majors, the additional courses are:

INT	605	Introduction to International Business and Information Technology
INT	610	Multinational Corporate Environment
INT	640	Multinational Market Strategies
INT	660	International Negotiations
INT	695	Seminar in International Business and Information Technology

The courses common to both groups are the introduction (INT 605) and the capstone (INT 695) to the IB/IT Certificate.

Those students who are earning an M.B.A., and are not working toward an M.S. in either International Business or Information Technology, must take all courses in order to complete the Certificate.

Students who are not in the M.B.A. program, and who fulfill the prerequisite requirements for the courses, may earn the IB/IT Certificate by completing all the courses above.

Graduate Certificate in International Finance

A joint program offered by the International Business and Finance and Economics departments: the Graduate Certificate in International Finance is an inter-disciplinary program intended to build upon the global context of our Global MBA degree program.

Courses are 3 credits unless otherwise indicated.

Foundation Requirements:

ACC	500	Managerial Accounting
FIN	500	Financial Management
INT	610	Multinational Corporate Environment
QSO	510	Quantitative Analysis for Decision-Making

Required Courses

FIN	640	Investment Analysis and Portfolio Management
FIN	655	International Investment and Portfolio Management
INT	620	Multinational Corporate Finance
INT	621	Advanced Multinational Financial Management
INT	625	International Project Finance

Graduate Certificate in International Sport Management

Also offered Online.

Required Courses

Courses are 3 credits unless otherwise indicated.

Foundationa Requirements:

INT	640	Multinational Market Strategies
SPT	525	Sport Licensing & Strategic Alliances
SPT	565	Internationalization of Sport Business
SPT	608	Sport Marketing or MKT 500 Marketing Strategies
SPT	700	Seminar Sport Management

Select one of the following:

INT	600	Multinational Corporate Management
INT	610	Multinational Corporate Environment

Graduate Certificate in Leadership of Non-Profit Organizations

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Required Courses

Courses are 3 credits unless otherwise indicated.

Foundation Requirements:

MKT	500	Marketing Strategies
MKT	660	Marketing Strategies for Not-for-Profit Organizations
OL	500	Human Behavior in Organizations
OL	663	Leading Change
OL	665	Leading and Managing Not-for-Profit Organizations
OL	670	Organizational Leadership

Graduate Certificate in Marketing

Also offered Online and at the following Continuing Education Centers: Manchester, Nashua, Salem, Portsmouth, and Brunswick, Maine through a blend of online and classroom courses.

Marketing is a valuable and exciting complement to any program of graduate study. The Graduate Certificate in Marketing program is designed to offer either an in-depth focus on a particular area of marketing, or a broad exposure to the range of the marketing discipline, depending upon the courses selected. Coursework engages students with current theories and the application of those theories to real world classic and contemporary challenges and issues.

Required Courses

Courses are 3 credits unless otherwise indicated.

MKT	500	Marketing Strategies

Select four (4) from the following:

MKT	610	Promotions Management
MKT	615	Relationship Selling Strategies
MKT	620	Consumer Behavior
MKT	630	Marketing Research
MKT	668	Services Marketing

MKT	675	Ethical and Legal Issues in Marketing
MKT	678	Brand Management

Graduate Certificate in Operations and Supply Chain Management
Also offered Online.

Operations Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation providers, and retailers. This Certificate Program is designed to expose students to Operations and Supply Chain Management concepts and techniques necessary for a business to provide the right product at the right time in the right quantity to meet customer requirements.

Required Courses
Courses are 3 credits unless otherwise indicated.

QSO	510	Quantitative Analysis for Decision-Making
QSO	600	Operations Management
QSO	630	Supply Chain Management
QSO	690	Topics in Operations Management

Choose two from the following:

IT	630	Computer Simulation and Modeling
QSO	520	Management Science Through Spreadsheets
QSO	530	Applied Statistics for Managers
QSO	610	Management of Service Operations
QSO	620	Six Sigma Quality Management
QSO	635	International Supply Chain Management.
QSO	710	Internship in Operations/Project Management

Graduate Certificate in Project Management
Also offered Online.

Project Management knowledge and skills are highly sought after by today's project-driven companies operating in the global market. The Project Management body of knowledge, tools and practices has grown over the years. This Certificate Program will prepare you to effectively manage the projects from start to finish.

Required Courses
Courses are 3 credits unless otherwise indicated.

QSO	640	Project Management
QSO	680	Seminar in Project Management

Choose two from the following:

INT	625	International Project Finance
QSO	520	Management Science Through Spreadsheets
QSO	620	Six Sigma Quality Management
QSO	630	Supply Chain Management
QSO	645	Project Management for PMP Certification
QSO	710	Internship in Operations/Project Management

Graduate Certificate in Six Sigma Quality Black Belt
Also offered Online.

Six Sigma is one of the most widely used quality management approaches in today's business world. Six Sigma skills and certifications are highly sought after by business and supply chains competing in the global economy. This concentration will prepare you to effectively implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach to identify the root causes of process inefficiencies and eliminate the same. It will also help you in preparing for Six Sigma Green Belt and Black Belt certification exams.

Foundation Requirement

QSO	510	Quantitative Analysis for Decision Making

Required Courses
Courses are 3 credits unless otherwise indicated.

QSO	530	Applied Statistics for Mangers
QSO	620	Six Sigma Quality Management
QSO	625	Six Sigma for Black Belt Certification
QSO	640	Project Management

Graduate Certificate in Social Media
Also offered Online.

The rapid growth of social media usage across all industries has increased the need and opportunity for trained social media professionals. Students who complete the Graduate Certificate in Social Media will be prepared to work within marketing departments, social media departments and a variety of other positions throughout small to large organizations. This program better prepares students to develop social media marketing strategies and campaigns that include the right use of technology.

Required Courses
Courses are 3 credits unless otherwise indicated.

MKT	500	Marketing Strategies
MKT	555	Social Media
MKT	655	Social Media Marketing Strategy
MKT	666	Social Media Marketing Campaigns
MKT		Choose one MKT elective

Graduate Certificate in Sport Management
Also offered Online.

This unique Certificate Program complements the Global M.B.A. and other master of science degrees for individuals interested in entering or advancing careers in the sport and entertainment industry. All courses taken in the Certificate Program could be applied toward an M.S. in Sport Management for those students who decide to continue their graduate education.

Courses are 3 credits unless otherwise indicated.

Courses required for the certificate-only option:

SPT	510	Sport and Society
SPT	565	Internationalization of Sport
SPT	600	Management of Sport Organizations
SPT	608	Sport Marketing & Media

Select one graduate SPT elective.

SNHU Center for Co-operatives and Community Economic Development (CCCED)

CCCED provides training to co-op members and people working in the field; carries out research that engages communities as collaborators, producing both new knowledge and useful information for the organizations involved; and provides consulting services to help organizations apply the cooperative model in community economic development. In 2008, the Center led a study trip to the Italian co-operatives; prepared a Directory of Worker Cooperatives published by the US Federation of Worker Cooperatives, and conducted research on worker co-op entrepreneurs. The Center collaborates with other cooperative organizations including the Cooperative Development Institute, Cabot Creamery, St. Mary's Bank, the National Cooperative Business Association, and the National Cooperative Bank. For further information contact Dr. Christina A. Clamp at c.clamp@snhu.edu.

Institute for International Business of Southern New Hampshire University

Mission
The mission of the Institute for International Business (IIB) is to offer the intellectual assets of the International Business Department to the business community and other constituencies in the United States and abroad to create value for our institution, faculty, students, and the business community at large. The IIB will primarily focus on programs and services that will eventually contribute to the global competitiveness of its constituencies at all levels and generate revenue for SNHU.

Objective
The overall objective of the Institute for International Business is to be the arm of the International Business Department to fill the gap between academic education and research, and its application. Much of the research and courses being taught in the International Business Department of Southern New Hampshire University focus on the development and application of theoretical concepts with an academic focus. The Institute will attempt to bring together the academic strength of the IB department, and the research and training needs of the business community, both in the United States and overseas.

1. Research Objective
The International Business Department has accumulated considerable research capabilities as part of being a research oriented department to service the doctoral students. The numerous publications by faculty and doctoral students show the depth of the research capacity of the department.

In addition, we have built research infrastructure, including the International Business Modeling Laboratory (IBML), numerous databases, and advanced software which is unique in the region. We believe that these assets could be a valuable resource for the business community and other interested organizations. In addressing long term and fundamental business issues, it would also be a vehicle in making research to our faculty and doctoral students more relevant.

2. Training Objective
Executive training in specialized topics has emerged as an important area of contribution by universities to executive development. In the area of International Business, a number of such specialized training and non-credit courses can be identified. The Institute for International Business at SNHU will offer short non-credit courses for executives. These courses will also be offered overseas for executives in other countries.

3. Speaker Series and Conferences
The Institute hosts conferences and speaker series throughout the year to encourage interaction between academia and the business community with a focus on global business issues.

Partners
- New Hampshire Governor Office of International Commerce
- New Hampshire International Trade Association
- U.S. Department of Education Title VI B
- International Business Modeling Lab: IBML

Delta Mu Delta Honor Society

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

Students of good character enrolled in day or evening business-related majors and studying for master's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her master's degree, possess a cumulative grade point average of 3.6 or higher and reside in the top 20% of his or her respective class.

Research Paper Citation Guidelines

The School of Business recognizes the American Psychological Association (APA) citation guidelines as the standard to be used in all business courses.

School of Education

Dean: Dr. Mark K. McQuillan

Belknap Hall

603.629.4675

Fax: 603.629.4673

Mission

The School of Education is committed to creating a better tomorrow by preparing students and supporting professional educators today to be knowledgeable, reflective leaders, responsive to the needs of a diverse society.

The School of Education's mission is supported by its conceptual frameworks:

Theory into Practice: The School of Education is committed to preparing students who turn theory into practice through application of learned strategies and innovative technologies. We recognize the complex dynamics of the human experience and will strive to be sensitive and responsive to the social, emotional, physical, and intellectual needs of those we serve.

Reflective Practitioners: The School of Education is committed to developing reflective practitioners who are self aware, intellectually curious, and dedicated to the improvement of practice through continuous professional growth. We aspire to model respect for diversity, critical thinking, and service to community.

Leadership and Professionalism: The School of Education is committed to developing leadership and professionalism. We serve the community and promote innovative advocacy through collaboration and a shared vision of success.

School of Education graduates possess the breadth and depth of academic knowledge and the dedication to excellence necessary to meet the changing needs of children, families, community, students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong commitment to learning.

Together, the school's students, faculty and staff share a passion for teaching and learning. In partnership with local schools and communities, and in collaboration with colleagues from across the university, we are committed to supporting children and their families. This emphasis on interdisciplinary collaboration and meaningful engagement with local schools and community partners provides rich opportunities for our students on their journey toward becoming professional educators.

Our education faculty believes that successful educators draw on strong values and principles in professional practice, change and growth. To help each student define a personal philosophy of education, our programs provide theoretical, practical, and research-based foundations along with the opportunity for personal reflection.

School of Education Graduate Programs

Graduate programs in the School of Education at Southern New Hampshire University have expanded to meet the diverse challenges of preparing educators for 21st century classrooms with a commitment to provide cradle to career educational opportunities.

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

Doctor of Education
- Educational Leadership

Master of Arts in Teaching:
- English

Master of Education in:
- Child Development
- Curriculum and Instruction (with a Curriculum Administrator certification option)
- Educational Studies
- Education (Field-based Graduate Programs in Education)

Master of Education (leading to Certification) in:
- Business Education
- Early Childhood Education
- Education Technology Integration Specialist
- Educational Leadership (Principal Certification)
- Elementary Education
- Elementary Education and General Special Education
- English for Speakers of Other Languages (ESOL) Education
- General Special Education (K-12)
- Reading and Writing Specialist
- Secondary Education (English, Social Studies)

Advanced Graduate Certificate:
- Field-based Graduate Programs in Education

Certification in:
- Business Education
- Curriculum Administrator
- Early Childhood Education
- Education Technology Integration Specialist
- Elementary Education
- Elementary Education with General Special Education
- English for Speakers of Other Languages (ESOL)
- General Special Education (K-12)
- Principal
- Reading and Writing Specialist
- School Business Administrator
- Secondary Education (English, Social Studies)

Conversion Programs:
- Business Education
- Curriculum Administrator
- Early Childhood Education
- Education Technology Integration Specialist
- Elementary Education
- Elementary Education with General Special Education
- English for Speakers of Other Languages (ESOL)
- General Special Education (K-12)
- Principal
- Reading and Writing Specialist
- School Business Administrator
- Secondary Education (English, Social Studies)

Applicant Information
The following items are required for application to all School of Education programs:

- Completed application form, including $40 fee
- Current resumé
- Official transcripts from all institutions attended, including current institution(s), in sealed envelopes
- Copy of current teacher certification, if applicable

Doctor of Education (Ed.D.) in Educational Leadership

The Ed.D. in Educational Leadership program is designed for PreK-12 leaders, higher education administrators, curriculum specialists, and executive directors seeking to lead in a variety of system-level organizations such as school districts, state departments of education, policy organizations, non-profits, foundations, or institutions of higher education. All candidates will be prepared to shape education policy, build public-private partnerships, and understand the steps necessary to lead 21st century schools, colleges, universities, or community organizations. The program seeks to produce a new generation of transformational leaders, focused on student learning and able to engage with and lead others in large-scale systemic change. The dissertation will support this focus and contribute important research to the scholarship on organizational behavior, leadership, and school reform.

To support candidates in their development as educational leaders, the program is built upon the national standards found in the Educational Leadership Policy Standards: Interstate School Leaders Licensure Consortium Standards (ISLLC) 2008 and the revised Interstate New Teacher

Assessment and Support Consortium (INTASC) Model Teacher Standards.

Experienced candidates from various fields in education are encouraged to apply. SNHU is committed to enrolling talented individuals who reflect the full spectrum of society, with respect to race, ethnicity, gender identity, religion, political beliefs, and other personal characteristics. Most importantly, all candidates must show evidence of having the moral, emotional, and ethical dispositions necessary to become effective 21st century leaders.

Applicant Information

Admission will be based on a yearly cohort size of 10 to 15 candidates. All candidates will hold a minimum master's degree, and some may hold advanced degrees.

Cohort Model: The cohort model is a vital part of the program. It is core pedagogical strategy, which will bring together doctoral candidates with diverse career experiences and backgrounds. The cohort model will employ action-based frameworks, innovative strategies, scholarly readings, and collaborative conversations to engage all candidates in the analysis of and reflection on contemporary educational issues. Cohort members will become a source of support and encouragement to one another. Within the model, the program will encourage a highly individualized approach to research and study. Each candidate's program and dissertation will be based on his or her scholarly interests, coupled with review and analysis of the candidate's mastery of the program competencies targeted for the three-year course of study.

Application: The application process will include the following:

- A completed application form;
- A written statement of purpose;
- A face-to-face interview;
- Two letters of recommendation;
- Curriculum Vita/Resume;
- Academic transcripts demonstrating evidence of undergraduate and graduate degree attainment.

The application review team will consist of full-time faculty members and the program director. The review team will evaluate each application, looking for evidence of professional and academic success and for the candidate's potential contributions to the cohort and the program as a whole. The review team will seek individuals with demonstrated abilities to think critically, work effectively in groups, conduct research, and engage thoughtfully in discussions, seminars, and activities surrounding the transformational issues explored in class and on-line.

Program Plan

Courses are 3 credits unless otherwise indicated.

Phase I: Initial Summer Residency and Six Foundational Courses

EDU	910	Theory into Practice I
EDU	911	Educational Scholarship
EDU	913	Sociocultural Analysis of Education Systems
EDU	914	Reflection and Evaluation I
EDU	916	Applied Research I
EDU	918	Applied Research II
EDU	919	Decision Making in Education Systems I

Phase II: Summer Residency, Six Foundational Courses, and Qualifying Questions

EDU	920	Theory into Practice II
EDU	921	Reflection and Evaluation II
EDU	923	Decision Making in Education Systems II
EDU	924	Case Study I
EDU	928	Research-Based Independent Study I
EDU	926	Case Study II
EDU	929	Research-Based Independent Study II

Phase III: Final Summer Residency, Defense of Qualifying Questions, and Dissertation Proposal

EDU	930	Theory into Practice III
EDU	943	Dissertation I (1 credit)
EDU	944	Dissertation II (1 credit)
EDU	945	Dissertation III (1 credit)

Programs Leading to New Hampshire State Certification

The Master of Education programs have been created for college graduates with a degree in another discipline who wish to become certified teachers. Graduates earn a master's degree and teaching certification in early childhood education, elementary education, secondary education, special education, technology integration specialist or business education. Prior to acceptance to a teacher certification program, a candidate's undergraduate transcripts are evaluated to determine if general education standards were met in their undergraduate program (Ed 609 NH State Competencies for Teacher Preparation). Students must fulfill unmet standards as they complete their program. Students who are accepted to one of the Master of Education programs leading to initial certification will subsequently apply to the School of Education Teacher Certification Program (TCP) sometime during their first 4 classes. At that time they will be required to submit passing Praxis I scores, recommendations from SNHU instructors, and a writing sample. Once accepted into TCP, students must pass the Praxis II in their chosen subject area and complete the student teaching application process which then leads to the placement of students in their student teaching assignments. The initial certification masters programs culminate in a 16-week student teaching practicum and corresponding seminar. This valuable experience requires that teacher candidates intern full-time under the direct supervision of a cooperating teacher. During this placement, the student teacher gradually takes on the role of

the classroom teacher. All coursework must be complete prior to beginning the student teaching placement. These certifications can be obtained independently or as part of a Masters degree.

Business Education – Certification 7-12

The Masters of Education in Business Education provides students with 21st century knowledge and skills that will lead to eligibility for certification as a business education teacher in grades 7-12.

Courses are 3 credits unless otherwise indicated.

EDU	511	Methods of Teaching Secondary School
EDU	521	Exploring Principles of Education*
EDU	533	Learning Through Technology
EDU	552	Curriculum, Instruction, and Assessment
EDU	571	Student Teaching and Seminar (6 credits)
EDU	642	Integration Specialist Toolbox
EDU	650	Work-based Learning
EDU	685	Global Technology Education
MBA	502	Economics for Business
MBA	503	Financial Reporting and Analysis
MBA	610	Business Law (waived if competency is demonstrated)
SPED	501	Students with Exceptionalities*

If courses are waived, graduate electives will be determined with advisor. EDU 543 must replace the first waived course.

* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation   Completion of ePortfolio under the direction of the seminar instructor

Early Childhood Education – Certification PreK–3

The Early Childhood Program is designed for professional practitioners working in education, policy, administration and research. This program leads to New Hampshire teacher certification in pre-kindergarten through grade 3. M.Ed. candidates in early childhood education must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

DEV	560	Family & Culture
DEV	565	Play
EDU	503	Methods of Teaching Elementary Mathematics
EDU	521	Exploring Principles of Education*
EDU	533	Learning through Technology*
EDU	535	Early Childhood Health and Science
EDU	537	Integrating Social Studies & the Arts for Young Children
EDU	543	Learning Theories and Instruction*
EDU	552	Curriculum, Instruction and Assessment
EDU	571	Student Teaching and Seminar (6 credits)

RDG	503	Emerging and Early Literacy
RDG	531	Literature for Children PreK-12
SPED	501	Students with Exceptionalities*

* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation   Completion of ePortfolio under the direction of the seminar instructor

Education Technology Integration Specialist

The Master of Education for Technology Integration Specialist may be an initial certification or be pursued by students who already hold an initial certification in another area. This program is for students who wish to become certified to teach technology in grades K-12 with a special focus on integrating digital and emerging technologies into the curriculum.

Courses are 3 credits unless otherwise indicated.

EDU	521	Exploring Principles of Education*
EDU	533	Learning Through Technology*
EDU	543	Learning Theories and Instruction*
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	582	Educational Factors of Diversity
EDU	640	Integrating Digital Technology K-12 I
EDU	641	Integrating Digital Technology K-12 II
EDU	642	Integration Specialist Toolbox
EDU	685	Global Technology Education
EDU	571	Student Teaching and Seminar (6 credits)

or

| EDU | 770 | Certification Internship |
| SPED | 501 | Students with Exceptionalities* |

* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation   Completion of ePortfolio under the direction of the seminar instructor

Educational Leadership – Principal Certification

Also offered Online.

This program is designed for individuals who wish to become certified building principals. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Prerequisite: Three years of teaching experience.

Courses are 3 credits unless otherwise indicated.

EDU	520	The Educator Researcher
EDU	533	Learning through Technology
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	555	Student Centered Curriculum and Instruction
EDU	582	Educational Factors of Diversity
EDU	610	Ethics and School Law
EDU	760	School Facilities and Finance
EDU	765	School and Community Relations
EDU	780	School Organizational Leadership
EDU	790	Practicum in School Leadership
Elective		
Exit Evaluation		Completion of ePortfolio under the direction of the seminar instructor

Elementary Education – Certification K-8

The Elementary Education Program leads to New Hampshire teacher certification for grades K–8. M.Ed. candidates in elementary education must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

EDU	503	Methods of Teaching Elementary Mathematics
EDU	521	Exploring Principles of Education*
EDU	533	Learning Through Technology*
EDU	535	Early Childhood Health and Science
EDU	537	Integrating Social Studies & the Arts for Young Children
EDU	543	Learning Theory and Instruction*
EDU	552	Assessment *For* and *Of* Learning
EDU	571	Student Teaching and Seminar (6 credits)
	or	
EDU	770	Certification Internship
RDG	503	Emerging and Early Literacy Development
RDG	504	Content Area Literacy Grades 4-8
RDG	531	Literature for Children PreK-12
SPED	501	Students with Exceptionalities*

Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation	Completion of ePortfolio under the direction of the seminar instructor

Elementary Education and General Special Education – Certification K-8 and K-12

The Elementary Education and General Special Education program leads to elementary teaching certification for grades K-8 and general special education teaching certification for grades K-12. Students who complete this program are highly marketable candidates for both elementary education and special education teaching positions. M.Ed. candidates in Elementary Education and General Special Education must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

EDU	503	Methods of Teaching Elementary Mathematics
EDU	521	Exploring Principles of Education*
EDU	533	Learning through Technology*
EDU	535	Early Childhood Health and Science
EDU	537	Social Studies and the Arts for Young Children
EDU	543	Learning Theories and Instruction*
EDU	571	Student Teaching and Seminar (6 credits)
RDG	503	Emerging and Early Literacy Development
RDG	504	Content Area Literacy Grades 4-8
RDG	582	Assessing and Instructing Students with Reading Difficulty
SPED	5012	Students with Exceptionalities*
SPED	521	Effective Learning Environments
SPED	525	Critical Issues of Students with Disabilities
SPED	561	Consultation and Collaboration

* Required for Teacher Certification Program (TCP) Acceptance

Field experiences are embedded in courses.

Exit Evaluation	Completion of ePortfolio under the direction of the seminar instructor

English for Speakers of Other Languages (ESOL) Education – Certification K-12

English Language Learners are among the fastest growing segment of students in New Hampshire public schools. The Master of Education in English for Speakers of Other Languages (ESOL) Education prepares students for a career as an ESOL teacher in the United States or overseas. This program enables students to put theory into practice, through extensive field experience opportunities and formal coursework. This program provides a thorough foundation in pedagogy, assessment, literacy, language acquisition, and linguistics. Successful graduates will meet the NH Department of Education requirements for certification in ESOL grades K-12. M.Ed. candidates in ESOL Education must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

EDU	521	Exploring Principles of Education
EDU	533	Learning through Technology*
EDU	506	Teaching English Learners
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	526	Aspects of Literacy for Multi-Lingual Learners
EFL	536	Content-Based Instruction
EFL	540	Socio-Cultural Context of Language Teaching
EDU	571	Student Teaching and Seminar (6 credits)

	or	
EDU	770	Certification Internship
SPED	501	Students with Exceptionalities*

* Required for Teacher Certification Program (TCP) Acceptance

Field experiences are embedded in courses.

Exit Evaluation	Completion of ePortfolio under the direction of the seminar instructor

Master of Arts in Teaching in English

Students may access the Master of Arts in Teaching (M.A.T.) in English as a 5-year undergraduate student. (See the Undergraduate Catalog.) Students may also enter this program as an adult who has attained an undergraduate degree. Prospective and current teachers can enhance their value as subject experts and educational leaders by seeking a M.A.T., with or without NH state certification in English Language Arts grades 5-12.

Students with a degree in English, or who have completed substantial coursework in English, are eligible for the M.A.T. in English. After an analysis of the student's transcript is completed by the School of Education, an individualized program will be proposed that fulfills the competencies expected in the degree, including all competencies for certification in New Hampshire for those students who wish to seek certification. Candidates should be aware of reciprocal agreements between states for certification outside New Hampshire. See the Non-Certification section of the catalog for the M.A.T. without certification option.

Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant Associates' degrees. M.A.T. candidates in English must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

EDU	511	Methods of Teaching in Secondary Schools
EDU	521	Principles of Education
EDU	560	Methods of Teaching English in Middle and High Schools
EDU	571	Student Teaching and Seminar (6 credits)
EDU	582	Educational Factors of Diversity
EDU	750	Seminar in the Teaching of Writing
ENG	550	Graduate Studies in the English Language
LIT	500	Graduate Studies in Literary Theory
LIT	685	Graduate Thesis in Literature (Fall semester)
LIT	685	Graduate Thesis in Literature (Spring semester)

Select two of the following:

LIT	650	Graduate Seminar in American Literature
LIT	651	Graduate Seminar in British Literature
LIT	652	Graduate Seminar in Global Literature

Field experiences are embedded in courses.

Exit Evaluation	Completion of ePortfolio under the direction of the seminar instructor

Reading and Writing Specialist

The Reading and Writing Specialist Program is for students who wish to become certified as reading and writing specialists in grades K-12. Certified classroom teachers with 2 years of classroom teaching experience can apply during their third year of teaching.

Courses are 3 credits unless otherwise indicated.

EDU	501	Methods of Teaching Reading
EDU	533	Learning Through Technology*
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	582	Educational Factors of Diversity
EDU	750	Seminar in the Teaching of Writing Grades 5-12
EFL	501	Language Learning and Acquisition
RDG	503	Emerging and Early Literacy Development
RDG	504	Content Area Literacy Grades 4-8
RDG	531	Literature for Children PreK-12
RDG	582	Assessing and Instructing Students With Literacy Difficulty
RDG	701	Reading Internship Grades K-4 (1 credit)
RDG	702	Reading Internship Grades 5-8 (1 credit)
RDG	703	Reading Internship Grades 9-12 (1 credit)
SPED	525	Critical Issues for Students with Disabilities

* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation	Completion of ePortfolio under the direction of the seminar instructor

Secondary Education – Certification 5-12

Secondary certification for grades 5–12 is available in English or Social Studies Education. Students are required to complete an undergraduate major in their area of specialization or the equivalent coursework. Teacher candidates in secondary education must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

DEV	515	Adolescent Psychology
EDU	511	Methods of Teaching Secondary School
EDU	520	The Educator Researcher
EDU	521	Exploring the Principles of Education*
EDU	533	Learning through Technology*
EDU	543	Learning Theories and Instruction*
EDU	552	Curriculum, Instruction, and Assessment
EDU	560	Methods of Teaching English in Middle and High Schools
	or	
EDU	565	Methods of Teaching Social Studies in Middle and High Schools

EDU	571	Student Teaching and Seminar (6 credits)
RDG	532	Adolescent Literature
RDG	535	Content Area Literacy Grades 5-12
SPED	501	Students with Exceptionalities*

* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation   Completion of ePortfolio under the direction of the seminar instructor

Special Education

The program in Special Education prepares candidates for certification in General Special Education (K-12). Teachers with this certification are qualified to teach children with disabilities in resource room environments and to support the learning of students with disabilities in the regular education curriculum. Candidates who are not currently certified are required to enroll in student teaching for one semester under the supervision of a Special Education Teacher. Teachers who have an initial certification, are currently teaching, and are seeking general special education certification must complete an internship and an ePortfolio that demonstrates evidence of the designated competencies.

Courses are 3 credits unless otherwise indicated.

EDU	501	Methods of Teaching Reading
EDU	503	Methods of Teaching Elementary Mathematics
EDU	521	Exploring Principles of Education*
EDU	533	Learning Through Technology*
EDU	543	Learning Theories and Instruction*
EDU	571	Student Teaching and Seminar (6 credits)
	or	
EDU	770	Certification Internship
EDU	582	Educational Factors of Diversity
EDU	610	Ethics and School Law
RDG	582	Assessing and Instructing Students with Literacy Disabilities
SPED	501	Students with Exceptionalities*
SPED	521	Effective Learning Environments
SPED	525	Critical Issues for Students with Disabilities
SPED	561	Consultation and Collaboration

* Required for Teacher Certification Program (TCP) Acceptance

Field Experiences are embedded in courses.

Exit Evaluation   Completion of ePortfolio under the direction of the seminar instructor

Conversion Programs

These programs are designed for college graduates seeking teaching certification. Students with a bachelor's degree in Business, English, and Social Studies are eligible for secondary teaching certification in their specific discipline. Students with an earned bachelor's degree are eligible for teaching certification in early childhood and elementary teaching. The student completes only the courses needed to fulfill the New Hampshire State Standards for teacher certification, including supervised student teaching. The number of credits required for certification varies according to the applicant's background. The program does not lead to a degree.

Early Childhood Education

This program leads to New Hampshire Early Childhood Teacher Certification for grades prekindergarten through 3. The student completes only the courses that are required to meet the standards for early childhood certification. The total number of credits required for certification varies according to the student's background. Students do not earn a degree.

Elementary Education

This program leads to New Hampshire Elementary Teacher Certification for grades K-8. The student completes only the courses that are required to meet the standards for elementary certification. The total number of credits required for certification varies according to the student's background. Students do not earn a degree.

Secondary Education

This program leads to New Hampshire Secondary Certification as teachers in the areas of business (grades 7-12), English or social studies (grades 5-12). Admission requires an undergraduate content-area major in the field of certification. The student completes only the courses that are required to meet the standards for secondary teacher certification. The total number of credits for certification varies according to the student's background. Students do not earn a degree.

Additional Certification for Certified Teachers

Certified teachers can pursue additional endorsements in any of the certification areas offered through the School of Education. The certification requirements will be determined by a transcript review and can be completed as a prescribed sequence of courses or as part of the M.Ed. in Curriculum and Instruction.

Masters Programs (Non-Certification Programs)

Master of Arts in Teaching in English

Students may access the Master of Arts in Teaching (M.A.T.) in English as a 5-year undergraduate student. (See the Undergraduate Catalog.) Students may also enter this program as an adult who has attained an undergraduate degree. Current teachers can enhance their value as subject experts and educational leaders by seeking a M.A.T.

Teachers currently certified in English Language Arts grades 5-12 are eligible for the M.A.T. in English non-certification program. After an analysis of the student's transcript is completed by the School of Education, an individualized pro-

gram will be proposed that fulfills the competencies expected in the degree. Candidates should be aware of reciprocal agreements between states for certification outside New Hampshire. See the Programs Leading to NH State Certification section of the catalog for the M.A.T. with certification option.

Graduates of this degree program are prepared to become leaders in public education. They will, in addition, have a higher degree of expertise in their subject area, and may also seek teaching positions in programs that grant Associates' degrees. M.A.T. candidates in English must complete the following specialized courses:

Courses are 3 credits unless otherwise indicated.

EDU	582	Educational Factors of Diversity
EDU	750	Seminar in the Teaching of Writing
ENG	550	Graduate Studies in the English Language
LIT	500	Graduate Studies in Literary Theory

Select two of the following:

LIT	650	Graduate Seminar in American Literature
LIT	651	Graduate Seminar in British Literature
LIT	652	Graduate Seminar in Global Literature
LIT	685	Graduate Thesis in Literature (Fall semester)
LIT	685	Graduate Thesis in Literature (Spring semester)

Advisor-approved electives
Select 3 electives from EDU, EFL, LIT, and/or RDG.

Exit Evaluation   Completion of action research

M.Ed. in Child Development

Graduate programming in child development prepares practitioners to work with children and families in diverse settings. Offering comprehensive programs, the School of Education provides a rich interdisciplinary approach to the study of children firmly rooted in cultural and relational approaches. Graduate students can select from two concentrations.

The Child Development program is designed for professional practitioners working in education, policy, administration and research. M.Ed. candidates in child development must complete the following specialized courses.

Courses are 3 credits unless otherwise indicated.

DEV	520	History and Philosophy of the Child Study Movement
DEV	540	Language and Cognitive Development
DEV	545	Psychosocial Development
DEV	560	Family and Culture
DEV	565	Play
DEV	601	Child Assessment
DEV	699	Child Development Practicum

| EDU | 520 | The Educator Researcher |
| EDU | 601 | Research Seminar |

Nine credits of coursework in one of the following concentration areas must also be completed.

Child Development Student Designed Program
Select 3 electives from PSY, EDU, RDG, or SPED

Exit Evaluation   ePortfolio

Administration Program
DEV	550	Administration of Child Development Programs
Business electives		Select two business electives with advisor
Exit Evaluation		Completion of ePortfolio under the direction of the seminar instructor

M.Ed. in Curriculum and Instruction

Also offered Online.

The program in curriculum and instruction is designed for the certified teacher who seeks an in-depth study of teaching and learning. The program does not lead to initial early childhood, elementary or secondary certification.

This 33-semester hour program consists of a core of eight courses plus an individually designed sequence of three courses chosen by the student or one of four concentration options. The flexible program allows for a plan of study designed to meet each student's interests and professional needs.

Core Courses
Courses are 3 credits unless otherwise indicated.

EDU	520	The Educator Researcher
EDU	533	Learning Through Technology
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	555	Student Centered Curriculum & Instruction
EDU	582	Educational Factors of Diversity
EDU	610	Ethics and School Law
EDU	775	Practicum in Curriculum and Instruction

Educational Leadership Concentration
Also offered Online.

EDU	760	School Facilities and Finance
EDU	765	School and Community Relations
EDU	780	School Organizational Leadership

Reading Specialist Concentration
Also offered Online.

RDG	503	Emerging and Early Literacy Development
RDG	504	Content Area Literacy Grades 4-8
RDG	582	Assessing and Instructing Students with Literacy Disabilities

Special Education Concentration

Also offered Online.

SPED	521	Effective Learning Environments
SPED	525	Critical Issues for Students with Disabilities
SPED	561	Consultation and Collaboration

Technology Integration Specialist Concentration

Also offered Online.

EDU	640	Integrating Digital Technology K-12
EDU	641	Integrating Digital Technology K-12 II
EDU	642	Integration Specialist Toolbox

Individualized Sequence of Study

The student's individualized sequence of study consists of three courses chosen from graduate electives.

Exit Evaluation   ePortfolio

M.Ed. in Educational Studies

The M. Ed. in Educational Studies is appropriate for non-certified teachers working under the NH State Certification, Alternative IV and students that want a degree in education but do not want to acquire New Hampshire Teacher Certification.

EDU	520	The Educator Researcher
EDU	521	Exploring Principles of Education
EDU	533	Learning through Technology
EDU	543	Learning Theories and Instruction
SPED	501	Students with Exceptionalities
Graduate Electives		Select six (6) electives with advisor including one in each of the following areas: curriculum, reading and assessment.
Exit Evaluation		ePortfolio

Additional Certification Options

Certified teachers seeking leadership roles and an additional certification may choose to take coursework required for certification as part of the Master of Education in Curriculum and Instruction or the Master of Education in Educational Studies programs.

Curriculum Administrator

Certified teachers seeking leadership roles in the area of curriculum (curriculum coordinators, department chairs, lead teachers, etc) will be eligible to receive a Curriculum Administrator Certification through the State of New Hampshire.

Courses are 3 credits unless otherwise indicated.

EDU	520	The Educator Researcher
EDU	533	Learning Through Technology
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	555	Student Centered Curriculum & Instruction

EDU	582	Educational Factors of Diversity
EDU	570	Practicum in Curriculum and Instruction
EDU	610	Ethics and School Law
		Also choose three electives
Exit Evaluation		ePortfolio

School Business Administrator

The School Business Administrator Program is designed for individuals who wish to become certified business administrators or managers in New Hampshire school districts. The following courses are required for certification in business administration.

Courses are 3 credits unless otherwise indicated.

EDU	710	Seminar for School Business Administrators I
EDU	715	Seminar for School Business Administrators II
EDU	720	Seminar for School Business Administrators III
OL	500	Human Behavior in Organizations
OL	610	Employee and Labor Relations

Field-based Graduate Programs in Education *(On location at regional sites in Vermont, New Hampshire and internationally)*

Master of Education (M.Ed.) and Certificate of Advanced Graduate Study (C.A.G.S.)

The Field-based Graduate Programs in Education offer a master of education degree as well as a certificate of advanced study (post master's degree). Its graduate degree and advanced certificates are centered on excellence in teaching and promote intellectual development, empowerment and social responsibility in a supportive environment.

This is a part-time program designed for educators working in the field who wish to improve their professional practices.

The program takes place off campus in school communities, often in rural settings, based on the belief that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats during the school year by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program.

The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from early childhood to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and school needs. This individualization allows educators to match the program's content to school-specific needs and cultures.

All courses and program activities occur off-site on location in cohort models, where area professional educators work together over a period of several years. The networking and

collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

The Field-based Graduate Program in Education currently has locations in Chester, Milton, Lyndon, St. Albans, St. Johnsbury, Barre, Enosburg, and White River Junction, all currently in Vermont and at Colegio Euroamericano, a private English-inclusion school in Monterrey, Nuevo Leon (Mexico). A pilot online cohort is anticipated to begin during the Summer of 2012. A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their graduate work is required for the creation of a new graduate face-to-face education cohort group. Although the program's original roots are in Vermont, there are several New Hampshire educators attending current sites in Vermont.

Admission – Field-based Graduate Programs in Education

The Master of Education (M.Ed.) program is intended for educators who hold bachelor's degrees that can be verified by official transcripts. The Certificate of Advanced Graduate Study (C.A.G.S.) is intended for educators who hold a master's degree. When a new regional field-based graduate education site has been identified and confirmed, interested applicants should submit the following materials for the designated site to:

> Southern New Hampshire University-Vermont Programs
> Field–based Graduate Programs in Education
> 463 Mountain View Drive, Suite 101
> Colchester, VT 05446
> 1.800.730.5542
> info@actioneducation.com
> **http://www.actioneducation.com**

- Field-based Graduate Program in Education application.
- Official transcripts from previous undergraduate and/or graduate course work.
- A teaching certificate or evidence of teaching experience.
- Evidence of access to a teaching situation.
- An external critique (professional evalutation) 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 graduate degree and/or advanced graduate certificate is not intended for initial certification/licensure.

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree (for a M.Ed.) or a Master's degree (for a C.A.G.S.), has at least one year of full-time teaching experience in grades preschool-12 and possesses good communication skills. The applicant's previous academic record also will be considered. Each candidate must take the 1-credit EDGR 600 ProFile Seminar, one credit of the 36-credit requirement for the master of education or the 31-credit requirement for the certificate of advanced graduate study, to explore and reflect upon personal and professional goals as part of the admissions process.

Time Limits

The Field-based Graduate Program in Education is designed for practicing educators who would like to participate on a part-time basis. By taking courses during the fall, spring and summer terms, students may complete the 36–credit Master of Education (M.Ed.) degree in approximately three and a half years or the 31-credit Certificate of Advanced Graduate Study (C.A.G.S.) in two to three years. Program completion time for the Master of Education is flexible and depends upon each program cohort's preferences and needs; however, the program must be completed within five years, unless determined otherwise. Course enrollment or acceptance into the program may occur during the fall, spring or summer terms, dependent upon each individual community site's schedule.

Transfer Credit

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

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

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

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information on official transcripts.

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

Core Courses

The Master of Education program requires completion of 36 semester credit hours.

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 the same five strands of learning as the previous Dimensions courses. Students can actively shape their studies to reflect personal, professional or district goals.

EDGR	615	Curriculum and Management Decision Making
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 further personalize their degree or advanced certificate through a series of seminars that continue to chart professional growth and development. These courses are the keystone of the program.

EDGR	600	ProFile Seminar (1 credit)
EDGR	601	Action Research Practicum I (1 credit)
EDGR	602	Action Research Practicum II (1 credit)
EDGR	603	Action Research Practicum III (1 credit)
EDGR	604	Action Research Practicum IV (1 credit)
EDGR	690	Capstone Seminar (1 credit)

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

The Certificate of Advanced Graduate 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.G.S. Thirty-one credits are required and selected from the Master of Education curriculum. Students work with faculty members and the academic program director to construct a meaningful and cohesive theme.

Six transfer credits can be accepted for the C.A.G.S. Additional course work beyond the 31 required credits may be transferred to supplement a student's theme.

Academic Standards and Regulations

Notification of Rights under FERPA

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

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

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

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

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

(3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

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

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

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

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

Grades and Grading

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.

Grading System

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

Grade	Numerical Equivalent	Points
A	94-100	4.00
A-	90-93	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
F	0-72	0.00

Audit . . . . AU
Courses Still in Progress. X
Credit . . . . CR
Incomplete. I
Incomplete/Failure . . . . IF
Satisfactory . . . . S
Transfer Credit . . . . T
Unsatisfactory. . . . . U
Withdraw . . . . W

Faculty may give a student a grade of incomplete ("I") in a course. Any student requesting an "I" grade must complete a Student Petition & Contract for a Grade of Incomplete and submit it prior to the final day of the term/semester. The petition will specify a deadline by which the course work must be completed.

If an instructor accepts student work after the deadline, and wishes to change a grade of "IF" to a letter grade, such a change requires the instructor's rationale documenting significant extenuating circumstances and the written approval of the Dean under whose aegis the course was offered.

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 Office of the University Registrar, grades are considered final and may not be changed. Exceptions only 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.

Scholastic Standing

The Graduate Scholastic Standing Committee exists to help Southern New Hampshire University graduate students in their pursuit of scholastic excellence and to help them reach the required standards of achievement as published in this Graduate Catalog. This policy applies to all graduate programs with the exception of the Master of Fine Arts (M.F.A.) that uses a Satisfactory/Unsatisfactory (S/U) grading process. M.F.A. students will be monitored by the program coordinator and School of Arts and Sciences dean. (See M.F.A. policy below.)

To achieve these goals and working closely with each SNHU graduate program, the Graduate Scholastic Standing Committee meets twice a year (during the months of June and January) to review student academic progress. Committee members review and act upon students recommended for academic dismissal. The committee also reviews all petitions for re-admission to the university and recommends action to the VPAA for final dispensation.

POLICY: *A student must complete the prescribed courses and required credit hours of his or her current program(s) of study and earn a minimum cumulative grade point average (CGPA) of 3.0, with no more than two grades of "C+" or lower, to qualify for a graduate degree.*

Scholastic standing is generally classified as follows (these are the minimum university standards that apply across all graduate programs):

1. **Scholastic Warning (SW)**
   A student is placed on scholastic warning if s/he earns a cumulative GPA of less than 3.0 for two (2) consecutive terms. Students will be expected to increase GPA to 3.0 as soon as possible. Upon achieving a 3.0 GPA, the student will be removed from SW.

2. **Academic Probation (AP)**
   Students remaining on SW at the time of the second scholastic standing review will be placed on AP. A student placed on AP is restricted from registering until he/she contacts the appropriate office, as designated by AP letter, to request the registration hold be lifted.

3. **Dismissal**
   A student placed on AP who fails to reach a 3.0 after a time determined by the school and program will be academically dismissed.

4. **Re-admission**
   Students dismissed from Southern New Hampshire University for academic causes may petition to be re-admitted when scholastic evidence can be presented that indicates graduate university work can be successfully resumed.

Grades and Scholastic Standing (M.F.A. Program Only)

Grades assigned for the residency and correspondence semesters are satisfactory/unsatisfactory. These are recorded by the faculty and available on mySNHU after each residency and each semester. Students will receive a detailed evaluation from their instructors, via email and shared with the director, narrating the student's progress, identifying strengths and weaknesses, and making recommendations for future study and writing.

A grade of unsatisfactory will be assigned for the following: a second failure, within the same semester to turn in their packet on time; consistently poor quality of work; consistently insufficient quantity of work (i.e., thirty formatted pages per packet); plagiarism; or consistent failure to meet the overall standards for academic performance. A student who receives a grade of unsatisfactory must repeat the semester in order to receive credit for it. The MFA program does not issue grades of "incomplete."

Two grades of unsatisfactory will cause immediate academic dismissal from the program and from Southern New Hampshire University.

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 Office of the University Registrar 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 obtained on mySNHU or printed from the university's website and mailed to:

> Office of the University Registrar
> Southern New Hampshire University
> 2500 North River Road
> Manchester, NH 03106-1045

Transcript requests can be faxed to the Office of the University Registrar at 603.629.4647, however, transcripts **will not** be released over fax lines or through e-mail.

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.

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 Office of the Registrar 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.

Copyright Policy

Southern New Hampshire University abides by the provisions of the United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The Copyright Policies can be secured from the Library Dean and are accessible on the Shapiro Library web pages.

Attendance Policy

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.

Academic Complaint

If a student has a complaint about an instructor or course, the student should speak first to the instructor. College of Online and 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.

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.

Student Initiated Withdrawals

Students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Students may withdraw from courses at any time during the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the the sixth week of the graduate term may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), and must be approved by the academic advisor. Withdrawals are not permitted, under any circumstance, in the last week of any term.

All withdrawals must be submitted online via the COCE withdrawal form located at **www.snhu.edu/648.asp**.

Merely ceasing to attend classes does not constitute an official withdrawal for academic or financial reasons. Any student who has not officially been withdrawn from a course will automatically be assigned a grade of "F" for said course, and be responsible for full tuition and any accompanying fees.

When you withdraw from a course, a course grade of "W" is issued. The course will show up as 3 credits attempted but zero credits earned in your academic records. This could have implications in terms of your Satisfactory Academic Progress or your Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on Financial Aid eligibility. Withdrawal from a course will likely impact your eligibility for financial aid for the current term as well as future terms. Be sure to discuss these concerns with your academic advisor.

Withdrawal Refund Policy

Please refer to **https://www.snhu.edu/648.asp** for the current withdrawal policy.

Questions?

If you have any questions regarding the withdrawal policy, please contact your academic advisor.

Withdrawal from Southern New Hampshire University

Students may withdraw from the university by obtaining a withdrawal form from the student's advisor or in the Graduate Enrollment Office in Webster Hall, and obtaining all necessary signatures. International students may obtain forms and begin the process in International Student Services (ISS) in Belknap Hall. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the appropriate office 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.

No adjustments to account balances will be made 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 suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. This sanction may only be imposed by the Dean of Students or designee after a hearing. If suspended from the university, the student will be persona non grata on all university facilities and from all university functions for the period of his/her suspension. This information will be used in evaluating re-admission.

If a student is expelled from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for re-admission. If expelled from the university, the student will not be allowed on campus.

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 only will be granted if the student earns grades of "B" or better in the 500-level courses; grades will not count again at the graduate level. Approval is limited to a maximum of six credits (two three-credit graduate courses).

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

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

- by January 1 for an April, May or June conferral;
- by April 1 for a July, August or September conferral;
- by July 1 for an October, November or December conferral;
- by October 1 for a January, February or March conferral;

Students may petition to graduate online via mySNHU. A Petition to Graduate fee will be applied to the student account upon petition submission.

A student is held responsible for determining that he or she has earned all necessary credits for graduation. Students who have any questions should refer to their academic advisors.

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

No caps and gowns will be released unless all account charges are paid.

Participation in the Graduation Ceremony

Students who do not expect to fulfill all graduation requirements by commencement may petition to participate in the graduation ceremony if they meet the following criteria:

- All but six credits or fewer of actual coursework are not completed but are expected to be completed by August 31 (or end of Term 4), following the May ceremony.

- All graduation requirements can be completed by August 31 (or end of Term 4), following the May ceremony.

- As of the petition date, the student's cumulative grade point average is 3.0 or higher for graduate students.

Students meeting the aforementioned criteria must submit a Petition to Graduate before March 15. Diplomas are awarded only after all requirements have been met.

Appeal Procedure: Exceptions to the policy are handled on a case-by-case basis by the Office of Academic Affairs.

The Division of Student Affairs

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.

Student Handbook

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

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

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

Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cheerleading, cross-country, lacrosse, soccer, softball, tennis 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 known as "Rec Sports," aimed at active student involvement in athletic activities.

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

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

Athletic Facilities

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

Follett Campus Bookstore

The SNHU Bookstore welcomes all students, faculty and staff to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, along with dorm items and sundries. The bookstore is located in the Student Center on the Manchester campus. Regular semester hours for the bookstore are as follows:

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

Please check out our website at **www.snhu.bkstr.com** for any changes to these hours. Contact Information:

> Southern New Hampshire Bookstore
> 2500 N. River Rd
> Manchester NH 03106-1045
> phone: 603.645.9618
> fax: 603.645.9755
> email: 0568mgr@fheg.follett.com

We proudly serve the Manchester Campus, Online programs, and all satellite locations. You can shop 24/7 at **www.snhu.bkstr.com**.

Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students by addressing their religious needs and concerns. There is a Campus Ministry Student Association on campus (for Catholic, Jewish and Protestant students). It is through this group that students have an opportunity to come together to share and grow in their faith.

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

Campus Programming & 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.

Student Affairs, through the Offices of Campus Programming & Leadership and Student Life, strive to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Campus Programming and Leadership helps organize new clubs and coordinates leadership development, helps with the management of major campus programs and manages the Camp Synergy low ropes course.

The office provides resources and support to over 50 clubs and organizations on campus and directly advises the Inter-Greek Council (IGC), the Enterprise Yearbook, the Crew Club, and the Coordinators 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. Visit the SNHU website for a complete listing of clubs and organizations.

Student Government Association

The Student Government Association (SGA) represents all full-time undergraduate and graduate students at Southern New Hampshire University who pay an activities fee.

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

Coordinators of Activities and Programming Events (CAPE)

The Coordinators of Activities and Programming Events (CAPE) is a student run organization committed to enriching campus life at Southern New Hampshire University. By working with other clubs and organizations, CAPE provides social, recreational, educational, and cultural programming.

Major events include: concerts, comedy shows, and Fall, Winter, and Spring Week.

Greek Life

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

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

Fraternities: Kappa Delta Phi, Phi Delta Psi, Phi Delta Theta

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

Southern New Hampshire University Ambassadors

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

Media Organizations

The 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.

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

Cultural Outreach and Development

At Southern New Hampshire University, we educate intellectually and culturally enriched individuals to be successful in their careers and contribute to their communities in a diverse and ever-changing world.

We believe diversity is integral to our university culture. Research has shown that a diverse population – in terms of background, talent and perspective – enhances the educational environment for all.

The university's diversity office, the Office of Cultural Outreach & Involvement, works with students, faculty and staff from across the university to create a welcoming and supportive campus environment and seeks to empower and promote respect, tolerance and civility for all.

The diversity office also provides a place for African-American, Asian, Hispanic, Latino and Native American students to connect with one another, get academic and social support, find resources and make connections (on and off campus) and to feel at home.

Dining Center

The Southern New Hampshire University dining center offers a wide range of choices. From a made to order flatbread pizza at LaTrattoria to a sandwich, wrap or Panini made your way at the Ultimate Deli, one can always find something satisfying. In addition one can find many great options at the Mill City Grill, quesadillas at the Fiesta Zone, and stir fry at Global Cuisine which features a Mongolian grill. The Toss Around salad bar is there for those salad lovers, and anyone in a hurry can swing by the Simply To Go area to grab a meal or snack on the run. The new dining facility has many great features whether it's the food, multi-purpose room, atmosphere, or a quick cup of Seattle's Best coffee and a tempting dessert, the staff looks forward to serving you and sharing in the excitement. One can also find a coffee, breakfast sandwich, snack or a quick grab and go lunch at the Common Grounds Store in the Student Center or at the River Rd. Cafe in the Academic Center.

International Student Services (ISS)

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

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

Public Safety

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

In addition to patrol efforts the university has strategically placed throughout the campus 14 blue light emergency call phones which ring directly into the public safety office. Extensive exterior lighting of walkways and parking lots are in place. We also utilize a video surveillance system with camera coverage situated at strategic locations.

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

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

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

Residence Life

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

The Office of Residence Life, located in Chocorua Hall, Suite 3, offers referral information for non-university off-campus housing. For questions, contact us at 603-645-9608 or email us at housingquestions@snhu.edu.

The University does not provide housing to graduate or married students.

Student Life and the Student Center

The Student Life and Student Center Office is dedicated to supporting the growth and learning that occur in all facets of campus life. This department collaborates with many members of the SNHU community to provide innovative and planned campus programs, activities and services. The office works to provide an attractive and customer focused Student Center that promotes the "living room" of the campus. Finally, the office directly advises the Student Government Association and its related organizations, which include the Student Senate, the Elections Committee and the Budget & Finance Committee.

Student Center

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and a showcase facility for student life. The facility houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association). Several offices are also housed in the Student Center which offer numerous services, including Postal Services, the Campus Store/Bookstore, Cultural Outreach and Involvement, Campus Ministry, Campus Programming & Leadership, the Wellness Center, Copies Plus (a student run copy center), the Last Chapter Pub, and the Office of Student Life. Other services offered in the facility include pool tables, foosball, a 24-hour ATM, the Penmen change machine, large format TVs, and a convenience store/coffee shop, veterans lounge and Radio SNHU.

Solicitation Policy

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

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

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

Wellness

The mission of the Wellness Center is to utilize the wellness model to enhance each student's ability to resolve problems, improve relationships, attain optimum physical health and achieve personal growth and academic success. Through education, medical treatment and counseling services we assist students to develop responsibility for their own well being and learn the skills to maintain a lifelong healthy lifestyle. 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 may experience difficulties which can be effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

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

Health Services

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

Our health service staff members include a full time Registered Nurse and a full time Licensed Practical Nurse who collaborate closely with our off site Medical Director. Health Services offers treatment of common acute problems (e.g., colds, flu, and burns), personal health counseling and education, information on birth control, and referral for sexually transmitted infections testing.

The SNHU Health Services is licensed by the Department of Health and Human Services as an Educational Health Facility and must operate according to their regulations. At the discretion of the nurse, students will be referred to an urgent care center or another appropriate practitioner for further evaluation and treatment. Charges for health services in the community are the responsibility of the student. Wellness Center staff is available to assist students with processing insurance claims covered by the University sponsored health insurance plans.

Health Services Complaint Procedure

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

Jet Goldberg
Director of Wellness Center
603.645.9679

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

Heather Lorenz
Dean of Students
603.645.9608

Students may also file a complaint with:

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

Educational Services

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

REACH (Real Education About College Health) is an established club that is advised by the Wellness Center. REACH students receive training and are supported in attending conferences in order to increase their learning and develop skills to be able to teach their peers about Wellness topics. REACH peer educators provide fun and interactive trainings in residence halls and in larger campus-wide awareness events. REACH is affiliated with the BACCHUS Network university and community based network that focuses on health and safety initiatives to promote healthy and safe lifestyle decisions. Peer Educators are eligible to attend training and receive National Certification.

Graduate Course Descriptions

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

ACC	Accounting		JUS	Justice Studies
CED	Community Economic Development		LIT	Literature
CSR	Corporate Social Responsibility		MBA	Business Administration
DEV	Child Development		MFA	Fine Arts
DOC	Ph.D. Doctoral Courses		MGT	Management
ECO	Economics		MKT	Marketing
EDGR	Field-based Graduate Program in Education		OL	Organizational Leadership
EDU	Education		PAD	Public Administration
ENG	English		PCMH	Community Mental Health
EFL	English as a Foreign Language		QSO	Quantitative Studies and Operations and Project Management
ESL	English as a Second Language		RDG	Reading
FIN	Finance		SEC	Sustainability and Environmental Compliance
GLS	Graduate Language Studies		SPED	Special Education
HCM	Healthcare Management		SPT	Sport Administration
HOS	Hospitality Business		TAX	Taxation
HRM	Human Resources Management		WCM	Workplace Conflict Management
INT	International Business			
IT	Information Technology			

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. Prerequisite: MBA 503 or equivalent.

ACC 550 Cost Accounting (3 credits)
This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and nonprofit organizations. This course focuses on cost behaviors, alternative cost systems (job, activity-based, and process costing), and accounting tools for planning and control (e.g. budgeting and variance analysis). Additional topics studied would include relevant cost analysis for management decisions, cost/revenue allocation methods, inventory management, and transfer pricing. Prerequisite: MBA 503 or equivalent.

ACC 610 Financial Reporting I (3 credits)
This course is the first in a sequence of three courses that present a comprehensive study of the theory and practice of financial accounting. These courses explain how to communicate the results of a business's performance through the proper preparation and presentation of financial statements that adhere to Generally Accepted Accounting Principles (GAAP) established in the United States. In Financial Reporting I, students will study the conceptual framework underlying financial accounting, the standard-setting bodies, the accounting cycle and the proper preparation and presentation of three required financial statements — the income statement, the balance sheet, and the statement of cash flows. It discusses internal control and acceptable procedures for recording, expensing, and valuing short-term assets. Prerequisite: MBA 503 or equivalent, or permission of the instructor.

ACC 620 Financial Reporting II (3 credits)
This course is the second in a sequence of three courses that present a comprehensive study of the theory and practice of financial accounting. These courses explain how to communicate the results of a business's performance through the proper preparation and presentation of financial statements that adhere to Generally Accepted Accounting Principles (GAAP) established in the United States. In Financial Reporting II, students will study the rules and regulations for recording, expensing, and valuing long-lived assets such as property, plant and equipment, and intangibles. Students will also learn how to maintain and present accounting information for liabilities and stockholders' equity. Prerequisite: ACC 610 or equivalent.

ACC 630 Financial Reporting III (3 credits)
This course is the third in a sequence of three courses that present a comprehensive study of the theory and practice of financial accounting. These courses explain how to communicate the results of a business's performance through the proper preparation and presentation of financial statements

that adhere to Generally Accepted Accounting Principles (GAAP) established in the United States. In Financial Reporting III, students will look at intermediate and advanced topics in financial reporting to include accounting for investments, income taxes, pensions and post-retirement benefits, leases, changes and error analysis, and accounting for partnerships. Prerequisite: ACC 620.

ACC 640 Auditing (3 credits)

This course takes a comprehensive look at auditing and assurance services that the accounting profession is expected to provide in a post Sarbanes Oxley environment. Students will review the Public Company Accounting Reform and Investor Protection Act of 2002 and its impact on the professional and ethical standards of audit and assurance services. Participants will learn the audit process from engagement planning and internal control evaluation to performing the financial audit and preparing the audit report. Emphasis will be placed on planning in an electronic environment and the use of computer assisted audit tools and techniques to gather evidence. Prerequisite: ACC 620.

ACC 645 Advanced Auditing (3 credits)

*** Only Offered Online*

This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.

ACC 646 Introduction to Forensic Accounting and Fraud Examination (3 credits)

This course in fraud examination, sometimes called forensic accounting, is designed to enable accounting and other business managers to become knowledgeable in fraud prevention, detection, documentation and investigation. It will explore various types of fraud and the consequences of civil versus criminal liability for such offenses. Prerequisites: ACC 620 and ACC 640, or permission of the instructor.

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: ACC 550 or equivalent and ACC 620 or equivalent, or permission of the instructor.

ACC 675 Control and Audit of Accounting Information Systems (3 credits)

New auditing standards and new standards of quality control adopted by both the PCAOB and the AICPA require auditors to have adequate technical training and to have the ability to understand the role information technologies play in the maintenance and effective internal control of financial information. This knowledge is particularly important in complying with Section 404 of Sarbanes-Oxley (SOX), which requires auditors to attest to the standards of internal control and any material weaknesses disclosed by senior manage-ment. This course will give auditors the knowledge they need to comply with SOX Section 404 by allowing them to test the process rather than just the product of the financial information system. Select curricular standards set by ISACA will be addressed to assess and to improve auditing and internal control practices. Prerequisites: ACC 620 and ACC 640.

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: ACC 500 or 6 credit hours of undergraduate cost accounting or permission of the instructor. Note: ACC 680 can be used as an international business elective.

ACC 689 Introduction to Forensic Accounting and Fraud Examination (3 credits)

This course will develop the student's understanding of what forensic accounting and fraud examination is and how it pertains to both civil and criminal matters. The student will gain a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology in this interesting and growing profession. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required. Cohort version of ACC 646.

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: ACC 630.

ACC 691 Detection and Prevention of Fraudulent Financial Statements (3 credits)

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. The objective of this course is to identify common fraud schemes and scams. Participants in this course will learn how to review, detect, and investigate possible financial statement fraud by addressing such topics as income smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities, just to name a few. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required and ACC 646 or ACC 689.

ACC 692 Interview Techniques and Legal Aspects of Fraud (3 credits)

This third course in forensic accounting and fraud examination will acquaint the participant with interview principles

and techniques. Additionally, the participant will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required and ACC 691.

ACC 693 Investigating with the Computer (3 credits)
This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required, in addition to the successful completion of the first three courses in this Graduate Certificate Program: ACC 689, ACC 691 and ACC 692.

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 (GAAP). The course requires a research project and a presentation on issues related to the practical application of accounting principles. Prerequisite: ACC 630 or ACC 640.

Community Economic Development
** *CED courses are only offered Online*

CED 507 Housing and Land Policy (2 credits)
Students examine the legal, institutional, economic, policy, political and environmental factors that affect housing and land policy and the development of affordable housing. *This course is open to students who entered the program in 2009 and prior years.*

CED 523 Topics in CED (2 credits)
Community economic development emerging policy and topics of current interest are discussed extensively in this seminar. This seminar course is designed for emerging topics and policy in the field of CED. It is not intended for topics routinely covered in the curriculum. *This course is open to students who entered the program in 2009 and prior years.*

CED 523A Topics in CED (1 credit)
Community economic development emerging policy and topics of current interest are discussed in summary in this seminar. This course provides students an opportunity to be exposed to emerging policy and issues in the field of CED. *This course is open to students who entered the program in 2009 and prior years.*

CED 601 (formerly CED 701) Introduction to Community Economic Development in the U.S. (3 credits)
This foundation course examining the theory and practice of community economic development (CED) covers three topics: 1) the history of CED in America, including its roots in the War on Poverty and other government, business, and third-sector initiatives and movements; 2) a conceptual framework for understanding and addressing the economic challenges faced by low-income households and distressed communities; and 3) a survey of asset-building strategies for individuals and groups including building and retaining affordable housing, increasing preparation for employment, and creating and preserving livable jobs.

CED 602 (formerly ICD 533A and ICD 533B) Introduction to International Community Economic Development (3 credits)
This foundation course examines the evolution of thinking that has shaped the practice of community-based international development. Students explore development projects, programs, and policies that blend social practice and economic principles. Major scholars in the field are introduced through their writings. Topics covered in the course include definitions of development; ethics of development; hunger, food, and famine policy; poverty and inequality; international trade; environmental sustainability; democracy and globalization; and participation and global civil society. Students will apply principles of policy analysis to analyze development issues from a CED perspective.

CED 611 (formerly CED 732) Research Methods in CED (3 credits)
CED begins with analysis of existing conditions and identification of issues related to poverty and inequality. In this course, students learn to collect, summarize and interpret both quantitative and qualitative data that helps in the description and understanding of communities and the challenges and opportunities they face.

CED 613 (formerly CED 707A and CED 707B) Organizational Management in CED (3 credits)
The course provides the underpinnings of public/nonprofit management. This course covers the basic principles of Organizational Management, leadership, human aspects of organizations and organizational life, and the functions that managers must perform to be successful. The primary goal of the course is to provide students with the tools needed to perform more effectively as managers. The course begins with an individual focus (Organizational Behavior) that rapidly progresses to the higher social dimensions (group, organizational). The course also attends to strategic Organizational Management with an emphasis on public/nonprofit practice. This course is intended to add to the students' knowledge base of management theories and practices, and to develop skills through the application of knowledge to real life. By the end of the course, students will have a better understanding of themselves as managers, other players, and of the socio-technical systems of organizations and management.

CED 621 (formerly CED 791) Project Design in CED
(3 credits)

This course is the first in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. In this course, students identify a community problem or issue, conduct relevant research, analyze the issue in conjunction with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include word processing and spreadsheet programs, presentation and graphics programs, and online research tools and search engines. Prerequisite: CED 611 or permission of the instructor.

CED 622 (formerly CED 792) Project Planning in CED
(3 credits)

This course is the second in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. Students in this course refine their project design skills through preparation and presentation of a formal proposal for their project. Students continue to review the literature, particularly to review best practices relevant to the issue being addressed. Each student creates a logic model that details the underlying theory of change and the project's inputs, outputs, and outcomes. Students learn to plan for implementation of the project, including information management, monitoring and evaluation, employing tools such as Gantt charts. Prerequisites: CED 621, or permission of the instructor.

CED 623 (formerly CED 793) Project Management in CED (3 credits)

This course is the third in a four-course sequence during which students implement the projects they have designed, applying the tools learned in prior classes. Regular progress reports and class presentations are required to monitor and track project implementation and management. Emphasis is on the many pitfalls of project implementation and how to analyze and deal with them. Projects implemented by the class are used as case studies, and supplemented by relevant readings. Prerequisites: CED 622, or permission of the instructor.

CED 624 (formerly CED 794) Project Evaluation in CED
(3 credits)

This course, the final one in the project sequence, focuses on assessment of what did and didn't happen throughout the project, and comparison of actual to expected outcomes. Students conduct a project evaluation, and prepare and present a final report that describes the project, its outcomes, methodology and actual activities. The report includes analysis of the project, conclusions and recommendations for future work, and serves as the student's master's thesis. Prerequisite: CED 623 or permission of the instructor.

CED 631 Housing Development and Policy (3 credits)
This course covers market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, identification of private and public funding and subsidies, and various forms of ownership, including cooperatives and land trusts. Students also learn about the policy framework for affordable housing development, and the legal, institutional, economic, political and environmental factors that shape that framework.

CED 632 Urban and Neighborhood Revitalization
(3 credits)

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in American cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices. Prerequisite: ACC 500 or permission of the instructor.

CED 634 Financing CED (3 credits)
This course looks at how CED projects and organizations are financed, including the traditional and non-traditional and financial institutions involved; the various forms of financing that are possible; the factors involved in choosing the financing for a particular project; and the ways in which the choice of financing may influence a project's outcome. Prerequisite: ACC 500 or permission of the instructor.

CED 635 Legal Framework for CED (3 credits)
The course provides an overview of the relationship between law and the community economic development (CED) movement and the some of the basic legal issues facing CED practitioners. The course will touch on the historical use and impact of the law, aspects of property and corporations law, and some basic issues of urban planning law. The course will also focus on general tax law issues; economic development policy including the Community Reinvestment Act, credit issues and microlending; and constitutional issues in community control of benefits. Case studies, in-class exercise and breakout sessions may be used. Prerequisite: CED 601 or permission of the instructor.

CED 636 Foundations of Community Action (3 credits)
CED 636 provides a historical and conceptual understanding of Community Action as an approach and framework employed by agencies that serve low-income clients and communities by promoting self-sufficiency. The course equips students with knowledge to relate personalities and agendas of key individuals to the decisions and policies implemented; chart the ebb and flow of government involvement (support) in assisting the poor from pre-Great Depression forward; compare and contrast past methods of assisting the poor historically with methods today and projected methods (to answer the question what role does political will play in addressing poverty?); explain the role of

leadership at the community, Federal and political level and analyze the role of political leadership and its effect on fighting poverty; and track the measurements of poverty (to answer the following questions: how do we measure poverty historically? Who is defined as "poor"? How should we measure it today and who is for or against the government taking on this role?).

CED 637 Resource Development and Grant Writing in CED (3 credits)

This course will examine the various aspects of resource development in the nonprofit setting. Students will learn the principles, strategies and techniques of raising funds through donor relations, planned-giving philanthropy, foundations, corporate alignment, government, and other sources. Students will also learn skills for successful grant writing for a variety of potential funders including the federal government, corporate foundations and private institutions.

CED 641 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. Topics covered include: fundamental nature and purpose of economics, basic microeconomic principles, basic macroeconomic principles, market failure, the role of government in the economy, and government failure, and introduction of economic development issues. Prerequisite: CED 602 or permission of the instructor.

CED 642 Economics and Development (3 credits)

Students learn about macroeconomic development issues and opportunities facing developing countries, and acquire skills in situating grassroots, CED approaches and initiatives in the context of national, regional, and global economic development concerns. Topics covered include: poverty and inequality, population and development, education and health, the environment, urbanization and rural-to-urban migration, rural development and agricultural transformation, globalization and international trade, and balance of payment, debt and foreign finance. Prerequisite: CED 641 or waiver exam.

CED 644 Microenterprise Development (3 credits)

This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic ladder and examines ways of assisting these income-generating activities 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.

CED 651 Co-operative Development and Management (3 credits)

This courses introduces the co-operative as a flexible model for creating community-owned institutions. Students examine various types of co-operatives (worker, consumer, credit, and housing), start-up issues (membership requirements, legal structure, tax and security issues), and ongoing management issues (capitalization, demutualization and consolidation). Lessons are drawn from case studies of effective co-operative business development.

CED 652 Community Building and Organizing (3 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, including negotiation techniques.

CED 653 Financial Management for CED (3 credits)

This course covers financial statements, ratio analysis, operations planning and making and understanding investment decisions. Prerequisite: ACC 500.

CED 654 Promotions and Marketing in CED (3 credits)

This course will examine the various aspects of promoting and marketing a grassroots, nonprofit, NGO or socially responsible organization. Students will learn how to convey the goals, mission and theory of change of social organizations in a way that will increase exposure, foster more support, and increase resource development opportunities. Marketing techniques will be explored for all facets of scale and scope, from grassroots to large-scale organizations. Promotion will be examined from the formal to informal mechanism for raising awareness.

CED 655 Social Economics and Policy (3 credits)

This course is a review of basic economic principles and their applications to community and social issues. The course is designed to equip students with a working and practical understanding of economics in order to consider market factors and policy implications as well as the immediate and long-term effects of the market on the structure of the community.

CED 659 Topics in CED (3 credits)

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

CED 690 Internship in CED (3 credits)

This is a semester-long, supervised, career-related work experience. The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment.

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. *This course is open to students who entered the program in 2009 and prior years.*

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

Students will 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: CED 702. *This course is open to students who entered the program in 2009 and prior years.*

CED 705 Financial Management for CED (2 credits)

This course covers financial statements, ratio analysis, operations planning and making and understanding investment decisions. *This course is open to students who entered the program in 2009 and prior years.*

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: CED 705. *This course is open to students who entered the program in 2009 and prior years.*

CED 707A Organizational Management (2 credits)

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. *This course is open to students who entered the program in 2009 and prior years.*

CED 707B Organizational Management (2 credits)

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. *This course is open to students who entered the program in 2009 and prior years.*

CED 708 Fundamentals of Cooperatives and Credit Unions (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. *This course is open to students who entered the program in 2009 and prior years.*

CED 709 Marketing, Fundraising 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 fundraising plans to make them more self-sufficient. The focus is on fundraising strategies. *This course is open to students who entered the program in 2009 and prior years.*

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. *This course is open to students who entered the program in 2009 and prior years.*

CED 717 Independent Study (1 to 2 credits)

Independent Study must be approved in writing by academic advisors prior to registration. *This course is open to students who entered the program in 2009 and prior years.*

CED 722 Negotiation Strategies (1 credit)

This course covers negotiation techniques and strategies for CED organizations and practitioners. *This course is open to students who entered the program in 2009 and prior years.*

CED 723 Training of Trainers (2 credits)

This course covers the principles and methods of adult education, in order to equip participants with the ability to become effective trainers in their communities. *This course is open to students who entered the program in 2009 and prior years.*

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. *This course is open to students who entered the program in 2009 and prior years.*

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. *This course is open to students who entered the program in 2009 and prior years.*

CED 791 Project Design in CED (4 credits)

Community economic development practice relies on effective project planning and management. CED 791 is the first in a 4-course project sequence. Over two years, students will define community needs objectively, design a CED project, implement it, document their experience, evaluate impact, and present their work to the academy as a mas-

ter's thesis. Throughout, students will remain in contact with peers and faculty online, and post and review their work using distance education software; peer learning is a key element of the projects curriculum. In CED 791 students will identify a community problem or issue, research the issue online and through library methods, analyze the issue in consultation with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include Blackboard,™ word processing, spreadsheets for budgets and proformas, and graphics programs, library and Internet search engines. Topics covered include; literature reviews, research designs, stakeholder analysis, focus group discussions, surveys, sampling, questionnaire designs and descriptive statistics procedures. *This course is open to students who entered the program in 2009 and prior years.*

CED 792 Project Planning in CED (4 credits)

This course is the second in a 4-course project sequence. In CED 792 students refine their project design skills, and prepare a formal proposal as if to a national foundation or intermediary, and present it to the Academy. Students will objectively identify community needs, set forth a problem statement, propose an intervention strategy objectively supported by analyses and relevant literature on best practices, detail project goals and objectives, set forth the methods and timeline the activities for achieving objectives. Students learn how to incorporate MIS, monitoring and evaluation tools into a project plan. All work is regularly posted and reviewed online by peers. Added computer software competencies include data graphics, organizational charting, Gantt charting, and PowerPoint presentations. Prerequisite: CED 791. *This course is open to students who entered the program in 2009 and prior years.*

CED 793 Project Management in CED (4 credits)

This course is the third in a 4-course project sequence. In this second year participants will implement their project in a community, document their experiences and evaluate their impact. CED 793 addresses the project implementation phase of the sequence, which starts in the summer and extends through the 3rd and 4th terms. Implementation will follow the project goals, objectives and activity timeline set forth in the proposal. Regular progress reports and class presentations are required to monitor and track project implementation and management. All work is regularly posted and reviewed online by peers. Added computer software competencies include project tracking and Gantt charting using Microsoft Project. Prerequisite: CED 792. *This course is open to students who entered the program in 2009 and prior years.*

CED 794 Project Evaluation in CED (4 credits)

This course is the final course in the project sequence. It focuses on impact evaluation and reporting. By the end of the course, participants will complete a project evaluation, prepare and submit a final written report that describes the project, its objectives, methodology and actual activities, and includes in-depth analyses, conclusions and recommendations for further project work. Regular progress reports and class presentations are required to monitor and track project

impact evaluation and closure. All work is regularly posted and reviewed online by peers. Topics covered include: descriptive statistics for data analysis, hypothesis testing, evaluation-conceptual frameworks, prioritizing objectives, hypotheses setting, establishing indicators, and review of selected CED evaluation tools. The final project report is presented to the Academy and becomes the student's master's thesis. Added computer software competencies include Adobe Acrobat Writer. Prerequisite: CED 793. *This course is open to students who entered the program in 2009 and prior years.*

Community Economic Development Doctoral Courses

Southern New Hampshire University offered a Ph.D. in Community Economic Development from 1998 until 2008, when the last doctoral students matriculated. The courses below are offered only to continuing students in the Ph.D. program as needed for them to conclude their studies.

CED 801 Research Design (3 credits)

Introduction to research design and methods will focus on critical thinking, research techniques, and adopting a unifying theory for research. Content includes theory of research (concepts, types of validity, design, and an analytic framework to review research findings); the practice of research (formulating researchable questions, operational variables, literature review) including applications to CED theory, policy and practice; sampling, measurement, analysis; critique of CED research design in policy, evaluation and applied studies; and reporting research studies. A parallel CED 801 Lab in Statistics/SPSS is required. Prerequisite: Graduate-level Statistics, or MAT 220.

CED 802 Survey Research Methods (3 credits)

Survey Research Methods covers the quantitative survey process with broad applications to CED theory, policy, assessment and applied research. Content includes project design and sampling, concept operationalization and question formulation, instrument design, piloting and pre-testing survey instruments, interviewer training, manual and computer coding/editing, data processing, sources of error and ways of minimizing error, survey program management, ethics working with human subjects, IRBs, reporting survey research results. A parallel CED 802 Lab in Nonparametric Statistics/SPSS and survey analysis is required. Prerequisite: CED 801.

CED 803 Qualitative Research Methods (3 credits)

This course is designed to familiarize advanced graduate students with a range of qualitative research methods, and prepare them to use these methods in writing dissertations, articles, and funding applications. Qualitative methods are an important tool in community economic development and serve to illustrate best practices, policy, estimate community impact or needs, and evaluate community-based organizations. This course will emphasize the use of qualitative methods, data collection and analysis, and cover topics on case studies, use of secondary sources, focus groups and in-

depth interviewing, observational field research, and writing qualitative research reports. Prerequisite: CED 801 or faculty permission.

CED 804 Evaluation Research Methods (3 credits)
ERM covers 2 core models with broad application to CED theory, policy, and practice: Scientific-experimental: experimental and quasi-experimental designs, objectives-based research, econometric cost-benefit and cost-effectiveness analysis, and theory-driven evaluation; Participant-oriented: client, stakeholder, consumer-oriented evaluation. Other models are introduced: Management-oriented systems: PERT (Program Evaluation and Review Technique), CPM (Critical Path Method), Logical Framework (Logframe developed by USAID), General Systems Theory, Operations Research, Applied Program Review (used by NRC). Qualitative/anthropological: observation, naturalistic evaluation (aka Fourth Generation evaluation), qualitative analysis, critical theory, and Grounded Theory. Prerequisite: CED 801 or faculty permission.

CED 805 Demography and GIS in CED Policy & Planning (3 credits)
Demography & Geographic Information Systems (DGIS) target secondary analyses of large data sets in CED planning and policy development. DGIS supports community needs assessments, development planning, policy analysis, research and evaluation. Demography topics include: population analysis (growth, mortality, fertility, age structure, migration, settlement, density, forecasting techniques); population issues (causes/consequences of population change, assessing population needs); economic demography (economic consequences of demographic change in developing/developed countries); population and CED (poverty, inequality, stratification, mobility). GIS topics include: Research Techniques (data capture, index creation, analysis, presentation); CED mapping (analytical exercises using Census and Labor statistics data to create maps blending layers of information with cartographic boundaries).

CED 810 Urban Development Theory (3 credits)
This course introduces the emergence of the CED field from 20th century trends in urban development: Urban Renewal, Great Society Programs, War on Poverty, Civil Rights, Model Cities, the Ford Foundation's pivotal intervention in the South Bronx, and the evolution of intermediaries like LISC and NRC. A survey of urban development theory, policy and practice underpins a critical understanding of contemporary CED practice. Topics are addressed within the contemporary intellectual framework of urban planning theory and policy, international development theory, and their regional perspectives. The course examines approaches to understand how development theories translate into CED policy and practice, and encourages debates about CED from the perspectives of urban planning theory, social inequality, and social change.

CED 811 Political Economy (3 credits)
This course surveys the history of social development as a background of social theory. It introduces students to the historical and theoretical political economy background to graduate studies in community economic development. Topics include the expansion of markets in Europe, agricul-

tural 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 Social Theory (3 credits)
This course establishes a foundation in critical theory for exploring the interdisciplinary theoretical domains relevant to the study of community economic development. Drawing on the dualities of agency and structure, micro and macro, and the individual and society, we examine theories of poverty, social capital, democratic organization and civil society, globalization and the social economy. The understanding of theory and its role in the development of policy is also considered. Prerequisite: CED 811.

CED 813 Community Economic Development Theory (3 credits)
This course builds on the previous theory courses. Participants will begin to formulate a basic theory of community economic development (CED). As part of developing a theory we will define a series of questions that must be addressed in the theory. We will also examine those theories that most closely relate to issues raised in community economic development, including: market theory, theories of poverty, location and space theories, political theories and "organic" theories based on the observation of practice. Given that CED draws on a wide variety of disciplines, the field is not suffering from a lack of theory. Many theories may apply to the field of community economic development. The goal of this course is to examine a variety of theories related to CED and better understand their relationship to the practice of CED. Prerequisite: CED 812.

CED 814 Contemporary Economic Theory (3 credits)
This is an introductory survey course on economic theory, economic principles, and their application to community economic development policy and strategy. It is designed to equip advanced students with an understanding of applied economics. Students will examine the economic problems faced by communities and explore analysis, policy and practice strategies to address them. Emphasis is given to domestic and international economic development issues affecting underdeveloped and developing countries. Students with a strong graduate-level background in economics and CED may request waiver of this course.

CED 815 Social Inequality (3 credits)
Social inequality is at the core of community economic development policy and practice. Therefore, this course is designed to make a major contribution to the professional preparation of doctoral and advanced M.A. students. We will achieve this by means of a thorough review of the current literature and an examination of how social scientists, policy makers, and practitioners conceptualize and address (or fail to address) social inequality. The basic premise of this course is that any doctoral dissertation in CED policy and research must address, at some level, social inequality. In this context, students will benefit from a course devoted to the major problems which they will be addressing in their dissertation work.

CED 851 Seminar in CED (3 credits)
This course involves the development and presentation of students' papers and the quality of discussions in the classroom setting. Occasionally, visitors and faculty will also present papers for discussion.

CED 858 Policy Analysis and CED (3 credits)
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 859 Advanced Policy Analysis and CED (3 credits)
This is the second of a two-part sequence on policy analysis. This sequence aims to provide a solid theoretical foundation for policy analysis from a CED perspective at national and international levels, and an applied foundation based on the skills for conducting policy analysis and sharpening the analysis of policy choices. It will present a framework that locates policy design within the larger study of politics, policy making and democracy. Students will analyze the role that social constructions have in determining the characteristics of policy designs. Students will also examine rationales for public policy, including market failure, and complementary analysis of government failure. Methods for identifying policy problems, establishing evaluation criteria, and selecting policy alternatives will be advanced. Prerequisite: CED 858.

CED 860 Transformation of Development Organizations (3 credits)
This is a foundations course in nonprofit planning for experienced nonprofit managers. This course provides the underpinnings of nonprofit strategic planning and strategic management. It addresses the theory and practice of strategic planning, planned change, and strategic management in the organizational development of nonprofit development organizations, with a particular focus on community-based development organizations (CBOs) in the United States and nongovernmental organizations (NGOs) in the international arena. The connections between political and managerial approaches to organizational development and planned change will be considered. Participants are expected to engage in a strategic planning or planned change program in their work organizations or to support such work in other development organizations.

CED 861 Nonprofit Management (3 credits)
This is a foundations course in nonprofit management for experienced nonprofit managers. It approaches nonprofit management from the perspective of what effective community-based development organizations (CBOs, CDCs) and nongovernmental organizations (NGOs) should do well. The course is designed as an integrative experience for advanced graduate students to enhance both theoretical and practical knowledge. It presumes familiarity with nonprofit management, public administration, program planning, the role of volunteer boards, staff and community stakeholders. Prerequisites: M.S. students need CED 707A & B or its equivalent, and permission of the instructor.

CED 862 Organizational Analysis for CED (3 credits)
This is an advanced skills-based course in quantitative organizational analysis for experienced nonprofit managers. It presumes familiarity with nonprofit management or public administration, and approaches nonprofit management from the perspective of what effective community-based development organizations (CBOs, CDCs) and nongovernmental organizations (NGOs) do well in core functions: organizational mission and governance; corporate structure and management practices; revenue performance and sustainability; and contributions to CED. Student teams will use a survey instrument to query a client; develop an organizational analysis; prepare a professional report outlining action recommendations, and present it to the client. This is an advanced course in the nonprofit management specialization, and acts as an elective in the doctoral methods sequence. Prerequisite: CED 861.

CED 863 Civil Society, Social Capital and Participation (3 credits)
This course focuses on the theme of "civil society" and how it relates to social capital and participation in the CED policy and practice arena. The purpose is to locate the concept of civil society in Smith, Marx and Weber, and make extended incursions into their respective studies of civil society. Armed with a familiarity with their original writings, students will be able to evaluate these references as well as draw their own. The course also seeks to historize the concept of civil society to further the analysis of its current conceptualizations and practice.

CED 864 Advanced Financial Analysis for CED (3 credits)
This is an advanced skills-based course in nonprofit management for experienced nonprofit managers. It approaches nonprofit management from the perspective of what effective community-based organizations (CBOs) and nongovernmental organizations (NGOs) do well in core financial functions. It includes financial analysis techniques to assess revenue performance, operational stability and long-term sustainability. This course is part of the nonprofit management specialization. Prerequisite: CED 861.

CED 865 Advanced Nonprofit Management (3 credits)
This is a course in strategic management and planned change management. It covers managerial principles and tools used in the development, implementation, and review of strategy for organizations, and the role of organizational leadership in managing continuous and planned change. Topics in strategic management include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. Topics in planned change management include models and theories of leadership, leading organizational culture, effective leadership models, theories and applications of change management, and leading and sustaining change. Prerequisite: CED 861.

CED 866 Globalization, States and the Community
(3 credits)
The ever-changing relationship between globalization, states and communities is addressed in this course, and framed in terms of CED policy and practice.

CED 881 Independent Study (3 credits)
Enrollment in this course requires the written permission of the Academic Coordinator or the Associate Director of the School.

CED 890 Dissertation Seminar Doctoral Continuation
(0 credits)
CED 890 is a doctoral continuation registration for all doctoral students who have taken the dissertation seminar sequence but have not completed a pre-dissertation proposal nor the comprehensive exams. CED 890 registration is under the student's dissertation seminar faculty. Students generally register for doctoral continuation to remain in status while they prepare a pre-dissertation proposal.

CED 890A Dissertation Seminar (3 credits)
This is the first course in a sequence designed to prepare students for the doctoral dissertation proposal. Students are guided to develop a draft dissertation proposal (dissertation pre-proposal) to coincide with completion of their coursework. This approach seeks to move students from coursework and comprehensive exams to dissertation, avoiding a long independent search for a dissertation topic. This seminar helps first year students gain familiarity with doctoral dissertation policy and expectations, identify and define a suitable research problem, begin to frame ideas into researchable questions, and conduct preliminary/exploratory reviews of the literature. It is driven by the interests and needs of participants, who will present and discuss their work, or invite guest researchers to share their experiences in CED research, thereby learning from their own projects and from the problems and solutions of other researchers. The seminar includes readings, presentations and active participation.

CED 890B Dissertation Seminar (3 credits)
This is the second course in a sequence designed to prepare students for the doctoral dissertation proposal. This approach seeks to move students from coursework to dissertation, avoiding a long independent search for a dissertation topic. This seminar helps first year students to define a suitable research problem, begin framing their ideas into researchable questions, and to refine their research plans by developing a comprehensive review of the literature and a narrative that clarifies the intellectual history of their research problem in theoretical and methodological terms. It is driven by the needs of participants, who will present and discuss their work, or invite guest researchers to share their experiences in CED research, thereby learning from their own projects and from the problems and solutions of other researchers. The seminar includes readings, presentations and active participation. Prerequisite: CED 890A.

CED 891 Doctoral Continuation (0 credits)
CED 891 is a doctoral continuation registration for all doctoral students who have completed comprehensives, and are supervised by a dissertation committee chair. CED 891 registration is under the student's Dissertation Committee Chair, who monitors timely progress of dissertation research. Students generally register for doctoral continuation prior to registering for their dissertation defense (CED 895).

CED 892 Advanced Dissertation Seminar (3 credits)
This is the third course designed to prepare students for the doctoral dissertation proposal. These seminars help students integrate the content of methods courses, and acquire the tools for a dissertation proposal: dissertation policy and expectations, analysis of research trends, critical literature review, framing feasible problems and the research question, effective research design, rigorous analysis, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal to coincide with completion of their coursework. CED 892 is designed to help students refine their research ideas by developing a research methodology to address their theory, research questions and hypotheses. It includes readings, presentations and active participation. Prerequisite: CED 890B.

CED 893 Advanced Dissertation Seminar (3 credits)
This is the fourth course designed to prepare students for the doctoral dissertation proposal. It also includes a fourth and final Lab in SPSS/Statistics with a focus on multivariate procedures. This seminar helps students integrate the content of methods courses with an emphasis on effective research design, a rigorous analysis plan, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal. Once students complete comprehensive exams, they use the 10-page dissertation pre-proposal to work with a Dissertation Committee Chair and Committee to craft a full dissertation proposal. It includes readings, presentations and active participation. Prerequisite: CED 892.

CED 894 Dissertation Proposal (0 credits)
CED 894 is a registration for doctoral students who are supervised by a Dissertation Committee Chair, working with an approved Dissertation Committee, and ready to present and defend their dissertation proposal. This course is registered under the student's Dissertation Committee Chair the semester that the dissertation proposal hearing is planned. Prerequisites: Permission of the Dissertation Committee Chair and the Doctoral Program Chair.

CED 895 Doctoral Dissertation (3 credits)
CED 895 is the final required registration for all doctoral students who are supervised by a Dissertation Committee Chair, working with a Dissertation Committee, have an approved dissertation proposal, and are ready to present and defend their dissertation. This course is registered under the student's Dissertation Committee Chair the semester that the dissertation defense hearing is planned. Prerequisites: Permission of the Dissertation Committee Chair and the Doctoral Program Chair.

Corporate Social Responsibility

CSR 510 Strategic Corporate Social Responsibility
(3 credits)
Businesses are increasingly integrating corporate social responsibility strategies into every functional domain. Financial, social, ethical and environmental issues are all part of a proactive approach to corporate social responsibility management. This course focuses on strategic CSR, defined as corporate strategy that is integrated with core business objectives and competencies to create positive social change and business value. Students will leave this class armed with a tool set of best strategic practices and the skills to analyze, develop, and make recommendations for implementing strategic CSR in their own companies and industries.

CSR 610 Business Ethics and Culture (3 credits)
Business Ethics and Culture explores the main concepts and theories in the business ethics field and provides students with decision-making frameworks and practical tools. It aims to develop the capacity of students to critically engage with issues of human rights, environmentalism and sustainable development, consumerism, and the role that corporations play in politics, and places these within different philosophical and cultural perspectives.

CSR 620 Corporate Governance and Accountability
(3 credits)
A proper governance framework is fundamentally important in enhancing the economic performance not only in individual firms but also in promoting welfare in society. Companies need to be accountable to wider stakeholder interests and within the context of corporate social responsibility. The number of stakeholders involved in governance systems is constantly increasing. Government and other regulatory agencies provide the platform through legislation, and boards of directors, auditors, shareholders, accounting professionals, company secretaries and employees all play their individual roles. The goal of this course is to introduce students to a wide range of accountability issues and governance procedures in the context of social contact.

Child Development

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

DEV 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.

DEV 520 History and Philosophy of the Child Study Movement (3 credits)
The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, among others are examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well integrated perspective.

DEV 540 Language and Cognitive Development
(3 credits)
The purpose of this course is to provide students with an understanding and a working knowledge of both the content and processes of cognitive and language development in children from birth through eight years of age. The primary focuses of the course are understanding different theoretical frameworks: (1) examining sequences and variations in the processes of cognitive change; (2) the interaction between the child and the social context; (3) the interaction of cognitive development with children's symbolic representation of knowledge particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings.

DEV 545 Psychosocial Development (3 credits)
This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, caregivers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school-aged children with relevant theory and research.

DEV 550 Administration of Child Development Programs (3 credits)
This course provides students with skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding and grant writing.

DEV 560 Family and Culture (3 credits)
This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic back-

grounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth.

DEV 565 Play (3 credits)

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and a parent/adult, a child within a group, and a child's solitary play.

DEV 601 Child Assessment (3 credits)

This course provides students with a basic understanding of the assessment of young children from birth to eight years of age. The primary goals for the course are (1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and (2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain understanding of the methods of interview, observation, standardized testing, and alternative assessment approaches for young children.

DEV 699 Child Development Practicum (3 credits)

The practicum is a culmination of a student's field experiences. It consists of a minimum of 150 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Ph.D. Doctoral Courses

DOC 890 Doctoral Colloquium (3 credits)

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. Prerequisites: QSO 510 and MBA 502 or equivalent.

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. Prerequisites: MBA 502 or equivalent and QSO 510.

Field-based Graduate Program in 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 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 (1 credit)

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 (1 credit)

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 assessment portfolios.

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 educational 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.

Education

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

EDU 501 Methods of Teaching Reading (3 credits)

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.

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. Prerequisite: Acceptance into TCP.

EDU 506 Teaching English Learners (3 credits)

In this course students will study the history, pedagogy, and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, understanding and introduction to other methods. The course will include clarification of issues such as the differences between bilingual instruction and teaching English learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

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

This course teaches students how to develop effective strategies and lesson plans for delivering content knowledge consistent with standards based learning. Using each student's primary content area as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum. Prerequisite: Acceptance into TCP.

EDU 520 The Educator Researcher (3 credits)

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, or communities in order to improve teaching and learning practices. Students will become familiar with purposeful quantitative and qualitative research design in order to develop an increased understanding of the issues, both theoretical and practical, that arise through the research process. An emphasis will be placed on understanding, interpreting, and critiquing educational research and developing resaerch proposals.

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 533 Learning Through Technology (3 credits)

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

EDU 535 Early Childhood Health and Science (3 credits)

This course addresses methods and content in the areas of health and science in early childhood. Students focus on preparing developmentally appropriate leaning experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with both standards.

EDU 537 Integrating Social Studies and the Arts for Young Children (3 credits)

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the essential content, processes, and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts content in early childhood and elementary grades will be addressed.

EDU 543 Learning Theories and Instruction (3 credits)

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

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 designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of UBD (Understanding By Design). Students will develop a working model of a curriculum unit using the UBD framework.

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 551 Integrated Elementary Curriculum, Instruction and Assessment (3 credits)

Using K-4 science education as a context, this course introduces the principles of the integrated curriculum, assessment, strategies, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the early elementary years. Prerequisites: RDG 503 and EDU 503.

EDU 552 Assessment *For* and *Of* Learning (3 credits)

This course is an introduction to assessment for teaching and learning content in grades K-12. Ethical issues of assessment and grading and types of assessment for and of successful student learning will be covered. Topics include the types, benefits, and uses of formal and informal assessment.

EDU 555 Student Centered Curriculum and Instruction
(3 credits)

This course will emphasize the teacher's critical role as a designer of student learning, and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connection between Understanding by Design (UbD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.

EDU 560 Methods of Teaching English in Middle and High Schools (3 credits)

This course helps prepare students to teach English in middle and high schools. It emphasizes integration of reading and literature, speaking, listening, and writing. Students will learn how to select appropriate reading materials; prepare mini, daily, and unit lessons; organize collaborative learning; and design writing assessments. Students also prepare an action research proposal in this course. Prerequisites: EDU 521 and EDU 533.

EDU 565 Methods of Teaching Social Studies in Middle and High Schools (3 credits)

This course helps to prepare students to teach history, geography, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare units that include other disciplines; differentiated instruction; and formative and summative assessments. Students also prepare an action research proposal in this course. Prerequisites: EDU 521 and EDU 533.

EDU 571 Student Teaching and Seminar
(6 credits)

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching in a NH public school. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the university. Prerequisites: Students shall be registered for this course upon: 1. Acceptance into Student Teaching, and 2. completion of all degree coursework. Applications to student teach are due one year in advance.

EDU 582 Educational Factors of Diversity
(3 credits)
This course examines a variety of factors that affect academic achievement for students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socioeconomic status, sexual orientation, and cultural pluralism will be examined.

EDU 601 Research Seminar (3 credits)
This course provides a review of research design and methods. Students will develop a research question and design a basic, applied, action or instrumental research project related to their professional interests. Prerequisites: EDU 520, EDU 533 and completion of 9 credits in program.

EDU 610 Ethics and School Law (3 credits)
The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

EDU 640 Integrating Digital Technology K-12 I (3 credits)
This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students. Prerequisite: Acceptance into TCP.

EDU 641 Integrating Digital Technology K-12 II
(3 credits)
This course is the second part of the study of the use of technology in elementary and secondary classrooms. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

EDU 642 Integration Specialist Toolbox (3 credits)
Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

EDU 650 Work-Based Learning (3 credits)
Students investigate and discuss current issues in business and vocational education. Topics include the effective employment of youth organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.

EDU 685 Global Educational Technology (3 credits)
This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacies. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

EDU 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. This serves as a prelude to the field experience in the second semester course.

EDU 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. Prerequisites: EDU 710. Background preparation: 6 credits of accounting.

EDU 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. Prerequisites: OL 610 and EDU 715 with a minimum grade of "B".

EDU 750 Seminar in the Teaching of Writing (3 credits)
This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others. Prerequisite: EDU 521.

EDU 760 School Facilities and Finance (3 credits)

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

EDU 765 School and Community Relations (3 credits)

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

EDU 770 Certification Internship (3 credits)

This is the capstone course for certified teachers seeking additional certification. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar held on campus.

EDU 775 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. Prerequisite: EDU 547.

EDU 780 School Organizational Leadership (3 credits)

This course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers' and administrators' decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities. Prerequisite: EDU 765.

EDU 790 Practicum in School Leadership (3 credits)

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership. Prerequisite: EDU 765.

EDU 910 Theory into Practice I (3 credits)

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

EDU 911 Educational Scholarship (3 credits)

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice. Prerequisite: EDU 910.

EDU 913 Sociocultural Analysis of Education Systems (3 credits)

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice. Prerequisite: EDU 910.

EDU 914 Reflection and Evaluation I (3 credits)

This course encourages candidates in assessing their reflection and evaluation skills and competencies in a large number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

EDU 916 Applied Research I (3 credits)

This course introduces techniques and approaches of applied research. Topics include: qualitative and quantitative methods, ethical and legal responsibilities of the researcher, and development of problem statements relevant to the candidates' own teaching/employment circumstances.

EDU 918 Applied Research II (3 credits)

This course builds upon EDU 916. Candidates will use qualitative, quantitative, or mixed methods to investigate a research question. Prerequisite: EDU 916.

EDU 919 Decision Making in Education Systems I (3 credits)

This course investigates multiple approaches to decision making in various educational contexts. Decision making models are introduced and applied to a variety of case studies.

EDU 920 Theory into Practice II (3 credits)
This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions. Prerequisites: EDU 910, EDU 911, EDU 913, EDU 914, EDU 916, EDU 918, EDU 919.

EDU 921 Reflection and Evaluation II (3 credits)
This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation. Prerequisite: EDU 914.

EDU 923 Decision Making in Education Systems II (3 credits)
This course builds upon EDU 919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts. Prerequisite: EDU 919.

EDU 924 Case Study I (3 credits)
This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

EDU 926 Case Study II (3 credits)
This course builds upon EDU 924. Candidates will use case study methodology to investigate a research question related to their research interests. Prerequisite: EDU 924.

EDU 928 Research-Based Independent Study I (3 credits)
This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

EDU 929 Research-Based Independent Study II (3 credits)
This course provides the opportunity for candidates to develop the research design and methodology that will be employed in their dissertation research. Candidates will complete a well-developed dissertation proposal. Prerequisite: EDU 928.

EDU 930 Theory into Practice III (3 credits)
This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process. Prerequisites: EDU 920, EDU 928, EDU 929.

EDU 943 Dissertation I (1 credit)
This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward the completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation. In EDU 943, candidates will collect, manage, and analyze data using the research methodology identified in their dissertation proposal. Prerequisites: EDU 928, EDU 929, EDU 930.

EDU 944 Dissertation II (1 credit)
This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward the completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the Chairperson, the candidate will make an oral presentation defending his/her dissertation for the Doctoral Committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation. In EDU 944, candidates will write a report of the findings and/or results of their dissertation research. Prerequisite: EDU 943.

EDU 945 Dissertation III (1 credit)
This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward the completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the Chairperson, the candidate will make an oral presentation defending his/her dissertation for the Doctoral Committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation. In EDU 945, candidates will develop conclusions based on their findings, discuss the results and make recommendations for future research. Candidates will prepare for the defense of their dissertation. Prerequisites: EDU 943, EDU 944.

EDU 950 Dissertation Colloquium (3 credits)
The Dissertation Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

Teaching English as a Foreign Language

EFL 501 Language Learning and Acquisition (3 credits)
This course explores contemporary knowledge about first and second language acquisition, including the influences of age, environment and motivation; learning styles and multiple intelligences; and learner language and inter-language.

EFL 502 Assessment (3 credits)
This course provides an introduction to proficiency, achievement, diagnostic and placement testing in respect to listening, speaking, reading, writing, grammar, and vocabulary. Principles of test construction, reliability, and validity are examined. The use of student portfolios in the EFL classroom and self-assessment and observation techniques, including checklists and anecdotal reports, also are covered.

EFL 503 Descriptive Linguistics of American English (3 credits)
This course covers two major areas. The first is the American English sound system. Students will learn the basics of AE phonetics and phonology, including vowels, consonants, diphthongs, pitch, and stress; place and manner of articulation; and international phonetic alphabet (IPA). The second is American English grammar. Students will learn the basics of AE morphology and syntax, including 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, evaluating, 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)

While the emphasis will be on "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 523 Listening and Speaking Techniques (3 credits)

This course explains and describes listening and speaking activities and techniques for students with varying proficiency levels in a variety of learning situations, and includes teaching simulations by the instructor and practice teaching by the participants.

EFL 525 Reading and Writing Techniques (3 credits)

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels in a variety of learning situations, and includes teaching simulations by the instructor and practice teaching by the participants.

EFL 526 Aspects of Literacy for Multi-lingual Learners (3 credits)

This course will examine the role of literacy in the public school classroom (K-adult) for linguistically and culturally diverse students. A careful analysis will be conducted of the reading process as it applies to both young English Language Learners (ELLs) and older ELLs who come to the classroom with varying degrees of literacy. The influence of the first language on reading in the second language classroom will also be examined.

EFL 527 Strategies and Techniques for Teaching Grammar (3 credits)

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

EFL 530 Methods of Teaching English Through Drama (3 credits)

The course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, readers' theatre, and other genres for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing and development, dramatic reading, play production, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners. Prerequisite: EFL 505.

EFL 531 Pronunciation Techniques (3 credits)

The course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

EFL 536 Content-based Instruction (3 credits)

This course focuses on sheltered instruction and methodology for the K-12 environment, but the principles are applicable to other CBI contexts as well.

EFL 537 Computer-assisted Language Learning (3 credits)

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL.

EFL 540 Socio-Cultural Context of Language Teaching (3 credits)

Topics include sociolinguistics, regional variation, and cultural diversity as they apply to TEFL/TESL. A unit on the history of the English language is also included.

EFL 599 Supervised Practice Teaching (3 credits)

Participants will have the opportunity to teach a wide variety of courses in the Manchester area. Opportunities involve teaching children as well as adults, life skills as well as academic English, etc. Participants will first meet as a class for lesson design, development, and preparation.

English

ENG 523 Screenwriting Fundamentals (3 credits)
** Only Offered Online

In this course, writers will learn the essential elements of screenwriting, including plot structure, character, scene, dialogue, and the craft of visual storytelling. Beginning with the mechanics of scripts for television and film and the process of script outline and written synopses ("treatments"), attention is then given to storytelling through script structure with a focus on feature-length film. Existing movie scripts and films will be examined as writers create and build on scenes and dialogue in preparation for the course's final project—a short one-act screenplay.

ENG 528 Poetry Fundamentals (3 credits)
** Only Offered Online

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their feature-length screenplay theses.

ENG 529 Fiction Fundamentals (3 credits)
** Only Offered Online

This course is designed to deepen writers' understanding and mastery of elements of fiction, including voice, point-of-view, theme, characterization, structure, reflexivity, symbolism, imagery, rhythm, and tone. Writers practice a variety of fiction writing, reading, and workshop skills. They also study major examples of the novel, novella, short story and representative critical texts.

ENG 530 Non-Fiction Fundamentals (3 credits)
** Only Offered Online

In this course, writers study several genres of creative nonfiction, including reportage and memoir, personal essay and biography, travel writing and science writing, literary journalism, and biography. Writers explore and master structure and technique through critical reading of modern and contemporary sources in these subgenres and through writing workshops in which they revise their own work and comment on classmates' writing. In addition to becoming better critical readers, writers begin to develop their own unique writing voices.

ENG 540 Contemporary Writers and Publishing
(3 credits)

This is a seminar in the historical and contemporary development of literary cultures. Students will examine the driving influences of the literary market, looking at the history and evolvement of the publishing industry, book review, literary organizations, literary awards, such as the Pulitzer Prize, the National Book Award, and others, and how these factors influence literary productions and careers. They will also examine the lives and the works of the most influential contemporary literary writers who have succeeded in the present culture. Additionally, students will prepare for current trends in publishing and learn how to submit their own

work for publication. Prerequisite: 90 undergraduate credits or permission of the instructor.

ENG 541 Non-Fiction Thesis Writing (3 credits)
** Only Offered Online

In this course, writers produce and revise work to include in their theses, continue to offer constructive feedback on class members' writing, and read and discuss major texts of creative nonfiction. Writers also reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis. Prerequisite: ENG 530.

ENG 547 Screenwriting Thesis Writing (3 credits)
** Only Offered Online

This workshop-oriented course is designed for writers who seek to write a feature-length screenplay for their theses. Writers will share script treatments (plot summaries), outlines, and written script pages, and offer constructive feedback on other class members' scripts, as well as watch films, read scripts, and discuss screenplays. Through the writing and revision process, writers will submit final feature-length script treatments, outlines, and the first act of their feature-length screenplay theses. Prerequisite: ENG 523.

ENG 548 Poetry Thesis Writing (3 credits)
** Only Offered Online

In this course, writers will produce work to include in their theses and offer constructive feedback on class members' writing. Writers will also read and discuss seminal poems in the English and American traditions. In addition, writers will reflect on their creation and revision processes, and begin to draft a preface that articulates their own poetic and provides an overview of the thesis. Prerequisite: ENG 528.

ENG 549 Fiction Thesis Writing (3 credits)
** Only Offered Online

In this course, writers produce work to include in their theses and offer constructive feedback on class members' writing. They also continue to read and discuss major texts of fiction in the English and American traditions. In addition, writers reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis. Prerequisite: ENG 529.

ENG 550 Graduate Studies in English Language
(3 credits)

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary 'morphology', phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest, such as the language of advertising or of propaganda. Prerequisite: 90 undergraduate credits or permission of the instructor.

ENG 551 Non-Fiction Thesis Completion (3 credits)
** Only Offered Online

Writers select the work they will include in their theses, continue to revise it, and, ultimately, complete it. They also offer constructive feedback on class members' writing and complete the preface they began in ENG 541. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis. Prerequisite: ENG 541.

ENG 555 Composition Theory and the Teaching of Writing (3 credits) *** Only Offered Online*

Students in this course will study key histories, theories, and technologies on which we ground composition pedagogies. They will research, discuss, and write about how theoretical concepts impact the teaching of writing; and they will reflect on, develop, and share their own pedagogical practices.

ENG 557 Screenwriting Thesis Completion (3 credits)
** Only Offered Online

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their feature-length screenplay theses. Prerequisite: ENG 547.

ENG 558 Poetry Thesis Completion (3 credits)
** Only Offered Online

In this course, writers will select the work they will include in their theses, continue to revise it, and offer constructive feedback on class members' writing. Writers will complete the preface they began in ENG 548, in which they will articulate their own poetic, identify the major works in the thesis, and explain why they included these works, and why they sequenced them as they did. Prerequisite: ENG 548.

ENG 559 Fiction Thesis Completion (3 credits)
** Only Offered Online

In this course, writers select the work they will include in their theses, continue to revise it, and, ultimately, complete it. They also offer constructive feedback on class members' writing and complete the preface they began in ENG 549. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis. Prerequisite: ENG 549.

ESL Program (Intensive English Program)

ESL 121 Introduction to ESL Listening (1/2 credit)
This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

ESL 122 Introduction to ESL Reading (1/2 credit)
This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

ESL 123 Fundamentals of English Grammar (1/2 credit)
This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125 Introduction to ESL Writing.

ESL 124 Introduction to ESL Speaking (1/2 credit)
This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

ESL 125 Introduction to ESL Writing (1/2 credit)
This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) is also introduced.

ESL 126 Comparative Cultures I (1/2 credit)
This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

ESL 131 Development of ESL Listening (1/2 credit)
This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

ESL 132 Development of ESL Reading (1/2 credit)
This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The students will also become familiar with text structure and organization.

ESL 133 Fundamentals of English Grammar II (1/2 credit)
This course helps students develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and

forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.

ESL 134 Development of ESL Speaking (1/2 credit)

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

ESL 135 Development of ESL Writing (1/2 credit)

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop topic sentences and supporting details. Students are taught to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

ESL 136 Comparative Cultures II (1/2 credit)

The emphasis of the class is the improvement of basic English communication skills such as listening and speaking while learning about cross-cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

ESL 141 Introduction to Academic Listening (1/2 credit)

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

ESL 142 Introduction to Academic Reading (1/2 credit)

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

ESL 143 Understanding English Grammar I (1/2 credit)

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145 Introduction to Essay Writing.

ESL 144 Introduction to Oral Communication (1/2 credit)

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

ESL 145 Introduction to Essay Writing (1/2 credit)

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

ESL 146 Comparative Cultures III (1/2 credit)

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations and written assignments involving current issues and different cultural perspectives.

ESL 151 Development of Academic Listening (1/2 credit)

This is an ESL advanced academic listening course, which integrates the four skills of listening, speaking, reading, and writing, with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend the main idea of the lectures; retrieve important facts and information and separate them from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.

ESL 152 Development of Academic Reading Course (1/2 credit)

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading and word analysis. Scanning and skimming

practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from text books; find specific data; use dictionary for vocabulary development; determine the objective or subjective nature of statements, and determine whether statements of opinion favor or oppose the given proposal or postulate; interpret information from tables, charts, graphs, and diagrams; understand referents; understand literal meanings and ability to identify cultural implications or influence; identify and understand topics; identify who, what, where and time period of text and/or author; research, read on topic, gather information, and make questions in margins of texts; interpret connotative meanings and figurative language in context; identify an author's audience, purpose, bias, viewpoint, and tone in extensive college-level material; and increase reading speed, with acceptable comprehension.

ESL 153 Understanding English Grammar II (1/2 credit)
This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined according to form and discourse usage. The specific focus of the class is determined by the results of a diagnostic grammar test, which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155 Development of Essay Writing.

ESL 154 Development of Oral Communication
(1/2 credit)
This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on an assigned academic topic; support opinions on an abstract or theoretical controversial topic by using general library or the Internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

ESL 155 Development of Essay Writing (1/2 credit)
This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to

agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

ESL 156 Comparative Culture Studies (1/2 credit)
This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

ESL 161 Advanced Academic Listening (1/2 credit)
This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

ESL 162 Advanced Academic Reading (1/2 credit)
This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

ESL 163 Understanding English Grammar III (1/2 credit)
This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/adjective/noun clauses, reduction of adverb and adjectives clauses.

ESL 164 Advanced Oral Communication (1/2 credit)
This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class

assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

ESL 165 Essay Writing for Academic Purposes
(1/2 credit)
This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism.

ESL 166 Comparative Cultures V (1/2 credit)
This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course.

ESL 241 Introduction to Academic Listening II (1/2 credit)
This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

ESL 242 Introduction to Academic Reading II (1/2 credit)
The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

ESL 243 Further Understanding English Grammar
(1/2 credit)
This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

ESL 244 Introduction to Oral Communication II
(1/2 credit)
This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such as shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and to living in American society, sharing opinions, and formally presenting material through Power Point usage.

ESL 245 Introduction to Essay Writing II (1/2 credit)
As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

ESL 246 Comparative Cultures IV (1/2 credit)
This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of non-native students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

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. Prerequisites: ACC 500 and MBA 502 or equivalent.

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 625 International Project Finance (3 credits)

This course is the application of modern financial theories and tools to international project finance. It focuses on differences between corporate and project finance. It discusses issues related to appropriate discount rate for international projects, real option application, project risk analysis, financing structure and governance structure. Prerequisites: FIN 500, INT 610 and INT 620.

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. Prerequisite: FIN 500.

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 650 Investment Analysis – NASD Series 7 (6 credits)

FIN 650 is a specialty finance course designed for students with a strong interest in the financial services industry. The course will prepare students to write the NASD Series 7 examination, an important credential and requirement to work as a registered representative at a broker-dealer. The course will cover topics related to the investment brokerage field, including securities investments, securities rules and regulations, customer accounts and investment companies. Prerequisite: FIN 500 or permission of the instructor.

FIN 655 International Investment and Portfolio Management (3 credits)

International money managers are exposed to the complexities of a multicultural, multicurrency environment in which they have to operate at a fast pace. The sheer complexity of the international capital markets calls for familiarity with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes and costs. It calls for familiarity with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques and skills the money manager should be equipped with to operate effectively in a complex global setting. Prerequisite: FIN 640.

FIN 660 Creating Value Through Mergers and Acquisitions (3 credits)

This course is a corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in FIN 500 Financial Management. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment. Prerequisites: FIN 500 and FIN 630.

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. Prerequisite: FIN 500.

FIN 680 Personal Finance Planning (3 credits)

*** Only Offered Online*

This course covers aspects of financial planning including historical development, personal financial statements, household budgeting, income tax planning, insurances, investment tools, retirement planning and estate planning. Emphasis is placed on ethical and responsible completion of fiduciary duties of a financial planner as well as skills and behaviors necessary for a duly beneficial relationship between client and planner. Other topics include current financial events, behavioral finance and international investing.

FIN 690 Financial Econometrics (3 credits)

This course focuses upon the fundamental statistical tools used in contemporary financial analysis both in academia and in the real world of finance itself. The course will involve both a theoretical development of the techniques as well as empirical applications. The applications will involve computer printouts with an emphasis on the SPSS statistical package and the EViews statistical package. The course will begin with a review and extension for the classical linear regression model, including its development in matrix form. The remainder of the course will then explore modern time-series econometrics, which is especially relevant for finance. Prerequisites: FIN 500, ECO 500.

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 630, FIN 640 or FIN 660 and FIN 690.

Graduate Language Studies

GLS 470 Writing the Research Paper (3 credits)
This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy.

GLS 471 Mastering English Grammar (3 credits)
This course focuses on correct usage of complex sentence structures and advanced grammatical forms as required to produce a graduate level paper. Topics addressed include combining ideas using subordination, identifying and correcting common sentence problems, and mastering verb tenses and verb forms. Samples of students' own writing are used to practice proofreading and editing skills. In addition, independent learning strategies such as using resources, self-editing and peer collaboration are practiced.

GLS 472 Team Work and Oral Presentation Strategies (3 credits)
In this course, instruction and practice focus on working effectively in teams to analyze cases, and plan and deliver presentations using PowerPoint. Employing topics that include career development, international negotiation, and environmental issues, strategies are introduced to facilitate oral communication in both group discussions and oral presentations. Self-assessment and group dynamics evaluation are practiced as strategies contributing to effective teamwork.

GLS 570 Graduate Research Strategies (3 credits)
This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy. This course is currently open to eMBA students only.

GLS 572 Effective Management Communications (3 credits)
In this course, students will demonstrate a broad range of communication skills through various forms of media in the business world. Students will participate and practice in working and communicating effectively in teams to analyze case studies, prepare various written forms, prepare for oral presentations, and develop interpersonal communication skills through dialogue. This course will help students plan for all steps that lead to an effective professional presentation but will not include presentation delivery. Topics include career development, international negotiations and environmental issues. Strategies are introduced to facilitate effective communication in group and individual discussions along with oral presentations. Self-assessment and group dynamics evaluations are practiced as strategies contributing to effective teamwork. This course is currently open to eMBA students only.

Healthcare Management

HCM 500 Healthcare Informatics (3 credits)
** Only Offered Online
Students will learn the history and current state of healthcare and how the industry uses information systems. Throughout the course students will discuss types of information systems, such as the electronic medical record (EMR), laboratory and radiology systems and more. Students will also study trends in new practices, such as telemedicine and home healthcare, and how they function in various healthcare settings. Finally, students will explore how these and other industry trends, with the use of technology, can improve patient care.

HCM 520 Healthcare System: Policy, Practice and Process (3 credits) *** Only Offered Online*
This course provides an in depth study of the U.S. healthcare system, analyzing current policy and practice and the complex issues affecting the healthcare industry. Students will use critical thinking and research skills to explore the economic influences as well as governmental regulation and healthcare policy on practice and process.

HCM 600 Social and Organizational Issues in Healthcare (3 credits) *** Only Offered Online*
Students will learn the social, ethical and organizational challenges healthcare workers at all levels face with the incorporation of technology into the healthcare setting. Students will study change management strategies, current in the healthcare industry, including the impact of introducing or enhancing clinical information systems, while providing quality care, and the effect of these systems on patients and on interdisciplinary teams within the healthcare setting.

HCM 610 Legal Aspects of Healthcare (3 credits)
** Only Offered Online
Designed for healthcare professionals with no law background, this course provides an in depth study of the U.S. law/legal system pertaining to the healthcare industry ranging from professional and corporate liability, government regulations, privacy, insurance, malpractice, antitrust, intellectual property and a range of topics that define and continue to shape the healthcare industry.

HCM 620 Financial Management in Healthcare (3 credits) *** Only Offered Online*
Developed for the healthcare administrator and executives, this course prepares students with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector. Analysis and identification of healthcare financial trends, finance sources and reimbursement models will be addressed.

HCM 650 Risk and Quality Management in Healthcare
(3 credits) *** Only Offered Online*
Quality improvement models, risk assessment and management strategies are identified within this course to provide students with a thorough understanding of the risks within healthcare professions and organizations and to develop quality improvement models to minimize risk whether financial or more significant loss.

Hospitality Business

HOS 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 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 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, QSO 510, MKT 500, OL 670 and OL 690.

HOS 700 Seminar in Services Management (3 credits)
Past, present and future trends in the lodging, food service and the travel and tourism industry are identified and analyzed. Current research in the hospitality and tourism industry and related disciplines, is presented, reviewed and discussed. Prerequisites: HOS 550 and QSO 510.

Human Resource Management

HRM 630 Topics in Health Administration (3 credits)
*Only Offered Online***
This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services which meet the needs of diverse clientele and a complex environment. Included are topical presentations by health care providers concentrating on the structure and delivery of quality health services. Prerequisites: OL 500, OL 690.

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 601 Global Entrepreneurship (3 credits)
This course explores the entire process of engaging in entrepreneurial activities in the global arena. The course covers in detail five essential areas of business development in the global market: fundamentals and identifying opportunities, valuation and risk management, mobilizing resources, managing contingencies and changing contexts, and growth, harvesting and exit of businesses. Each of these areas will be covered in detail and supported with actual global case studies to enhance the learning of concepts. Students will test their skills by researching the creation of a global company.

INT 605 Introduction to International Business and Information Technology (3 credits)
Students are introduced to the theories of globalization with emphasis on the impact of information technology. Through case analysis and group research, students will explore the impact of information technology on the operation of the multinational firm.

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.

INT 621 Advanced Multinational Financial Management
(3 credits)
The course focuses on a global company's short and long term financing and investment decisions as well as measurement and management of exchange rate and international interest rate risk. A range of advanced international finance techniques and their institutional setting are introduced throughout the course and students are exposed to practical applications through case studies and other experiential learning techniques. Prerequisite: INT 620.

INT 625 International Project Finance (3 credits)
This course involves the application of modern financial theories and tools to international project finance. It focuses on differences between corporate and project finance. It discusses issues related to appropriate discount rate for international projects, real option application, project risk analysis, financing structure and governance structure. Prerequisites: FIN 500, INT 610, INT 620.

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.

INT 655 Understanding Emerging Markets (3 credits)
This course is designed to provide a unique international business experience to students through an experiential learning process structured around a required international field trip. The course combines an online preparation stage where students theoretically examine the forces underlying political and economic dynamics in emerging markets with a live case study conducted through a field trip to one or two designated emerging market economies. Through an in depth analysis of cultural, political and economic factors encapsulated in these two stages, students will learn about critical strategic issues and operating challenges as well as business conditions of emerging markets and develop perspectives on managerial issues and gain essential skills for success. 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. Prerequisite: INT 610.

INT 695 Seminar in International Business and Information Technology (IB/IT) (3 credits)
This capstone course is designed to provide a practical application of the concepts and theories of how to apply information technologies to international business problems. Focused on how information technology can be used to solve contemporary global business issues, students will gain a real-world perspective through project work. Prerequisites: IT 550 and INT 605.

INT 700 Multinational Business Strategy (3 credits)
This is a capstone course for the international business certificate. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized. 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 Ph.D. in International Business Program. Prerequisites: INT 600 and INT 610.

International Business Doctoral Courses

INT 800 Foreign Direct Investment (3 credits)
This course builds on the foundations acquired in financial management and international finance to create an understanding of international capital markets and the process of strategic and financial evolution that accompanies international investment and international financial market participation. Prerequisite: INT 610.

INT 810 Globalization, Economic Reform and Growth in Emerging Markets (3 credits)
This course explores the theoretical and empirical literature on economic reform and globalization nexus in the emerging markets context. The course enhances student's appreciation of research process and helps development of a research agenda in subjects related to macro and micro integration of emerging markets to the global economic system. More specifically the course focuses on transition from centrally planned or government dominated economic systems to market economy and its micro and macro implications. A particular emphasis is placed on the multinationalization of emerging market companies. Prerequisite: INT 610.

INT 820 Seminar in Multinational Finance (3 credits)
This course focuses on the theoretical and empirical literature in international finance. The seminar emphasizes development of research capability as well as mastery of theoretical, empirical and conceptual issues in international finance. The student is exposed an advanced body of knowledge and research methods in international finance through analytical review of relevant literature and empirical projects. Prerequisite: INT 620.

INT 830 Theories of Globalization (3 credits)
This is a doctoral seminar that develops, examines and evaluates competing and complementary theories of globalization. Students taking this seminar should regard it as helping them form the basis of their understanding of globalization as a conceptual and empirical phenomenon for their doctoral dissertation work in the international business department.

INT 840 Seminar in Multinational Marketing (3 credits)
Prerequisite: INT 640.

INT 850 Seminar in Global Business Strategy (3 credits)
Prerequisite: INT 700.

INT 880 Advanced Quantitative Analysis in International Business I (3 credits)
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: QSO 510 or equivalent determined by the QSO department chair.

Southern New Hampshire University

INT 881 Advanced Quantitative Analysis in International Business II (3 credits)

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: INT 880.

Information Technology

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. Note: IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

IT 501 Object Oriented Application Development (3 credits)

This course provides a comprehensive introduction to the principles and practices of object-oriented software development and provides a foundation for developing quality software. Students develop skills in applying object-oriented concepts to solve software problems and implement solutions. The course also teaches the concepts and design of algorithms for problem solving and includes the topics of data structures as they are related to the algorithms that use them. The course provides the technical foundation necessary to handle the material covered in subsequent IT courses.

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. Prerequisite: IT 510, or permission of the instructor.

IT 503 Digital Commerce and eBusiness (3 credits)

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of web-centric forms of communication and trade among commercial, industrial, institutional, governmental, employee and consumer participants and partners. Important areas such as e-business 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, or permission of the instructor.

IT 510 Advanced Information Technology (3 credits)

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information systems. Topics include information system development methodologies, systems planning, requirement analysis, systems implementation, software engineering, project management, and interface, database and process design. Prerequisite: IT 501 (may be taken concurrently).

IT 518 Game Design and Development (3 credits)

An introduction to tools and techniques used in computer game design and development, and applications for entertainment games, serious games, and business simulations. Includes an analysis of the concepts and tools used in computer game artificial intelligence, interaction of three-dimensional objects, story-boarding, and other areas. Students have the opportunity to work with computer game engines, editors, and programming languages used in the professional game development community.

IT 548 Information Security (3 credits)

This course explores the basic concepts in information security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include approaches in an organization to prevent, detect and recover from the loss of information; cryptography and its applications; and security in computer networks and distributed systems. Prerequisite: IT 500 or IT 510, or permission of the instructor.

IT 549 Foundation in Information Assurance (3 credits)

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments. This course is lab intensive. Prerequisite: IT 500 or IT 510 or permission of the instructor.

IT 550 Management of Information Technology (3 credits)

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) the interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) the actual management of the IT function within the organization; (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. The course makes extensive use of case studies. The focus is on both national and global perspectives. Students write a research paper on the business impacts of emerging IT trends. Prerequisite: IT 500 or IT 510, or permission of the instructor.

IT 560 Database Applications for Data Analysis (3 credits)

This course focuses on business problem analysis to determine data needs, and focuses on developing problem solutions. Solutions consist of creating databases and using

software tools to manipulate them in order to extract useful information for business decision support. Students learn how to construct interfaces to enter and retrieve data from large databases. Various types of data analyses are covered as well as database security issues from the user perspective. Prerequisite: IT 500 or IT 510 or permission of the instructor.

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, Linux and UNIX. Prerequisites: IT 501 and IT 510, or permission of the instructor.

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 websites. Interoperability solutions such as SOAP and BizTalk are studied. A project that builds an e-business solution is a major part of the course. Prerequisites: IT 502, IT 510, IT 600, IT 640, IT 650 and IT 665, or permission of the instructor.

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. Prerequisites: IT 501 and IT 510, or permission of the instructor.

IT 616 Systems Implementation (3 credits)
This course focuses on the techniques and tools necessary to achieve successful system implementation. Topics covered include managing the system implementation process, implementation design issues, how application development is affected/constrained by existing software, techniques for writing quality code, techniques for testing code, understanding the role of proper documentation, and understanding, designing and managing implementation support functions. Students go through all the steps necessary to code, test and develop an actual working system. The course consists of a mix of lectures and laboratory work. Prerequisites: IT 510, IT 610, and IT 650, or permission of the instructor.

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 pro-

vides hands-on experience with object-oriented development environments. Prerequisites: IT 501 and IT 510, or permission of the instructor.

IT 625 Information Technology Project and Team Management (3 credits)
This course introduces students to the principles and practices necessary to be an effective IT project manager. The course covers project scope, time, cost, quality and human resource management techniques as applied to the kinds of project management problems and issues unique to the IT environment. Students learn how to design an actual IT project structure and will obtain hands-on experience using project management software. Emphasis is on the techniques of project management, leadership, teamwork and project risk management as applied to the IT environment. Case work is an important part of this course. Prerequisites: IT 501 and IT 510, or permission of the instructor.

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. Modeling software is used. Prerequisites: IT 501 and IT 510, or permission of the instructor.

IT 640 Telecommunications 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. Prerequisite: IT 600, or permission of the instructor.

IT 641 Telecommunications for Business (3 credits)
This course is an introduction to telecommunications technology, standards, policy and strategy for business managers in a global environment. Topics covered include the basics of data communications and networking, uses and applications of telecommunications and the convergence of data communications and other types of communications. These include phone, multimedia and other systems. Technology and standards of telecommunications are covered in this course from the perspective of business managers. Prerequisite: IT 500 or IT 510, or permission of the instructor.

IT 642 Information Security Management (3 credits)
Information Security Management will provide the techniques and skills necessary to build, review or revise an Information Security Organization using a combination of policies, architecture, risk assessments and business goals. These skills are necessary for organizations that have a need to protect information which is necessary in order to keep the

business viable. Topics include risk management, project management and staff development. This course is lab intensive. Prerequisite: IT 549 or permission of the instructor.

IT 643 Network Assessment and Defense (3 credits)
This course covers the fundamental skills and knowledge in evaluating internal and external threats to network security and design, how to enforce network level security policies, and how to ultimately protect an organization's information. It includes a broad range of topics from secure network fundamentals, protocols and analysis, standards and policy, compliance and operational security; threats and vulnerabilities; application, data and host security, access control and identity management; and cryptography. Students who have completed the course will have a full understanding of defensive measures taken to secure their organization's information, and along with the proper knowledge necessary to comprehend overall network security posture and the basic practices in vulnerability assessment. This course is lab intensive. Prerequisite: IT 549 or permission of the instructor.

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; and 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. Prerequisites: IT 510, IT 600 and IT 640, or permission of the instructor.

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 510, IT 600, IT 640 and IT 650, or permission of the instructor.

IT 647 Web Site Construction and Management (3 credits)
This course is an introduction to the construction and management of interactive websites. It involves technical issues such as standards, HTML/XML, scripting, embedded rich media and database connectivity; design issues such as audience analysis, content organization, accessibility, page layout, styling and templates; and management issues such as organizing, branding, managing and marketing the website. The course focuses on designing websites with creative interfaces, aesthetic style, functional structure and naviga-

tion. There is equal emphasis on technical proficiency, creative comprehension and management concepts. Hands-on labs. Prerequisite: IT 500 or IT 510, or permission of the instructor.

IT 650 Principles of Database Design (3 credits)
This course introduces the student to the design, development, and implementation of database management systems (DBMS), emphasizing the relational database architecture. Students work on the development of database applications, theories, and methodologies. Both logical modeling techniques and physical implementation are covered. Students develop hands-on skill competencies in database programming using SQL through a series of training models, in addition to class exercises and cases. Prerequisites: IT 501 and IT 510, or permission of the instructor.

IT 655 Database Application Development (3 credits)
Building on the foundation developed in IT 650, students will learn advanced database design and management techniques. The course deepens the knowledge and understanding of database design concepts introduced in IT 650. Prerequisite: IT 650, or permission of the instructor.

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. Prerequisites: IT 510 and IT 650, or permission of the instructor.

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, or permission of the instructor.

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 510, IT 600, IT 640 and IT 650, or permission of the instructor.

IT 670 Topics in Information Technology (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 prerequi-

sites may be required depending upon the course topic, or permission of the instructor.

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. Prerequisites: IT 650, or permission of the instructor.

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, or permission of the instructor.

IT 690 Building Knowledge-based Expert Systems
(3 credits)

This course offers theoretical and practical aspects of artificial intelligence including 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. Prerequisites: IT 510 and IT 660, or permission of the instructor.

IT 700 Information Technology Strategy and Policy
(3 credits)

This is the capstone course of the IT Master's Degree program and is designed to provide in-depth understanding of the central role of information technology in the contemporary business environment. Students develop an understanding of the strategic uses of information technology from a business perspective at the enterprise level. Students also learn how to manage the information technologies in the firm. They learn how to harness the power of these new technologies, enabling them to make better decisions and more effectively manage their organizations. Students conduct an extensive research project on the business impact of emerging technologies. The course also incorporates considerable use of case studies to give the student more experience with the issues and problems faced by IT managers and executives. Prerequisites: IT 510, IT 600, IT 610, IT 625, IT 630, IT 640, IT 650, or permission of the instructor.

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 E-business. 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 websites to serve those needs and to add value to the business. Through supplemental readings, students will keep up on emerging web-commerce technologies. Prerequisites: IT 502, IT 510, IT 600, IT 601, IT 640, IT 650 and IT 665, or permission of the instructor.

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. Prerequisites: IT 500, IT 660 and IT 690, or permission of the instructor.

Justice Studies

JUS 600 Police in the American Experience (3 credits)

A comprehensive examination of the role of police as gatekeepers in the justice system with particular attention given to their role, function and responsibilities inside the legal system commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy as will the perennial issues surrounding police behavior—police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law of arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals, receive significant coverage.

JUS 601 Correctional Policy and Practice (3 credits)

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere—allowing an even-handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment including HIV/AIDS in the facility, free expression and political speech, the right to vote, family and conjugal visitation, matters involving parole and furlough as well as the theory of rehabilitation, both medical and mental in prison operations. Lastly, the course evaluates the

diverse schools of thought in the matter of punishment including its legitimacy and its condemnation and addresses the more controversial questions in prison practice and therapeutic activity as punishment.

JUS 602 Courts and Judicial Process (3 credits)

This course is a study of select issues and problems concerning the judicial function and appellate process in the federal system. Initially, the course is devoted to a study of legal doctrine affecting the appellate process, including: judicial issues of particular interest at the appellate level; final orders and interlocutory appeals; prudential considerations limiting appellate review; issues of federalism affecting relations between federal and state courts; waiver of appealable issues; the proper scope and standard of review (with emphasis on administrative agency appeals); and the remedial authority of the courts. The course ends with a focus on the judicial process from a more reflective and philosophical perspective, including: a critique of the judicial philosophies of some leading jurists; a consideration of the function of courts and judges in a democratic society; and preparation of a short paper dealing with some significant aspect of the judicial process.

JUS 603 Law, Ethics, and Justice System (3 credits)

This course will offer an inquiry into the interplay of law, morality, ethical reasoning and Western legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing and delving into perennial legal and moral problems that plague cultures. An overview of the major legal theories about the nature of law and its place in the political system will be included. Among the issues considered are the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.

JUS 604 Legal and Justice Research (3 credits)

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success including: judicial reports, including federal and state court reports and citation forms; case finding aids, including federal, state, and Supreme Court digests and encyclopedias; citors such as Shepard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids and non-legal research aids. The student will also be exposed to the various types of law including crimes, civil actions, contract and business actions as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation, and preparation of legal documents.

JUS 605 Organized Crime (3 credits)

A graduate level examination of the dynamic referred to as "organized crime" picking up where the undergraduate course ends. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

JUS 606 Planning/Tactics: Homeland and WMD (3 credits)

A graduate level examination to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze, organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

JUS 607 Terrorism and Strategic Response (3 credits)

The course will help "bound the problem" of homeland security by examining how terrorism has spurred sharp changes in U.S. strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of Threat and Vulnerability Assessments will be thoroughly discussed as well as various procedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed as well as evacuation plans and emergency plans.

JUS 608 Employment Law (3 credits)

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.

JUS 609 Private Sector Justice (3 credits)
A basic overview of the role of private sector justice in the American experience is the course's chief aim. How security firms deliver services, and how these same entities work with public justice agencies are chief stresses of the course. An overview of private sector justice is provided and includes perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, the debate on professionalization are other areas of major intellectual concern. The course also heavily dwells on how law and legal principles of police practice are central to the delivery with students being exposed to the various regulatory, administrative, statutory and constitutional dynamics of private sector justice.

JUS 620 Emergency Management (3 credits)
This course is an introduction to the strides made by Federal, State, and local governments to educate the public about natural disasters. It provides a scope of preparedness to prevent the inherent discontinuity of citizens' lives caused by major disasters. The course presents theories, principles, and approaches to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with four attendant steps, which include Mitigation, Preparedness, Response and Recovery. The role, duties, and importance of the Emergency Manager will also be discussed.

JUS 621 Contemporary Issues in Homeland Security
(3 credits)
This course is designed to involve the examination of current issues and concerns with the ever-shifting homeland security policy and its impact upon the practice in the field. Innovations and reactions from politicians, citizens, and practitioners will serve to offer students insight into the challenges of implementing and maintaining homeland security.

JUS 699 Practicum in Justice Studies (3 credits)
This course will offer an independent opportunity for mature and scholarly graduate students to build on and further develop research, writing, and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study.

JUS 700 Justice Studies Thesis (4 credits)
Intensive production of a graduate level thesis under supervision of a Director and Committee and in accordance with departmental and university policy constitutes the Thesis course. Far more substantive than a research paper, the thesis may either be quantitative or qualitative in design, but in any case need address a pertinent issue of originality in the field of law and public safety. Thesis will be authored under standards promulgated by the Modern Language Association (MLA) or under the rules and guidelines published by the Uniform System of Citation of Harvard Law School. Students need to consult with the Program Director for guidance and instruction on other requirements.

Literature

LIT 500 Graduate Studies in Literary theory (3 credits)
This course is an introduction to the major schools of contemporary literary theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 502 Topics in American Literature (3 credits)
This course traces the development of American literature from the nation's founding to the late Twentieth Century. Readings may include classics by Bradford, Bradstreet, Wheatley, Crevecoeur, Emerson, Thoreau, Dickinson, Hawthorne, Whitman, Melville, Douglass, James, Crane, Chopin, Gilman, Fitzgerald, Faulkner, Hurston, O'Connor, Pynchon, Major, Morrison, Cisneros, and Alexie among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 503 Topics in British Literature (3 credits)
This course examines major prose and poetry of English writers from the Anglo-Saxon period to the late Twentieth Century. Readings may include classics by Chaucer, Spencer, Milton, Shakespeare, Wollstonecraft, Wordsworth, Keats, Shelley, Tennyson, Eliot, Bronte, Browning, Hardy, Woolf, Barnes, Barry, and Mieville among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 506 Medieval Literature (3 credits)
This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE.). We will spend about half the course on Old English literature and half on Middle English literature. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 507 Renaissance and Restoration Literature
(3 credits)
This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherley. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with

early experiments in prose fiction. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 508 18th-Century British Literature (3 credits)
This course surveys the literature of the "long 18th century," from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theater. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course will may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country, and the enlightenment movement. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 509 Romantic Literature (3 credits)
The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to and shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read authors such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 510 Victorian Literature (3 credits)
Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art, and literature. It was a century of industrialization, empire-building, new discoveries, and social revolution. This course studies representative selections from major poets and prose writers, and explores the social, political, and intellectual changes reflected in the literature of the Victorian period. Authors may include Alfred, Lord Tennyson, Browning, Barrett Browning, Dickens, Charlotte Brontë, and Wilde. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 511 Modern British Literature (3 credits)
This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners—James Joyce, D.H. Lawrence, and Virginia Woolf —as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 512 Early American Literature (3 credits)
While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620—with the settlement of Plymouth Plantation—through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political and artistic freedom. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 513 The American Renaissance (3 credits)
While the authors and texts studied in this course may vary, this course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 514 American Realism and Naturalism (3 credits)
While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and new theories of evolution. Authors may include Twain, James, Chesnutt, London, Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 515 20th-Century American Literature (3 credits)
This course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with postmodern literature about contemporary issues such as race, religion, technology, and war. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 517 European Literature (3 credits)
This course will trace the development of European literature. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 518 World Literature (3 credits)
This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 519 Shakespeare (3 credits)
Students will study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 522 Popular and Contemporary Literature (3 credits)
This course will analyze today's popular and contemporary fiction. What makes a book a "best seller?" What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarms generally try to touch that nerve also, but they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture—prominent elements in our psyches, popular culture, and pulp fiction—though we will certainly discuss other themes as well. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 523 Studies in Drama (3 credits)
This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genre's form, but will also experience the important role the genre has played in American, British, European, and global society and culture. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 525 Studies in Novel (3 credits)
This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the complex dynamics of the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 527 Studies in Poetry (3 credits)
This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influential poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, themes, and role within the field of poetry. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 528 Multi-Ethnic Literature (3 credits)
Since the beginnings of American literature, writers have been concerned with defining and creating American identity. After the Civil Rights movement, many writers defined American identity in ethnic and racial terms, arguing for a revised, pluralistic idea of American identity. Students will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, and Chicano heritages. In addition to race and ethnicity, students will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 530 Gender and Text (3 credits)
Focusing on literary works about women, women's roles, as well as masculinity and men's roles, students will analyze how gender, race, sexuality, class, and other factors influence various writers' representations of gender roles. The course also examines how definitions of gender roles change over time and across cultures. Students will read selections from feminist theory and gender studies that illuminate pervasive assumptions about women and men, past and present. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 535 Major Author Studies (3 credits)
In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 545 Postcolonial Encounters (3 credits)
We will explore an array of regional and national literatures from the "third world," such as Africa, India, Latin America, and the Caribbean. In addition, we will also address questions of culture and knowledge production in those areas, the dialectic between first and third world, as well as the notions of the modern, civilized metropolitan center and

the traditional primitive periphery. We will also take up questions concerning autonomy and authority, power and powerlessness, voice and silence, and the re-presentation of fundamental theoretical concepts like culture, identity, racism, immigration, and decolonization to name a few. Our task, then, is to carefully re-examine postcolonial literature from beyond the western metaphysical lens. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 550 The Black Literary Tradition (3 credits)

This course surveys African-American literature from its earliest roots through the slave narratives, the Harlem Renaissance, the Black Arts movement, and into contemporary literature. Students will read works that illuminate both the history of African America and hotly debated ideas of racial identity. Course readings may include works by Washington, DuBois, Ellison, Brooks, and Morrison. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 555 American Modernism (3 credits)

Using a thematic approach, this course explores important aspects of literary modernism as it pertains to the American historical, social, technological, intellectual, and political experience between the end of World War I and the 1950s. The course immerses students in modernism via fiction, poetry, and critical essays by major American authors and poets of the period. It also asks students to identify and articulate the relationship between race, gender, regional perspectives, and ethnicity in the context of modernist American literature. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 650 Graduate Seminar in American Literature (3 credits)

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 651 Graduate Seminar in British Literature (3 credits)

This course uses a thematic approach to explore works of British writers. The specific sections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format. Students will complete a seminar paper. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 652 Graduate Seminar in Global Literature (3 credits)

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Prerequisite: 90 undergraduate credits or permission of the instructor.

LIT 685 Graduate Thesis in Literature (3 credits)

This year-long course offers students the opportunity for graduate level research and writing in some chosen area of American, British, or world literature. Students must formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a bi-weekly basis to review progress on research and written work. The final result will be a scholarly essay of 40-60 pages, to be presented as an academic paper in a public forum.

LIT 690 MA English Capstone (3 credits)

Students register for this course in their final term, as a culmination of their work in the program. They satisfy the requirement by completing a thesis, submitting a portfolio of their literary-critical writing along with a retrospective evaluative essay, or passing an examination on English and American Literature.

M.B.A. Graduate Courses

MBA 501 Mathematics and Statistics for Business (3 credits)

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative, analytical and problem-solving skills that are so important for success in the world of business today. *Note: If MBA 501 is assessed by admissions to be satisfied based on previous undergraduate course work, students may not take this course for credit.*

MBA 502 Economics for Business (3 credits)

Economics for Business, presented in the traditional in-class or the online format, is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy. Prerequisite: MBA 501 or equivalent. *Note: If MBA 502 is assessed by admissions to be satisfied based on previous undergraduate course work, students may not take this course for credit.*

MBA 503 Financial Reporting and Analysis (3 credits)

This course is designed to help future business leaders across all functional areas appreciate and understand the rules and regulations, processes and procedures, and significance of financial accounting statements and reports. It provides a balanced presentation between how statements are prepared and, more importantly, how to analyze these statements and

footnotes to assess a company's performance within the industry and management's performance within a particular company. New government regulations have made the integrity and quality of financial accounting information everyone's responsibility. This course will help future business leaders conduct better internal audits, improve forecasts and valuations, and make better management decisions. *Note: If MBA 503 is assessed by admissions to be satisfied based on previous undergraduate course work, students may not take this course for credit.*

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.

MBA 700 Strategic Management (3 credits)
This capstone course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources. Prerequisites: FIN 500, IT 500, QSO 510 and OL 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 (6 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.

M.F.A. Graduate Courses

MFA 510 MFA Workshop: Fiction Writing I (12 credits)
Fiction Writing I is a course designed to provide the student entering the MFA program in fiction a grasp of the central principles of writing professional quality fiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during the period. By the end of the course the student should have completed between 60 and 120 pages of polished fictional prose (prose well beyond the first or second draft).

MFA 511 MFA Workshop: Fiction Writing II (12 credits)
Fiction Writing II is designed to extend a student's grasp of the essential principles of writing professional-quality fic-

tion. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit a reading journal on the two assigned books and brief critical papers on selected stories and novels they are reading during the semester. Prerequisite: MFA 510.

MFA 512 Graduate Fiction Workshop III (12 credits)
Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 510 and 511). In this course, students will write an extended critical essay on a contemporary author or authors, continue work on their book-length thesis project in fiction, and develop critical literacy by continuing to read in prose fiction genres. Prerequisite: MFA 511.

MFA 513 Graduate Fiction Workshop IV (12 credits)
Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing, and participation in workshops, lectures, and public readings. By the end of the course students should have a manuscript of prose polished to a level of professional quality to be suitable for submission to agents and editors. Prerequisite: MFA 512.

MFA 520 MFA Workshop: Nonfiction Writing I
(12 credits)
Nonfiction Writing I is a course designed to provide the student entering the MFA program in nonfiction a grasp of the central principles of writing professional-quality nonfiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during that period.

MFA 521 MFA Workshop: Nonfiction Writing II
(12 credits)
Nonfiction Writing II is designed to extend a student's grasp of the essential principles of writing professional quality nonfiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. By the end of the course the student should have completed a series of short critical essays and between 60 and 120 additional pages of polished nonfiction prose. Prerequisite: MFA 520.

MFA 522 Graduate Nonfiction Workshop III (12 credits)
Nonfiction Writing Workshop III builds on the foundations laid in the previous year. In this course, students will research and write an extended critical essay (suitable for publication) on a contemporary author or authors, continue working on a book-length thesis project in nonfiction, and develop critical literacy by continuing to read in prose nonfiction genres. Prerequisite: MFA 521.

MFA 523 Graduate Nonfiction Workshop IV (12 credits)
Nonfiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing, and participation in workshops, lectures, and public readings. By the end of the course, students should have a manuscript of prose polished to a level of professional quality to be suitable for submission to agents and editors. Prerequisite: MFA 522.

Management

MGT 700 Critical Issues in Management Capstone
(3 credits) ** *Only Offered Online*
This course is the capstone course for all M.S.M. programs, designed to address issues that are important in understanding today's approaches to management. The course will analyze critical management functions including strategy, governance, competitive advantages, human resources and organizational leadership and others. In addition, the core concepts of management as well as the critical issues and concepts studied in previous M.S.M. courses will be integrated in a big-picture framework of management.

Marketing

MKT 500 Marketing Strategies (3 credits)
This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.

MKT 555 Social Media (3 credits)
This course provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media. Social media (such as Twitter, Facebook, blogging, and podcasting) are relatively inexpensive and accessible technologies that enable individuals, almost instantaneously, to create, publish, edit, and/or access messages intended for audiences ranging from a single recipient to millions of readers or viewers. Students will learn how to explore the possibilities and limitations of various social media and will learn how to apply and adapt basic and advanced marketing strategies to construct and critically evaluate social media texts, their impact, and their practical use in marketing contexts. Students will also examine the general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Finally, students will gain basic hands-on experience with several forms of the most current social media technology.

MKT 605 Integrated Marketing Communications
(3 credits)
This course will examine and analyze the value-based integrated marketing communication (IMC) process that focuses on aligning communication objectives with corporate goals. Students will investigate cases that explore each step in the IMC process and will develop an original IMC plan for a selected for-profit or not-for-profit organization. Prerequisite: MKT 500.

MKT 609 Advertising and Public Relations (3 credits)
This course will explore and identify differences between advertising and public relations strategy and tactics, while examining the relationship between the two in an integrated marketing communications environment. Cases involving traditional (television, radio and newspaper) and new (internet and social media) marketing communication will be analyzed to develop effective advertising and public relations strategic plans to achieve marketing communication objectives. Prerequisite: MKT 500.

MKT 610 Promotions Management (3 credits)
Promotion conveys information, impacts culture, and drives a significant percentage of the world's economy. As the public persona of companies, brands and products, it is only the top layer of a myriad of marketing decisions. Modes and methods of promotion are changing, presenting new challenges to marketers. Increasingly, traditional promotion techniques are morphing into communicating with consumers through various forms of 2-way promotion and social networking. This course studies the management of activities involved in creating and managing promotion campaigns, including objective setting, research, media and marketing tool selection, creative, engagement messaging, and the determination of the role of marketing agencies for domestic and international markets. Prerequisite: MKT 500.

MKT 615 Relationship Selling Strategies (3 credits)
This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies. Prerequisite: MKT 500.

MKT 620 Consumer Behavior (3 credits)
The course focuses on understanding the behaviors of the consumer market in order for marketers to make better decisions that will more effectively meet consumers' needs/wants while at the same time meet the organization's goals. Research based and theoretical knowledge from the fields of psychology, sociology, economics, and anthropology will aid in understanding the many influences on the consumer market's behaviors, thoughts, and emotions. Prerequisite: MKT 500.

MKT 625 Strategic Internet Marketing (3 credits)
** *Only Offered Online*
This course focuses on the broader concepts and topics that shape how organizations strategically engage internet marketing to achieve their goals. Students explore typical business models (ie. e-commerce, lead generation), the major corporate entities, the primary technologies and established platforms to develop an understanding of the internet marketing landscape. Online campaign development and man-

agement are studied along with best practices and strategies around integrating online and mobile with traditional marketing channels and campaigns. This broad perspective is underscored with the study of marketing automation, engagement strategies, consumer behavior in online environments as well the use of the online environments to gather market intelligence and conduct primary and secondary market research.

MKT 630 Marketing Research (3 credits)
This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated. Prerequisites: QSO 510 and MKT 500.

MKT 635 Websites and SEM/SEO (3 credits)
** Only Offered Online
For most organizations, websites and search engine marketing (SEM) represents two essential (and symbiotic) elements in their internet marketing. This course explores the role of the website and dives deeper into related topics such as website design, development, and usability with a special focus on web analytics. Complementary web properties such as mini-sites, micro-sites and landing pages are also covered. With this base established, students move into the study of search engine marketing. SEO is examined from both on-page and off-page perspectives, as is optimization and role of such web content as blogs, white papers, e-books and video. Paid search and how it relates to SEO (integrated search) is covered in context with the major SERPs.

MKT 640 Business to Business Marketing (3 credits)
This course focuses on the business customer market: understanding its behavior and developing effective marketing strategies to reach it. Prerequisite: MKT 500.

MKT 645 Online Marketing Channels (3 credits)
** Only Offered Online
This course exposes students to a wide variety of digital marketing channels. Social media marketing is explored in depth as the primary driver that turned online marketing into a tool savvy organizations use to facilitate conversations and foster relationships rather than simply a push medium. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

MKT 650 Retail Management (3 credits)
This course examines the critical factors that shape successful retail companies. The impact of retail on the global economy, and the role of technology for competitive advantage are addressed from corporate and consumer perspectives. Merchandising and pricing strategies are considered along with management of store operations and human resources. Analysis of changing retail environments is considered throughout the course. Prerequisite: MKT 500.

MKT 655 Social Media Marketing Strategies (3 credits)
This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success.

Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels. Prerequisite: MKT 555.

MKT 660 Marketing Strategies for Non-Profit Organizations (3 credits)
In recent years there has been a proliferation of non-profit organizations, creating competition for talented leaders and employees. There has also been a commensurate increase in competition for members and donors. This course considers how marketing concepts and techniques are applied in a non-profit setting where legal restrictions and public policy are in play. Prerequisite: MKT 500.

MKT 666 Social Media Marketing Campaigns (3 credits)
This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as audience, campaign objectives, strategic plan, tactics, tools, and metrics to measure the campaign. Prerequisite: MKT 655.

MKT 668 Services Marketing (3 credits)
The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage to a firm. Understanding the service components of the economy is a requirement for every marketer, in every business, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services. Prerequisite: MKT 500.

MKT 670 Product Management (3 credits)
This course addresses the growing role of the product manager within the marketing organization and his or her role in new product development and management. Prerequisite: MKT 500.

MKT 675 Ethical and Legal Issues in Marketing (3 credits)
This course examines a range of ethical issues facing marketing decision makers as seen through the viewpoints of various comprehensive ethics models. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of various ethical frameworks and marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising,

and pricing are covered. Emerging ethical issues such as competitive intelligence, socially controversial products, privacy, and corporate ethics codes may also be examined. Topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings. Prerequisite: MKT 500.

MKT 678 Brand Management (3 credits)

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging branding theories and models. By analyzing cases, students will gain understanding into how those theories and models translate into strategies and implementations. Prerequisite: MKT 500.

MKT 690 Corporate Communications (3 credits)

This course examines the issues facing corporations (consumerism, environmental, globalization, etc.) and the role of corporate communications in assisting organizations that seek to thrive in this environment. Specific areas of study include the study of the four-part public relations process: research and fact-finding, planning and programming, implementing and communicating, and evaluation. Prerequisite: MKT 500.

Organizational Leadership

OL 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. Team intensive course.

OL 524 Research Methods for Social Sciences (3 credits)
** Only Offered Online

Students in this course will enhance their understanding of research methodology and practical assessment techniques as a means to analyze and determine performance and quality measurements in their careers. They will become aware of the strengths and weaknesses of each method and understand when each method is best utilized.

OL 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 bar-

gaining, affirmative action and other regulatory procedures and requirements as they relate to contemporary applications in organizations.

OL 610 Employee and Labor Relations (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 and OL 600 are recommended.

OL 620 Total Rewards (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 and OL 600 are recommended.

OL 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 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 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.

OL 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. Team intensive course. Prerequisites: OL 500 and OL 600 are recommended.

OL 663 Leading Change (3 credits)

Leading Change is a course focusing on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders and employees differ, various techniques and strategies are

examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and an analysis of an organization which has effected systemic change. The use of work teams as a key change factor will have special emphasis.

OL 665 Leading and Managing Not-for-Profit Organizations (3 credits)

Students will apply management concepts and leadership practices to not-for-profit organizations and by doing so will gain an understanding of the complexities and challenges present with leading and managing not-for-profit organizations. Practical experience will be derived from actual case studies and required strategic audits.

OL 670 Organizational 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. Team intensive course. Prerequisite: OL 500 or HOS 550.

OL 675 Leadership and Ethics (3 credits)

Leadership and Ethics is a course which focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflection, writing and discussion that students are able to recognize and shape the qualities they see as valuable for their own leadership roles, both personally and professionally.

OL 676 Women in Leadership (3 credits)

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.

OL 690 Responsible Corporate Leadership (3 credits)

The focus of the course is on examining the internal and external business environments and how they affect corporate strategy and decision-making. Significant themes throughout the course are: the regulatory process, ethical decision-making, and corporate social responsibility. Cases, handouts and current issues are the primary tools used to evaluate and analyze management decisions. The outcome of the course is to enable students to identify additional alternatives and recommend socially responsible strategies that leaders can use for decision-making, drawing on the advantage of hindsight.

OL 725 Strategic Leadership (3 credits)

In this course the focus is on the study, identification and the development of the knowledge and expertise that pertain to the effective execution of strategic leadership. The course also examines contemporary writings, case studies and research that relate to the phenomenon of strategic leadership. Students will analyze case studies within the context of the key components of strategic leadership. Connections will also be made to the historical roots of strategic leadership by examining the writing attributed to Sun Tzu (circa 450 BC), one of the earliest strategists to codify the principles of strategic leadership. The intent is to make the student aware of the specific skills and competencies that have the potential of making the student an effective leader at the strategic level of an organization.

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. Team intensive course. Prerequisites: OL 500, OL 600, OL 670 and OL 690.

Public Administration

PAD 630 Foundations of Public Administration (3 credits)

This course is designed to introduce students to the foundations of constraints that form the environment of the public administration. It will encourage and enable the view of governance issues through the eyes of a public administrator. The course is structured to provide basic skills and set the context of contemporary political, social, economic, and administrative realities. It explores responsive, equitable, effective, efficient, and accountable governance processes, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, value, and issues important to public service organizations and the importance of public policy at the local, state, national and international levels.

PAD 631 Strategic Management in Public Service
(3 credits)

This course is designed to provide an academic foundation to applied strategic management in public service. Identifying the factors that differentiate public service from the private sector strategic planning and the implications those differences have for managers. Emphasis is placed on applied strategic planning and management including how to create a mission statement, conduct a SWOT analysis, conduct a stakeholder analysis, writing goals and objectives, and how to design and implement a performance measurement and management system. Current approaches to strategic management used by federal, state, local, and non-profit organizations are emphasized.

PAD 632 Foundations of Public Policy (3 credits)

This course is an introduction to the public policy process. Students will develop an understanding of what "political" and "public policy" mean. Topics discussed include why some problems reach the public agenda, why some solutions are adopted, why others are rejected, why some policies appear to succeed while others appear to fail. The course also examines the complexity of policymaking at the national, state, and local levels.

PAD 633 Intergovernmental Relations (3 credits)

This course is designed to demonstrate the challenges and strategies for governance and administration in an institutional environment of fragmented authority and dispersed power. It defines the balance of shared powers between the layers and institutions of government poses and the considerable challenges to policymakers and administrators. Major dimensions of intergovernmental relations: the vertical dimension of federal, states, and local governments, that cooperate, coordinate, and compete for shares of power, and the horizontal dimension in which sub-governments interact with one another. The course examines the structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of competition between governments.

Program in Community Mental Health

Orientation (no credit)

This weekend introduces students to the community mental health program and includes an overview of the philosophy and 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)

In this course, students gain an understanding of co-occurring psychiatric disabilities and psychoactive substance abuse disorders, severe emotional disturbances affecting children and adolescents and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service systems organize, finance and deliver care; the current approaches to comprehensive treatment and support; the impact of managed care; and community building, advocacy and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers and the community at large.

PCMH 605 Measurement (3 credits)

This course will provide students with an overview of the principles and practice of measurement and testing in the helping professions. Students in this course will gain an understanding of the major theories underlying different approaches to psychological measurement, and the ethical and psychosocial issues involved in measurement. This course will focus on selecting instruments for gathering data and information, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and understanding and interpreting the results of clinical measures. Students will gain familiarity with the major measurement techniques for children and adults in the following areas: intelligence and educational testing, personality assessment, vocational and aptitude testing, strength based assessments, substance abuse, and other clinical issues such as mood, eating disorders, adaptive behavior and trauma.

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 621 Community Resources & Rehabilitation
(3 credits)

This course explores the concept of the whole community as a resource. It begins by exploring state-of-the-art approaches to community support services and treatment planning. Within the treatment planning process, it looks at how a wraparound approach to service delivery individualizes and strengthens outcomes in community-based services, by addressing both client skill and support needs. "Traditional" community resources such as entitlement programs, housing, education, vocational rehabilitation, legal, medical and social services are covered. However, the course emphasizes the need for practitioners to go beyond "traditional" resources and to help individuals identify and access non-agency oriented community supports and services in order to promote community integration and membership.

PCMH 635 Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families (3 credits)

The first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing a severe emotional disturbance and their families. This course is focused on commonly used treatment modalities with children, adolescents, and families that can be used in a variety of settings. Specifically, these treatment modalities include: Behavior and Cognitive Behavior Therapy, Solution Focused Therapy, and Narrative Therapy. Students will learn the theoretical framework and assumptions for each approach, therapeutic techniques associated with each intervention, how each therapeutic approach can be used for specific mental health issues (i.e, depression, anxiety, ADHD, substance abuse disorders, conduct disorders), cultural and developmental considerations, and the existing research on such practices. Students will have opportunities to practice these clinical skills in class and discuss how to apply these practices with children and families in their internship settings.

PCMH 636 Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families (3 credits)

This course is the second of two clinical classes designed to introduce learners to the skills utilized in community mental health practice with children, adolescents and families. It will focus on the youth and families in crisis in the context of the natural community and the community mental health system. It will review history and theory of crisis interventions, proactive planning for individual youth before the crisis occurs or reoccurs and risk assessment strategies. The course will offer techniques for working with children, families and the general community during times of individual, family or community crisis (mental health or health crisis, accident, death, etc). Specific topics of focus will include: self-harm/suicide, trauma, violence, and natural or human caused disasters. Strategies for assessment, planning, and intervention will emphasize family members as partners, solution and strength based treatment planning and interventions, natural and community based supports.

PCMH 645 Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities (3 credits)

This course will build a clinical and practical foundation for intervening with individuals who have co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment, and intervention areas will be covered. A variety of motivational and contextual dimensions will be explored: 1) empowerment, 2) hope, 3) recovery education and symptom self-management, 4) self-help, and 5) therapeutic interventions. We will address family support, involuntary interventions, intervention networks, and integrated clinical services by using a general systems theory approach. Out-of-class reading and project work will be required to demonstrate skill learning and competency.

PCMH 646 Clinical Skills II: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities (3 credits)

This course will integrate empirical and functional aspects of the therapeutic process when intervening with individuals who have co-occurring mental illness and psychoactive substance use disorders. Students will learn to employ core clinical interventions and treatment modalities. The course will require the demonstration of a high level of student skill and competence in clinical and psychosocial interventions used with individuals with co-occurring mental illness and substance abuse. The complexity and heterogeneity of co-occurring disorders will be closely examined. There will be a special emphasis on how an individual's experience of trauma complicates clinical work. Unique ethical and boundary issues will be addressed. Out-of-class reading and project work will be required to demonstrate skill learning and competency.

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 (3-4 credits)

Students in the master's program complete an additional 300 to 400-hour internship (typically a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical, counseling 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 663 Internship III (1-4 credits)

Students in the master's program, in the mental health counseling track, may complete an additional 100 to 400 hour internship (typically a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical, counseling and/or leadership and management skills under the supervision of a qualified field instructor. Students must develop learning contracts with their internship providers. PCMH faculty provide individual and group supervision for the students and serve as liaisons to the internship site. Offered on a pass/fail basis only.

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. The course includes an overview of professional practice issues for counselors and community behavioral health professionals.

PCMH 667 Community and Systems: Analysis, Consultation and 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 and 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 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 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 688 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 689 Early Childhood and Infant Mental Health (3 credits)

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and developmental disabilities can have on young children. Students will establish a context for working with young children in various community settings.

PCMH 690 Master's Project (2 credits)

Students must write an analytical paper that includes a literature review in an emerging area of clinical practice, and may also focus on 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.

PCMH 692 Elders: Mental Health & Substance Use (3 credits)

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment and treatment of elders, including attention to: situational concerns such as loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

PCMH 710 Independent Study (3 credits)

This course is intended to be designed independently by a program in community mental health graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow the student advanced study in an area of interest.

Quantitative Studies and Operations and Project Management

QSO 500 Business Research (3 credits)

This is a course in the knowledge and skills relevant to conducting applied business research and analysis. Students learn the research methodology and qualitative and quantitative research methods used in business research. Students gain insight into the research process by conducting a research design project on a selected business issue or workplace problem of their choice.

QSO 510 Quantitative Analysis for Decision-Making (3 credits)

This is a survey course in quantitative analysis techniques used to support decision-making. Students will learn several quantitative techniques that are used extensively for decision-making in various business disciplines. Background preparation: MBA 501 or equivalent (6 credit hours in mathematics and 3 credit hours in statistics).

QSO 520 Management Science through Spreadsheets (3 credits)

This is an application-oriented course that introduces the students to the most commonly used management science/ operations research techniques such as linear programming, integer programming, goal programming, nonlinear programming, network modeling, queuing theory and simulation. The students will learn how to combine the power of the management science and spreadsheets to model and solve a wide variety of business problems. Prerequisite: QSO 510.

QSO 530 Applied Statistics for Managers (3 credits)

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be

analyzed. Prerequisite: MBA 501 or equivalent (6 credit hours in mathematics and 3 credit hours in statistics).

QSO 600 Operations Management (3 credits)

This course is about the operations function, which is responsible for the creation of goods and services of the organization. This course is intended to be a survey of operating practices and models used in managing the operations in both manufacturing and service organizations. Prerequisite: QSO 510.

QSO 610 Management of Service Operations (3 credits)

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations. Prerequisite: QSO 510.

QSO 620 Six Sigma Quality Management (3 credits)

In this course, students learn the concepts and benefits of Six Sigma quality management. The course also addresses the following: why Six Sigma works in contrast to other quality improvement programs; questions and considerations in the Six Sigma project selection process; how the DMAIC process can be used to achieve the stated goals; Six Sigma metrics including DPMO, defect rate, specification limits and standard deviation; roles and responsibilities of people in the Six Sigma support infrastructure; and how each individual employee's support can help achieve results. Prerequisite: QSO 510 or QSO 530.

QSO 625 Six Sigma for Black Belt Certification

(3 credits)

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (DFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam, however, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam. Prerequisite: QSO 620.

QSO 630 Supply Chain Management (3 credits)

This course analyzes the role and activities of those involved in supply chain management decision-making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the Internet in supporting such activities, is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations. Prerequisite: QSO 510.

QSO 635 International Supply Chain Management

(3 Credits)

This course will provide a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution. Prerequisite: MBA 501 or equivalent.

QSO 640 Project Management (3 credits)

This course will include the study of the concepts, tools and practices of project management. The course will adopt a managerial process approach to project management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases will be utilized to integrate the learning in the course and provide decision-making experience for the student. Prerequisite: MBA 501 or equivalent (6 credit hours in mathematics and 3 credit hours in statistics).

QSO 645 Project Management for PMP Certification

(3 credits)

This course teaches the following concepts contained in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®): the five process groups (Initiating, Planning, Executing, Monitoring and Controlling, and Closing), the nine knowledge areas (Integration, Scope, Time, Cost, Quality, Human Resources, Communications, Risk, and Procurement) and Professional and Social Responsibility. The course is designed to help students prepare for the Project Management Professional (PMP®) certification exam, however, it neither guarantees to help satisfy the eligibility requirements for taking the PMP® certification exam nor ensures success on the PMP® certification exam.

QSO 680 Seminar in Project Management (3 credits)

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time-pressured projects and programs using advanced tools and techniques for maximum effect. In this course, the students will learn about advanced methods to initiate, plan and control projects. They will gain experience planning a complex project using both manual and PC-based tools. Prerequisite: QSO 640.

QSO 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. Prerequisite: QSO 600.

QSO 710 Internship in Operations/Project Management

(3 credits)

This course will enable the students to gain valuable work experience within the operations or project environment.

The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work. Prerequisite: Permission of the supervising faculty member.

Reading

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

RDG 503 Emerging and Early Literacy Development K–4 (3 credits)

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

RDG 504 Content Area Literacy Grades 4-8 (3 credits)

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students to read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

RDG 531 Literature for Children PreK-8 (3 credits)

This course will study literary genres 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. Prerequisites: RDG 503 or RDG 504.

RDG 532 Adolescent Literature (3 credits)

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.

RDG 535 Content Area Literacy Grades 5-12 (3 credits)

This course focuses on the development of reading and writing skills in support of the content areas in grades 5-12. Students will become familiar with effective practices to support the development of literacy strategies for students on the secondary level.

RDG 582 Assessing and Instructing Students with Literacy Difficulty (3 credits)

This course presents methods and materials to assess the needs and plan instructional interventions for student with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve reading in students with a range of literacy difficulties (K-12). The course includes an examination of literacy development among diverse learners. Prerequisites: RDG 503 or EDU 501.

RDG 701 Reading Internship Grades K-4 (1 credit)

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.

RDG 702 Reading Internship Grades 5-8 (1 credit)

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 5-8.

RDG 703 Reading Internship Grades 9-12 (1 credit)

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 9-12.

Sustainability and Environmental Compliance

SEC 510 Environmental Issues (3 credits)

This course includes a fundamental understanding of the various processes necessary to support life on Earth. It will examine how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology; populations; agriculture; desertification and deforestation; water and ocean pollution; air pollution, including ozone depletion and acid rain; global warming; natural resource depletion; solid and hazardous wastes; energy, including fossil fuels and nuclear power; economic implications; and sustainability.

SEC 610 Energy and Society (3 credits)

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed, with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources; electricity; the atmosphere, including greenhouse effects; transportation; nuclear power; and economic implications.

SEC 620 Environmental Compliance and Sustainability (3 credits)

This course introduces students to a broad range of strategies used by both large and small businesses to achieve and

maintain compliance with environmental laws and sustainability goals, with an emphasis on companies doing business in the United States. Students learn the importance of environmental due diligence as a tool for minimizing acquired liabilities in business mergers and acquisitions; the value of environmental auditing as a means of identifying compliance and sustainability issues in ongoing business operations; and the power of both environmental management systems and environmental certification programs as strategies for achieving and maintaining environmental compliance and sustainability, and for securing a competitive advantage in a marketplace increasingly populated by sustainability-conscious consumers.

Special Education

(All DEV, EDU, RDG and SPED courses may require students to complete off-campus field experience.)

SPED 501 Students with Exceptionalities (3 credits)
Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom. Strategies to support children within the general education classroom will be examined. This course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as will the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

SPED 521 Effective Learning Environments (3 credits)
This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct an in-depth study of behavior theory and practical applications in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the developmental age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially, physically, and academically.

SPED 525 Critical Issues/Students with Disabilities (3 credits)
This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework

that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.

SPED 561 Consultation and Collaboration (3 credits)
This course presents the assessment and IEP process from referral to completion. Students will be expected to clearly define roles and responsibilities within the school for the special education teacher, the regular education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21.

SPED 571 Special Education Student Teaching and Seminar (3 credits)
8 weeks full-time teaching under the supervision of a Special Education Teacher. Prerequisites: SPED 501, SPED 525, SPED 521, SPED 561 and Elementary or Secondary Certification.

Sport Management

SPT 501 Research Methods in Sport Management (3 credits)
This course examines the methods and techniques used in research in the field of sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in sport management.

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. In addition, major ethical issues of sport in society will be explored.

SPT 512 Principles of Athletic Administration (3 credits)
This course provides students with an overview of the role and responsibilities of interscholastic athletics, human resources, finance, governance, operations, and the management, planning, organization and administration of interscholastic and recreational athletics.

SPT 515 Event Planning and Management (3 credits)
This experiential learning course contains both practical and theoretical frameworks used in the field of event management, from designing an event to strategic planning and integrated marketing campaigns, to negotiating contracts, and constructing supplier agreements. This course will also enhance students' skills related to project, operations. Volunteer and risk management. Students will implement an integrated approach to planning and managing a special grassroots event at the conclusion of the term.

SPT 525 Sport Licensing & Strategic Alliances (3 credits)
The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. Students will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so they will be enabled to apply this knowledge in a real business setting. By doing so, a student as a future manager, will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport businesses. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value. Prerequisite: SPT 608.

SPT 565 Internationalization of Sport Business
(3 credits)
The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

SPT 600 Management of Sport Organizations (3 credits)
This course focuses on the application of management concepts and theories to sport organizations and the sport 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 608 Sport Marketing and Media (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 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 612 Advanced Topics in Athletic Administration
(3 credits)
This course is designed to examine the current issues facing interscholastic athletic administrators. Information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators is covered, including: recruitment, governance, compliance, and current research literature and research methods appropriate for administration of athletics.

SPT 615 Special Event Management and Leadership
(3 credits)
This course is designed to provide students with a hands-on opportunity to engage in sport event management and leadership. Students will discuss leadership, organizational vision, and strategic management principles associated with special sporting events while also engaging in and learning about their leadership style through the creation and execution of their own special event of choice. Prerequisite: Permission of the instructor.

SPT 620 Finance & Economics of Sport (3 credits)
This course will provide students with an understanding of financial and economic theories and principles utilized in the global sport industry.

SPT 700 Seminar in Sport Management (3 credits)
This course covers the development of sport management principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest. Prerequisites: SPT 501, SPT 565, SPT 600, SPT 608, and MBA 503 or equivalent.

Taxation

TAX 650 Federal Taxation of Individuals (3 credits)
Students will identify and apply Federal tax laws and underlying principles as they pertain to individuals. The course is not designed to instruct the student in the preparation of tax forms. Tax forms will be used solely for the purpose of assisting in the understanding of the organizational structure of the tax laws.

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. Prerequisite: MBA 503 or the equivalent. This course is not open to M.S. in Accounting students.

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) ** *Only Offered Online*
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. Prerequisites: TAX 655 and TAX 665.

TAX 700 Special Topics in Taxation (3 credits)
** Only Offered Online
This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored. Prerequisite: TAX 670.

Workplace Conflict Management

WCM 510 Negotiation and Advocacy in the Workplace
(3 credits)
This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.

WCM 610 Introduction to Organizational Conflict Management (3 credits)
This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; constructive and destructive elements of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.

WCM 620 Managing Difficult Conversations at Work
(3 credits)
The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.

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Distinguished Achievement Citations

Alumni Association Distinguished Service Award

*1979   Kenneth E. Preve, 1971

1980   Christos Papoutsy, 1957

1981   Richard Courtemanche, 1973

1982   David D. Myler, 1969

1983   Maurice Raymond, 1970

1984   Robert K. Morine, 1971

1985   Michael Brody, 1973

1986   Russell Pelletier, 1970

*1987   Dr. Gertrude Shapiro, Honorary, 1971

1988   Thomas Space, 1974

1989   William S. Green Esquire, Honorary, 1976

1990   Dale (Plavnicky) Trombley, 1983

1991   Michael DeBlasi, 1970

1992   Dr. George Larkin

*1993   Dorothy S. Rogers

1995   Rene LeClerc, 1971

1996   Peter Perich, 1976, 1985

1997   Doug Blais, 1988, 1990

1998   Dr. Richard A. Gustafson

1999   Paula Reigel, 1987, 1992

2000   Janice (Somers) Fitzpatrick, 1993

2001   Bianca Holm

2002   Joseph Panaro, 1972

2003   Raymond Prouty, 1977

2004   Norton (Tuffy) Phelps, 1985

2005   Rob Grenus, 1987

2006   David H. Bellman 1992

2007   Linda Hicks, 1994, 1999

2008   Robert P. Schiavoni, 1972

2009   C. Richard Erskine

2010   John J. Rainone, 1985, 1990

2011   Burton Kaliski

*Deceased

Alumni Hall of Fame Recipients

*1991   Tony Lambert, 1968

1992   Dr. Judith Bouley, 1974, 1979

1993   Dr. Christos Papoutsy, 1957

1994   Richard Courtemanche, 1973

1995   David Myler, 1969

1996   Michael DeBlasi, 1970

1997   Robert Garneau, 1977

1998   Edward Ithier, 1987

1999   Thomas Tessier, 1974

2000   Bea (Worden) Dalton, 1973

2001   Donald Labrie, 1971

2002   Rene LeClerc, 1971

2003   Doug Blais, 1988, 1990

2004   Peter Perich, 1976, 1985

2005   Ann Lally, 1979, 1995

2006   Andrew W. "Mickey" Greene, 1972

2007   Theresa Desfosses, 1972

2008   Robert J. Finlay, 1992

2009   Michael B. Brody, 1973

2010   David H. Bellman, 1992

2011   Mark A. Ouellette, 1977

*Deceased

Young Alumni Award

2000   Michelle (Lamontagne) Strout, 1996, 1998

2001   Chad Mason, 1998, 2000

2002   Robin Sorenson, 1997

2004   Meghan (Cotton) Dalesandro, 2000

2005   Kristina Kintzer, 2001, 2003

2006   Tiffany A. Lyon, 2000, 2002

2007   Katherine A. McKenney, 2003, 2007

2008   Jason F. DeMarzo, 2003

2009   Ashley A. Liadis, 2002, 2005

2010   Jeffrey M. Penta, 2005, 2008

2011   Alan "Jared" Gabrey, 2006, 2009

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	Aušra 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
2003	Doug Blais
2003	Dorothea Hooper
2004	Donald Sieker
2004	John Hayward
2005	Pamela B. Cohen
2005	Micheline Anstey
2006	Helen M. Packey
2006	Robert T. Wheeler
2007	Peter J. Frost
2007	Andrea L. Bard
2008	Catherine Stavenger
2008	Kathy J. Willis
2009	Robert Craven
2009	James Duffy
2009	Irwin Bramson
2010	Doug Blais
2010	Bryan Bouchard
2010	John Blois
2011	Christopher Toy
2011	Patricia Findlen
2011	Micheline West
2012	Megan Paddack
2012	Lori DeConinck
2012	William Barter

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A Note on the Purpose of a University Catalog

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

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

Building Directory

1. Athletic Complex
2. New Castle Hall
3. Greely
4. Whittier
5. Winnipesaukee
6. Merrimack
7. Ossipee
8. Kearsarge
9. Spaulding
10. Winnisquam
11. Chocorua
12. Exeter Hall
13. Stark Hall
14. Student Center
15. Shapiro Library
16. Belknap
17. Robert Frost Hall
18. Campbell House
19. Morrissey House
20. Ford House
21. Dining Center
22. Academic Building
23. Hospitality Center
24. Washington Hall
25. Sunapee
26. Cranmore
27. Attitash
28. Hillsboro
29. Rockingham
30. Central Receiving
31. Facilities Complex
32. Webster Hall
33. Webster House
34. Madison House
35. Lincoln
36. Conway
37. Hampton
38. Windsor

Parking Directory

W Resident Students Only (West of N. River Road)
C Commuter Students, Staff/Faculty, Visitors Only
E Resident Students Only (East of N. River Road)
L Handicap and Loading
F Resident Freshmen
SDX Sodexo Employees Only
S/F Staff and Faculty Only
* No Parking Midnight to 6 a.m.

Points of Interest

a Campus Store
b New Hampshire Writer's Project
c Office of Undergraduate Admission
d One Stop
e Post Office
f Public Safety
g Residence Life
h Wellness Center
i World Affairs Council

How to get to Southern New Hampshire University

From I-93 (Boston area)
Take exit 9N, follow road (US 3/RT 28) to first set of lights. Take a left at the lights onto West Alice Drive, which becomes Donati Drive at the sharp curve. Follow Donati Drive to the end, and then take a right at the stop sign onto Bicentennial Drive. Follow Bicentennial Drive to the stop sign, and then take a right onto North River Road. The university is located 1/4 mile on the left, after the overpass.

From New Jersey and New York City (4-6 hours)
Take the George Washington Bridge in New York City to I-95N to I-91N to I-84E in Hartford, CT. Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

From Bangor, ME (5 hours)
Take I-95S (Maine Turnpike) to exit 2 (Exeter/Hampton) to RT 101W. Pass exit 1 and bear right (toward Concord) onto I-93N. (Follow directions from I-93)

From Hartford, CT (2 1/2 hours)
Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

From Worcester, MA (1 1/4 hours)
Take I-290E to I-495N to I-93N. (Follow directions from I-93)

From the North (I-93)
Take I-93S, bear right after the Hooksett tolls; continue onto I-93S to exit 9N. (Follow directions from I-93)

From the Everett Turnpike/RT 3 (Nashua, NH; Lowell, MA)
Take RT 3N to I-293N to exit 6. Bear right off the exit, go through one set of lights and move to the left lane as you cross over the Amoskeag Bridge. Turn left at next set of lights (Elm Street); turn left at next set of lights (Webster Street); then turn right onto River Road. Follow River Road, which becomes North River Road, for 2 miles to the university.

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