

# A World of OPPORTUNITY

GRADUATE PROGRAMS



SOUTHERN NEW HAMPSHIRE  
UNIVERSITY

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2001-2002





Graduate School





## A Message from the President

Welcome and congratulations on joining thousands of other students who have decided to advance their careers and personal growth by seeking a graduate degree at Southern New Hampshire University, formerly New Hampshire College.

When you graduate, you will join a family of more than 35,000 alumni who have pursued successful careers all over the world. Our initiatives in graduate education make us a leader in preparing individuals for leadership positions in the 21st century.

Southern New Hampshire University is a whole new "U," one that wields the power and prestige of a university while preserving the small-college atmosphere that New Hampshire College has fostered since its inception in 1932.

The university offers certificate, master's and doctoral degree programs and courses in business, the liberal arts, community economic development, hospitality, education and community mental health. Students can enroll in our day school at our Manchester campus, at our Continuing Education centers in New Hampshire, Maine, Vermont, Puerto Rico and Dubai, or through our innovative, 100-percent Internet-based Distance Education program.

Southern New Hampshire University will continue to be a leader in offering educational opportunities for graduate students. Our academic programs and our online Shapiro Library resources are designed to help even the busiest professionals pursue their higher education goals.

We at Southern New Hampshire University believe in helping students develop both the theoretical and practical skills needed to thrive in today's global economy.

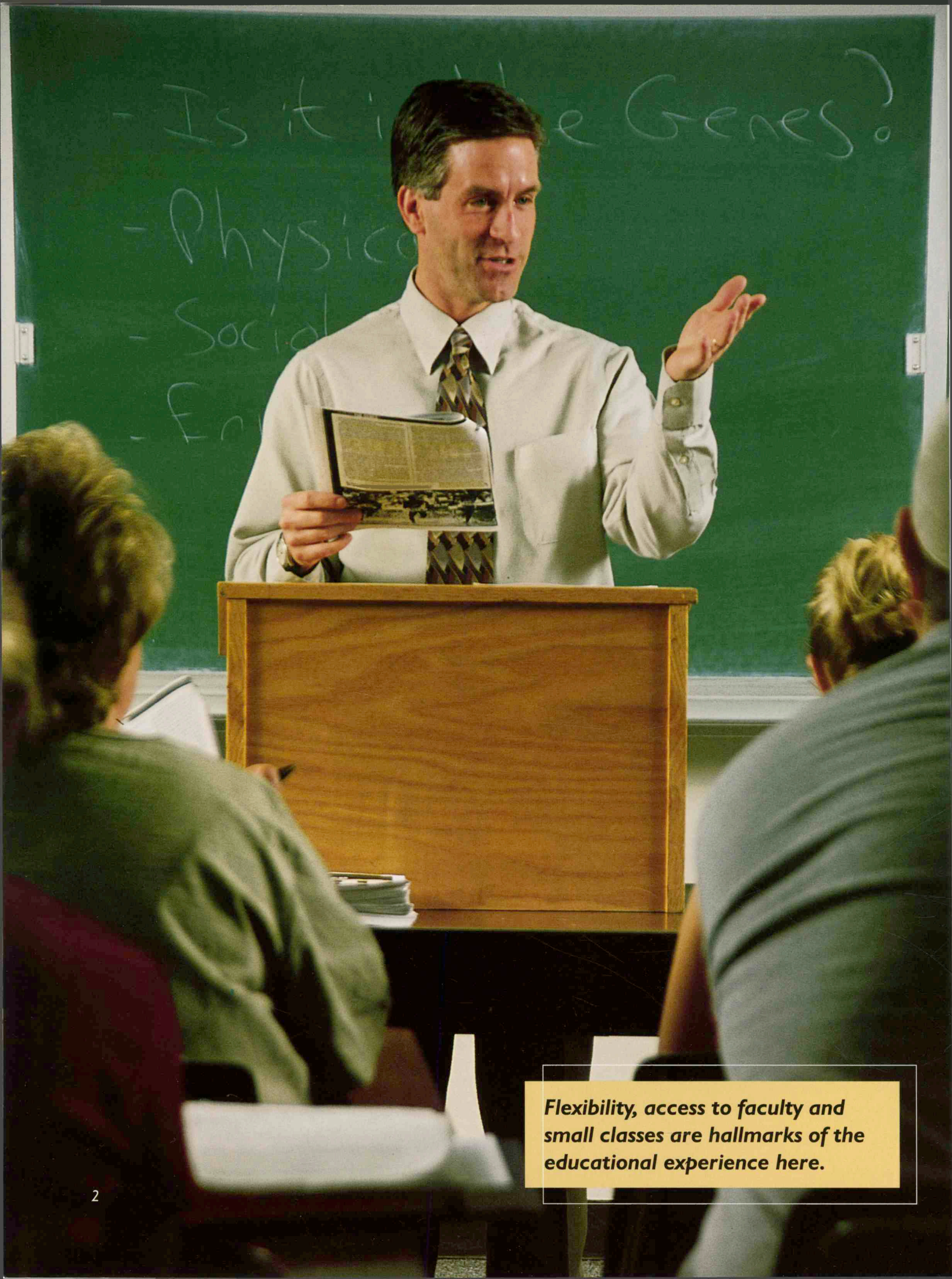
I urge you to visit our "Whole New U" so you also can become a whole new you.

Richard A. Gustafson, President  
Southern New Hampshire University

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***Flexibility, access to faculty and small classes are hallmarks of the educational experience here.***



# SOUTHERN NEW HAMPSHIRE UNIVERSITY

Southern New Hampshire University is a career-oriented institution that emphasizes academic excellence and real-world experience. Flexibility, access to faculty and small classes are hallmarks of the educational experience here.

Students driven to excel in management, master ever-changing technology, develop their communities' potential or perfect their teaching skills will find the degree program they require at Southern New Hampshire University.

Our graduate students range in age from 21 to 55, come from more than 25 countries and have broad academic and professional experience. We are the most multicultural university in northern New England. Our cultural diversity fosters a global perspective, as students learn from each other as well as from their professors. Our Center for Language Education provides intensive English instruction to help prepare international students for coursework.

Programs are offered through the School of Business, the School of Liberal Arts, the School of Community Economic Development and the School of Hospitality, Tourism and Culinary Management.

The university is distinctly flexible, providing students with an array of program and scheduling choices. Students may begin their courses of study in September, December, March or June on a full- or part-time basis, and most programs are available in day, evening or online formats.

## A WORLD OF OPPORTUNITY



*At Southern New Hampshire University, we do not simply embrace and teach technology, we incorporate it into our classrooms, programs and delivery. Students can let the classroom come to them through our Distance Education program, which uses innovative Blackboard™ software to allow interaction with students and professors all over the world in a continuous discussion format.*



Instructional programs blend theory with practice to stimulate students' professional and personal development. Our close ties to the business community provide many opportunities for students to apply what they have learned in the classroom in real-world settings.

Our highly qualified faculty members have extensive experience. Many remain in the work force, operating their own businesses and working for prominent companies, which allows them to stay current in their fields and pass on contemporary, relevant information to their students. They hold advanced degrees from such esteemed universities as Harvard, Columbia, Notre Dame, Brown, Tufts, Yale and Cornell.

Students with busy professional and personal lives can find a program that fits their schedules. Our Continuing Education program offers evening and weekend instruction at convenient locations in Manchester, Laconia, Salem, Nashua, Portsmouth, Dover, Maine, Vermont and Puerto Rico. We also have a campus in the United Arab Emirates and partnerships with higher education institutions in India and Malaysia.

The main campus in Manchester, N.H., northern New England's largest city, is only a short distance from cultural and recreational sites downtown, in the White Mountains, on the Seacoast and in Boston.

Southern New Hampshire University is a nonprofit, private, coeducational institution accredited by the New England Association of Schools and Universities and the Association of Collegiate Business Schools and Programs.



## BUILDING ON OUR SUCCESS

The continual growth and development of the university's academic offerings is mirrored in the physical expansion of our Manchester campus.

Our new, 60,000 square-foot Academic Center will be the largest and most heavily used facility on campus. Its highlight is the Center for Financial Studies, which faculty will use to provide students from numerous majors with an integrated educational experience that includes financial analysis and planning. The center replicates a stock-





trading floor and features data walls with live-market stock information, news headlines and an electronic picture board displaying up-to-the-minute trends. Students use the same type of financial market data and valuation software that the pros use on Wall Street. The new building also features high-tech classrooms and laboratories, meeting facilities and a Fine Arts Complex with a multipurpose auditorium, an art gallery and an audio-visual lecture hall.

The campus also boasts a state-of-the-art hospitality and culinary arts building with cooking labs and a bakery and restaurant that cater to the public. Other campus features include wired classrooms and dorms, a library with resources that can be accessed via the Internet, a Student Center, computer labs, a recently remodeled athletic/fitness center, athletic fields and tennis courts.



*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.*





# TAKING THE GLOBAL PERSPECTIVE

## *The School of Business*

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

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

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

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

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



*Our business programs blend 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.*

*Our graduates have gone on to work for such industry leaders as American Express, AT&T, Coca-Cola, General Electric, General Motors, IBM and Fidelity Investments.*



The School of Business offers master of business administration and master of science and certificate programs in many business disciplines, including international business, finance, accounting, marketing, business/marketing education, information technology, sport administration, taxation, artificial intelligence and others. In addition, our unique MS in hospitality administration program equips those with backgrounds in hotel and restaurant management, recreation and tourism with the knowledge and skills they need to excel as executives in the world's largest service industry.

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

## CREATING PARTNERSHIPS, FOSTERING CHANGE

### *The School of Community Economic Development*

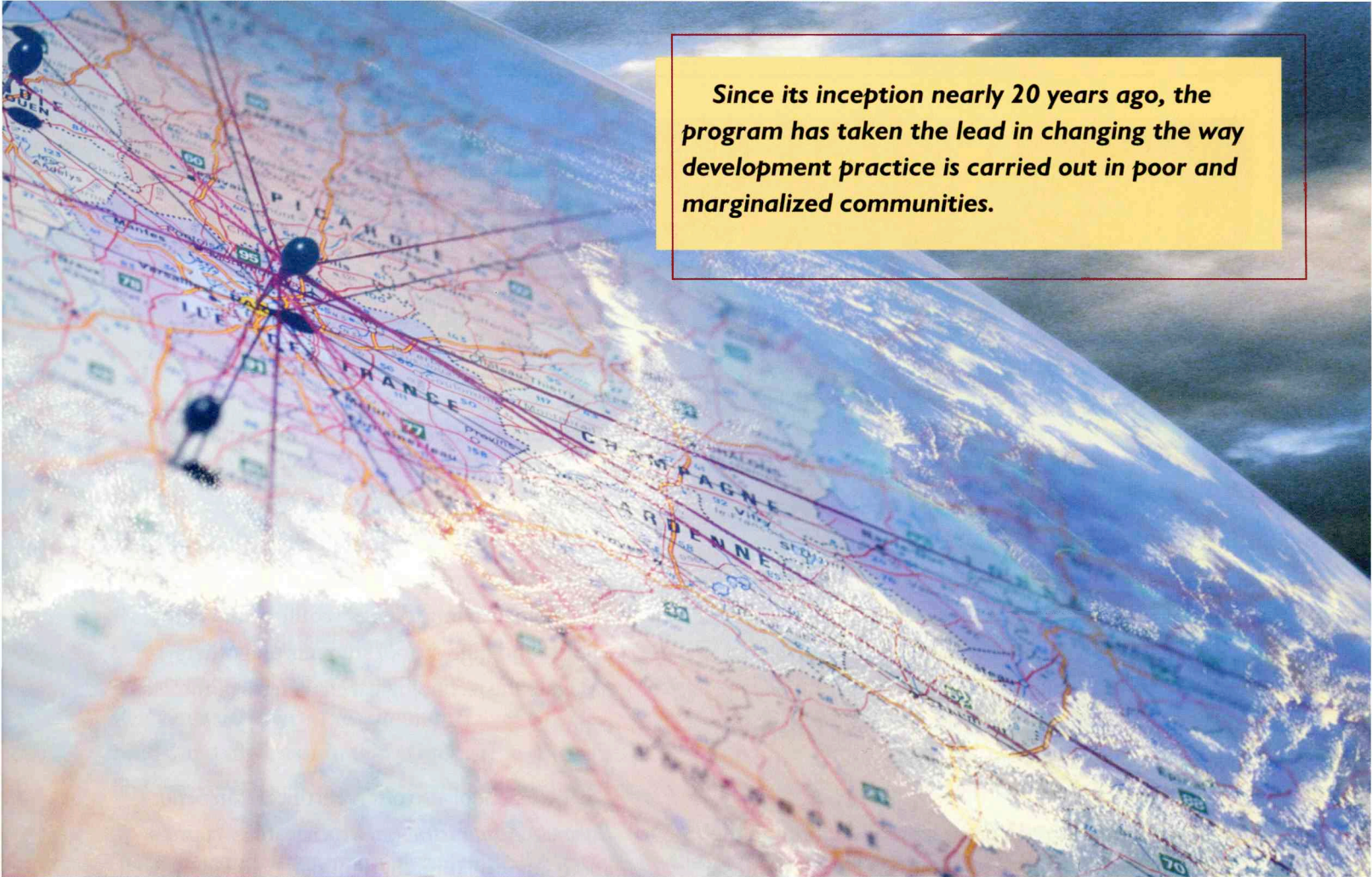
Low-income communities around the globe are realizing the potential for community-based access, ownership and control of economic, environmental and social resources. Southern New Hampshire University's internationally recognized School of Community Economic Development is the premier global center for education, training, research and innovative projects in the field.

The accredited academic program is the only one of its kind in the United States to offer master's and doctoral degrees. It provides practitioners with planning, management, finance and other development skills.

Since its inception nearly 20 years ago, the program has taken the lead in changing the way development practice is carried out in poor and marginalized communities. The progression and expansion of the program has culminated in its becoming the School of CED in 2001.

The CED master of science program is for those seeking skills to help their low-income communities become more economically stable. Students in the 20-month National Program come from all over the United States to study one weekend per month on campus and to create a project to implement in their home communities. Students have created nonprofit organizations, loan funds, job-training programs, cooperatives and other endeavors. The 12-month residential International CED Master's Program





***Since its inception nearly 20 years ago, the program has taken the lead in changing the way development practice is carried out in poor and marginalized communities.***

offers a specialization in international development for practitioners from developing countries.

The CED Ph.D. highlights theoretical depth and methodological rigor and is designed for practitioners who wish to pursue teaching careers or research opportunities.

School of CED students, faculty and graduates run land trusts, build cooperatively owned limited-equity housing, form worker cooperatives, establish credit unions, create community loan funds, initiate microenterprise programs and implement training programs, among other global efforts. Our alumni network extends to more than 70 countries and to all the 50 states, enabling us to become involved with an array of innovative projects that build viable local economies and strong civil societies.

The CED Program also offers a variety of training institutes, including the Microenterprise Development Institute, the Community Development Credit Union Institute, the Scaling-Up Institute and various

Web-based training initiatives. A two-year Financial Innovations Roundtable designed to link lenders, investors and markets to provide access to capital in low-income communities across the United States got under way in the spring of 2001. In addition, the Center for Community Economic Development is a nonprofit corporation and financial project incubator that is affiliated with the program and is staffed by program faculty, staff and alumni.

Our latest outreach effort is an international satellite program in developing countries. The first of these began in July with the Open University of Tanzania in Africa.

Our contribution to the field is expanding. Partnerships with community and financial organizations, governments and such philanthropic organizations as the Ford Foundation will allow the pioneering, inventive program to continue to expand and advance.



# OPPORTUNITIES IN EDUCATION

## *Graduate Programs in Education*

Students who are or want to be teachers will find that Southern New Hampshire University offers a quality array of graduate-level education programs through the School of Liberal Arts and the School of Business.

International and American students who wish to teach English in countries other than the United States may sign up for our new master of science program, *Teaching English as a Foreign Language*.

This unique, 36-credit program offered through the School of Liberal Arts can be completed in 12 months instead of the 18 months that is typical of most master's degree programs. Students may immediately observe newly learned techniques in action in our intensive English program at our Center for Language Education on campus.

The program emphasizes practical skills and hands-on experiences, including supervised teaching. Student teachers will apply their new skills in the Manchester community by teaching different levels of English to immigrants and refugees. The diverse makeup of the community will allow students to teach academic English, life-skills English and English for young learners.

Our master of science in *Business Education*, offered through the School of Business, is designed for professional educators who are seeking advanced knowledge in their fields. Students in this program choose between areas of certification in business and marketing.

In addition, Southern New Hampshire University offers a graduate certificate in the growing field of *Computer Technology Education*, the first of its kind in New Hampshire. Teachers and others receive the instruction they need to become "technological tour guides" equipped to help middle and high school students and others navigate the technological challenges of the 21st century.

The B-School also offers certificates in *School Business Administration*, which features courses about labor relations and human behavior as well as topical seminars, and in *Training and Development*, which includes instruction about human behavior, human resources, methods and learning environments as well as relevant seminars.

The university recommends state certification for those who have completed the business or marketing education, computer technology education or school business administration programs.

Southern New Hampshire University also offers the constructivist *Field-Based Graduate Education and Professional Development Outreach Center* continuing education programs in the Trinity College of Vermont tradition through the School of Liberal Arts.



Because professional educators' working environments are vital centers of learning, these field-based graduate education programs are offered off-campus in school communities. Students create a course of study that matches school-specific needs.

Educators and administrators benefit from working with colleagues while drawing on the expertise of instructors and utilizing professional resources in their communities. Applying what they learn immediately enables them to directly and positively impact their schools and districts. Relevant curricula serve community needs, and the concentrated evening and weekend course format accommodates the education professional's demanding schedule.



Degree and program options include the master of education, the certificate of advanced study and the certificate of professional study. Non-degree, flexible, tailored programs are available through our Professional Development Outreach Center, which provides continuing education credits for specific professional development activities.

## *Graduate Program in Community Mental Health*

**T**he *Program in Community Mental Health*, also originating from Trinity College, offers advanced instruction for community mental health services professionals, those who have received services and those who wish to become service providers. The weekend format and cohort model make it highly accessible to working adults. The competency-based curriculum emphasizes community integration, consumer empowerment, family inclusion, recovery and cultural competence and recently was cited as a national model.

Students may enroll in certificate or master of science degree programs, in non-credit courses or in credit-bearing continuing education courses tailored

for those seeking licensure as professional or mental health counselors.

Specializations include clinical services for adults with psychiatric disabilities, for children and adolescents with severe emotional disturbances and their families and for persons with both substance abuse and psychiatric disorders.

The program is offered at several sites in the United States, including Vermont, Wisconsin and Alaska, and there are plans for sites to be developed in New Hampshire and several other locations. The diverse and knowledgeable student body and a faculty comprised of behavioral health services experts make each site a rich resource for its community.



# TAKE A LOOK INSIDE THE UNIVERSITY



*We at Southern New Hampshire University are proud of our accomplished faculty, who bring extensive real-world knowledge into the classroom for a practical learning experience. We are delighted with our diverse and talented students, who relish tackling life's challenges. Here are a few of the people who make this university the exceptional institution it is today.*



**THE JOY HE EXPERIENCES** from interacting with students lured Dr. Massood V. Samii, professor and chair of the International Business and Strategy program, out of the private sector in 1988.

The former chief OPEC economist was a research fellow at Harvard's John F. Kennedy School of Government and a lecturer at the Massachusetts Institute of Technology. He has taught in Europe, the Middle East, Greece and the United Arab Emirates.

"I like the whole idea of sharing my thoughts and my knowledge," Samii says. "You have to keep constantly abreast of new developments in your field, and that keeps it exciting."

The Iran native, who teaches in the School of Business on campus, extends his reach to students all over the world through Southern New Hampshire University's interactive, Internet-based distance education classes.

Samii is particularly proud of the diverse and flexible program offerings that allow students to tailor their degree programs to fit their needs, and the success of graduates.

"We are a very student-friendly institution," he says. "We have developed a very strong reputation regionally, nationally and internationally. Many of our graduates are now in very good management positions in the higher levels of their companies."



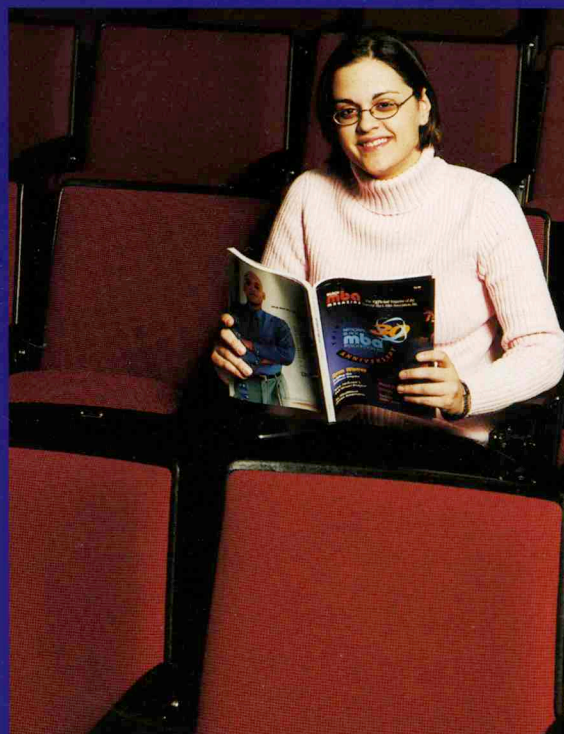
WITH HER EFFERVESCENT PERSONALITY and a contagious excitement, Dr. Jane Legacy is driven to helping Southern New Hampshire University students thrive.

The associate professor returned to higher education after serving as vice president of training and development at a Texas bank. She loves teaching and helping students succeed. "It gets in your blood," she says. She has taught in Greece and the West Indies and now teaches on campus and reaches students all over the world through distance education.

Legacy teaches in the master of business administration and master of business education programs. She loves that the university's programs bring together students from diverse cultures, professions and backgrounds because working with people of differing viewpoints will help them in their professional lives, she says.

She finds that Southern New Hampshire University's faculty members are quick to identify trends and to create new programs to meet students' changing needs and to help them thrive in the workplace, she says.

"We stay current in the needs of students in business and industry," she says. "We want to be on the leading edge of our fields at all times."



*Southern New Hampshire University's B-School helped graduate Ada Gianneskis accelerate her marketing career back home in Athens, Greece.*

*Gianneskis, 24, earned her MBA and a marketing certificate last year. She returned home to become the youngest member of upper management at IKEA, a worldwide retailer of furniture and home goods.*

*Gianneskis has rave reviews for the university.*

*"The professors were really good, the level they set was high," she says. "They helped me understand what is behind the text – how things really are in businesses."*

*Gianneskis received personal attention from faculty members and made connections with people she never would have met at home—including Turkish students. Relations have long been turbulent between Greece and Turkey.*

*She now makes a competitive and quickly increasing salary. She is in charge of her company's catalog and is involved in advertising, research and public relations. She believes her time at Southern New Hampshire University has been key to her success.*

*"It was a really good experience — I wouldn't trade it for anything," she says.*





*Toler admired faculty members' knowledge, experience and desire to educate, inspire and open doors for students. He still benefits from faculty expertise—Professor Larry Johnson now works for him as a financial and strategic advisor.*

E-COMMERCE WIZARD **TODD TOLER** knew he wanted to go into business for himself long before he came to Southern New Hampshire University. Before he earned his bachelor's degree in marketing at the university in '88 and his MBA in '92, he operated a profit-turning painting and construction business with a staff of eight.

He came to the university to hone his business and management skills.

"The curriculum and atmosphere fostered a small-business oriented and entrepreneurial learning environment," he says.

Toler owns American Satellite & Entertainment Inc., a national e-commerce retailer of high-end digital home entertainment products and one of only four DIRECTV authorized online retailers in the United States ([www.AmericanSatellite.com](http://www.AmericanSatellite.com)). His 6-year-old company also retails Microsoft's UltimateTV, formerly Web TV, and the TiVo personal television service line. He goes head-to-head against such retailers as Amazon.com, 800.com, Best Buy and Circuit City, and his customers rave about the quality of service he and his staff provide.

Toler recently hired three graduates from his alma mater to join his 55-member staff because he was confident they had the skills to succeed. He believes successful business people share personality traits, and sees them in his new hires.

"Like me, they love to win or they hate to lose," he says.



*"It's a very flexible and progressive environment and offers in its programs a wide variety of opportunities," she says. "It's a very friendly, hands-on atmosphere. I just think its one of the jewels of New Hampshire."*



**ANN LALLY, PRESIDENT OF THE SALEM COOPERATIVE BANK** in Salem, N.H., forged such a bond with her alma mater that she agreed to join the Board of Trustees a few years ago.

Lally earned her bachelor's in accounting here in 1979. She later enrolled in the university's Continuing Education program to fulfill CPA requirements and ended up graduating with a master's degree in accounting and an MBA in '95.

"I feel that it is very important in today's active business climate - to have a diverse background and always continue to learn," she says. "There's one

thing you can always count on in any business or industry, and that is change."

Lally was treasurer of the bank when she returned to school, and she rose through the ranks to become senior vice president while enrolled here. The convenient center locations, flexibility of the programs and variety of course offerings allowed her to fit classes into her life as she advanced in her career, and she was able to apply what she learned immediately.

Lally is proud to be part of Southern New Hampshire University's growth. She credits the university with giving her "a good toolbox" to work with in her professional life.



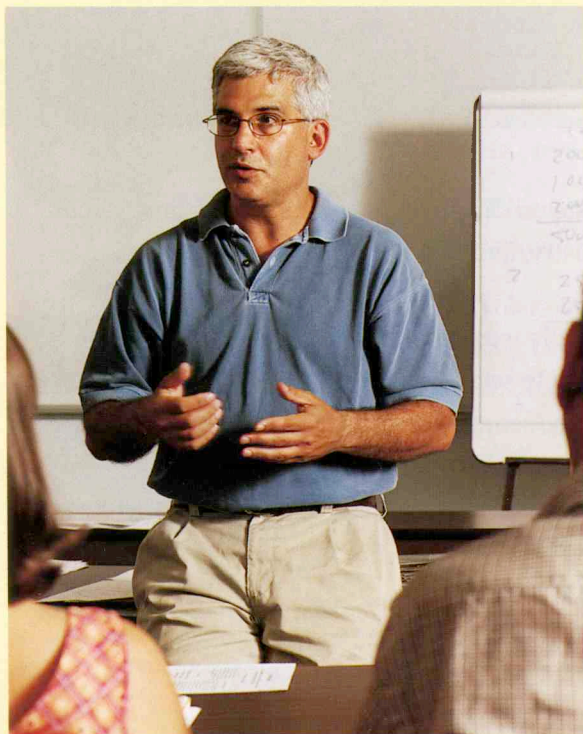
A LOVE OF TEACHING LURED ASSOCIATE PROFESSOR **BILL PETERSEN** back to Southern New Hampshire University years after he earned his bachelor of science in hospitality here in 1984.

Petersen, dean of the School of Hospitality, Tourism and Culinary Management, wanted to cook as soon as he could reach the top of his parents' stove. He became fascinated with the hospitality field while dining out and vacationing with his family.

Like other university faculty members, Petersen has extensive professional experience. After earning his master's in management, he worked as a corporate hotel inspector, a hotel operations manager and eventually as an instructor at several colleges in Massachusetts. He helped open and still assists at the Center for Executive Education, a 130-room Hilton Hotels property at Babson College. He is president of the Granite State Ambassadors program, vice president of the New England Regional Council on Hotel, Restaurant and Institutional Education and a member of the Governor's Advisory Council on Tourism in New Hampshire.

Southern New Hampshire University remains his home base because of what he calls "the three Ps—the program, the people and the place." His passion for teaching keeps him going.

"I learn as much from the students as they learn from me. They have different experiences as consumers and travelers and observers of culture," he says. "That's the fun part."



*"People who come here come with tremendous spirit. People truly are committed to promoting social and economic change in their communities," he says.*

*"Just realizing that makes the job excellent."*

**DR. MICHAEL SWACK**, DIRECTOR OF THE SCHOOL OF CED, is motivated by one passionate credo: People who are fortunate enough to enjoy life's privileges have an obligation to assist others.

"It could be helping a child, it could be volunteering with an organization; there are all sorts of ways for people to make positive contributions," he says.

Swack became interested in community economic development as an undergraduate student while working on an affordable housing venture. Years later, he was hired to teach one course in community economic development at Southern New Hampshire University. Within a year, he had created a full-blown program.

Swack, who earned his master's in public policy and finance at Harvard and his doctorate in community development and management at Columbia, realized that his field was heavy on social conscience and zeal, but light on practical and financial knowledge. He wanted a program that equipped students with business skills they could use to strengthen their social efforts.

Nearly 20 years later, Swack's program has evolved into the School of Community Economic Development, the only one of its kind in the United States. Alumni and faculty work all over the world to help people cultivate their communities.



# A World of OPPORTUNITY


GRADUATE PROGRAMS



SOUTHERN NEW HAMPSHIRE  
UNIVERSITY

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outhern New Hampshire University offers a variety of certificate and degree programs to full- and part-time students. Those who cannot attend classes on campus may work toward their degrees at any one of our off-campus centers through our Continuing Education program or enroll in online courses through our 100-percent Internet-based Distance Education program.

Students may enroll in September, December, March or June. The time required to complete program requirements varies depending upon the program, the number of courses completed per term, student preparation, academic schedules and other factors. Students should meet with advisors to determine their courses of study. Students have a maximum of eight years to complete requirements for most degrees.

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

### **Our Mission**

Southern New Hampshire University is a multicultural, student-centered, teaching institution that provides its graduates with the intellectual, creative and social foundations which prepare them to lead fulfilling lives as competent, committed and compassionate members of a global society.

### **Our Vision**

To be an innovative, accessible, affordable and nationally and internationally recognized university committed to exceeding the expectations of those it serves.

### **Our History**

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 the 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's degrees were awarded that year, and the first bachelor degrees were conferred three years later. The college became a nonprofit institution under a board of trustees in September 1968, and the name was shortened to New Hampshire College in 1969.

The 1970s were a time of growth and change. The college moved from its downtown Manchester site to a new, 200-acre campus on the Merrimack River in 1971. In 1974, the college introduced a master of business administration program, and, in 1978, assumed human services degree programs created by Franconia College. These programs later were organized into the Graduate School of Business and the School of Human Services.

In the spring of 1981, the General Court of New Hampshire authorized New Hampshire College to award the master of human services degree and the master of science degree in business-related subjects. That year, the university purchased the former Mount Saint Mary College in Hooksett to accommodate the two rapidly expanding new programs.

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



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

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

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

The metamorphosis continued with the coming of the new millennium. New Hampshire College became Southern New Hampshire University on July 1, 2001. Undergraduate and graduate programs became part of the School of Business, the School of Liberal Arts, the School of Community Economic Development and the School of Hospitality, Tourism and Culinary Management. The impetus behind New Hampshire College's change to Southern New Hampshire University can be traced to 1998, when the graduate school began offering its first doctoral programs, in international business and community economic development.

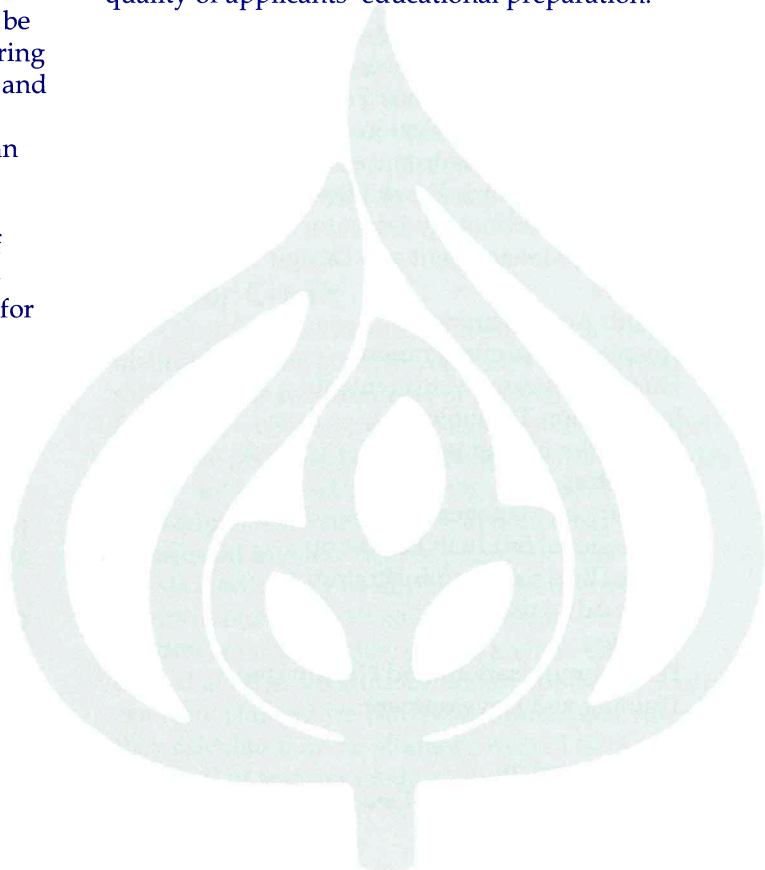
Southern New Hampshire University now has an enrollment of nearly 1,000 undergraduate students, 1,600 graduate students and 4,000 continuing and distance education students. Our high percentage of enrolled international students has resulted in a cultural diversity that enriches the learning experience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

## **Accreditation and Membership**

Southern New Hampshire University is accredited by the New England Association of Schools and Colleges Inc., which accredits schools and colleges in the six New England states. Accreditation indicates that the institution has been carefully evaluated and has been found to meet the standards agreed upon by qualified educators. The university also is accredited by:

- The Association of Collegiate Business Schools and Programs (ACBSP).
- The New Hampshire Post-Secondary Education Commission.
- The New England Association of Schools & Colleges.
- The New Hampshire State Department of Education for Teacher Certification.
- The American Culinary Federation Education Institute.
- The North American Society for Sport Management

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





# GRADUATE PROGRAMS

## Graduate Programs

*Master of Business Administration*

*Master of Education*

*Masters of Science in:*

Accounting  
Business/Marketing Education  
Community Economic Development  
Community Mental Health  
Finance  
Hospitality Administration  
Information Technology  
International Business  
Teaching English as a Foreign Language  
Sport Administration

## Certificates in:

Accounting  
Advanced Study in Education  
Artificial Intelligence/Expert Systems  
Clinical Services for Adults with Psychiatric Disabilities  
Clinical Services for Children and Adolescents with Severe Emotional Disturbance and their Families  
Clinical Services for Persons with Co-occurring Substance Use Disorders and Psychiatric Disabilities  
Computer Technology Educator  
Database Management and Design  
Finance  
Health Administration  
Hospitality Administration  
Human Resource Management  
Information Technology  
International Business  
Marketing  
Operations Management  
Professional Study in Education  
School Business Administration  
Sport Administration  
Taxation  
Telecommunications and Networking  
Training and Development

## Doctoral degrees in:

Community Economic Development  
International Business

## Level of Achievement Expected

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

## Grades

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

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

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

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

## Grade Change Policy

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



## **Scholastic Standing**

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

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

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

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

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

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

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

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

## **Academic Honesty Policy**

Southern New Hampshire University expects all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not acceptable and will not be condoned. Students found to be involved in such activities are subject to serious disciplinary action up to and including expulsion.

Plagiarism is defined as the use, whether by paraphrase or direct quotation, of another's published or unpublished work without full and clear acknowledgement.

Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations and written assignments, including computer-generated assignments, from any source not approved by the instructor.

## **Courses Repeated**

Graduate students are permitted to repeat courses. The first grade assigned remains on a student's record but is not used when calculating the student's GPA. The grade assigned for the repeated course also is recorded and is used in computing the GPA.

## **Confidentiality of Records**

Access to student records is restricted by federal law and university policy. Grades are provided only in written reports that are mailed to students following the completion of each course.

## **Class Attendance**

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

## **Withdrawal from Courses**

A student may withdraw from a course by completing a withdrawal form prior to the fourth scheduled class meeting. The faculty member's signature is not required. After the fourth class meeting, a student wishing to withdraw from a course must meet with the instructor and complete the withdrawal form. The faculty member's signature is required.

No course withdrawals are permitted after the 10th class meeting except under extreme circumstances and only with the instructor's recommendation and the dean's approval.

Non-attendance at class meetings is not construed as a withdrawal. An instructor may withdraw any student from a course on the grounds of excessive absence or if it is the instructor's opinion that the student will be unable to satisfactorily complete the course requirements. Full-time students must meet with an advisor prior to withdrawing.

## **Transfer Credit**

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



## Student Services

Graduate students have specific needs that must be accommodated during their pursuit of advanced studies. Southern New Hampshire University offers a variety of facilities and services to assist students with curricular and extracurricular activities. From providing academic support to offering counseling and placement, the university seeks to assist its students in their personal and professional growth.

## Library

The Harry A. B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. The constantly expanding collection contains approximately 77,000 books, 700 periodical subscriptions and access to more than 4,000 online periodicals and 12,000 company financial and annual reports (on 300,000 microfiche).

The Shapiro Library's collection is designed to support the university's curricula at all levels and was built around a strong core in management, administration, finance, nonprofit management, international business and economic development. It features state and United Nations documents, international organization publications and special reports.

The growth of our programs and majors has resulted in the expansion of collections in hospitality, including the culinary arts and tourism management, and in the liberal arts and social sciences, including literature, education and psychology.

The mission of the Shapiro Library is to support the teaching curricula and the comprehensive intellectual climate that have been established at Southern New Hampshire University. The library is an integral part of the total learning environment that exemplifies Southern New Hampshire University and its partners in the community.

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

## The Shapiro Library features:

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

The Shapiro Library has an online catalog of its book holdings that is available to patrons from anywhere in the world via the Internet. It also holds subscriptions to more than 20 online information providers and a large collection of CD-ROMs from private publishers and the U.S. government.

The Shapiro Library has a strong, dynamic Bibliographic Instruction (BI) program that provides orientation and training for all students. Librarians work closely with department faculty to design appropriate library instruction and electronic information sessions, literature, research strategies and exercises. Classes are held in the Library Training Room and may be introductory or tailored to specific subjects and disciplines.

## Application Process for International Students

To apply for admission to a graduate program in the School of Business, international applicants must submit:

- a completed Southern New Hampshire University International Application Form.
- official or attested copies of transcripts of post-secondary academic grades and degrees, translated into English.
- certified certificates and diplomas.
- proof of English proficiency. Students not enrolling in the Intensive English Program must submit an official TOEFL score (Southern New Hampshire University's TOEFL code number is 3649).
- documentation of financial support. Each student coming to the United States must satisfy university and government officials that sufficient finances are available to pay for round-trip passage, tuition and living expenses.



## **English Language**

Students whose primary language is not English must submit their scores on the Test of English as a Foreign Language (TOEFL). The Center for Language Education offers intensive instruction to students needing to develop their English speaking and writing skills. Students who require instruction in English should be advised that their tenure at the university could be extended by several terms and that additional tuition is charged for the English as a Second Language and Graduate Language Study programs.

Students who have not submitted a TOEFL score or whose TOEFL score is below 550 on the paper-based test or 213 on the computer-based test must have their English skills assessed upon arriving on campus.

Based on the results of the assessment tests, students who need additional English language study may fall into one of three categories:

Students who need additional work in English but whose skills are strong enough to accommodate some graduate study will be assigned to the GLS class and may take one or two graduate courses or prerequisites concurrently. Students with TOEFL

scores between 500 and 550 on the paper test and 173 and 213 on the computer test generally fall into this category.

Students who need full-time English study will be assigned to an ESL class for one or more terms until their skills are sufficient for graduate study.

International students requiring additional language support beyond the Intensive Program or Graduate Language Studies may request or be referred to GLS02, a Center for Language Education tutorial service.

## **Fees for English Programs**

The GLS fee for the 2001-2002 academic year is \$1,180 for 12 weeks or 99 hours of instruction. The class meets Mondays, Tuesdays and Wednesdays beginning the first week of the graduate term. Students may choose morning or afternoon classes.

There is no fee for GLS02. The service is provided by appointment only.

Tuition for the intensive ESL program for the 2001-2002 academic year is \$3,904 for a 16-week term or \$244 per week for students not requiring a full semester of instruction.

# 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 \$23 million was awarded to our students in amounts ranging from \$500 to the full amount of educational costs during the 2000-2001 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 types of assistance can be awarded singly, but it is the university's usual practice to award them in various combinations called financial aid packages. All scholarship and assistance programs are subject to prevailing federal and state regulations. Compliance with these regulations is the responsibility of the student and the aid administrators and is a condition of the student's eligibility to receive assistance.

## **The Financial Aid Application Process**

Students who wish to apply for any type of need-based assistance, including loans, grants and work-study, must complete the Free Application for Federal Student Aid (FAFSA). The Southern New Hampshire University code number is 002580. The FAFSA can be completed electronically at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Paper applications can be obtained in the Financial Aid Office, at public libraries and at high schools. Returning students who have been mailed a Renewal FAFSA may use that form or a new, blank form. Awards are made for the academic year, which includes terms starting on or after July 1. Students must reapply for financial aid each year.

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



receive, and will receive institutional aid as funds permit.

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

Transfer students who have attended another institution in the last two months must submit a Financial Aid Transcript (FAT) from the prior institution. A Financial Aid Transcript is required whether or not financial aid was received at the prior school. A student should request that the FAT be sent directly to the Southern New Hampshire University Financial Aid Office from the other school's financial aid office. Federal financial aid cannot be distributed to a student until the appropriate financial aid transcripts have been received, when required.

## **Loans and Jobs**

### **Federal Stafford Loans**

Students must file the FAFSA and the Stafford Loan application to determine eligibility for this federally regulated loan. Only a university financial aid office can determine a student's eligibility based on the cost and financial need. Maximum loans for undergraduates are \$2,625 for students who have fewer than 30 credits, \$3,500 for students who have more than 30 credits but fewer than 60 credits and \$5,500 for students with 60 or more credits. Graduate students may borrow up to \$8,500 in subsidized Stafford Loans and an additional \$10,000 in unsubsidized Stafford Loans in a 12-month period. The subsidized loan amount is determined by financial need and grade-level limits.

Principal payments are deferred and interest is paid for the borrower until a student ceases enrollment. Applicants whose demonstrated need is less than the maximum loan amount may receive the balance of the maximum loan amount as an unsubsidized Stafford Loan. Though the government will not pay interest for the borrower of an unsubsidized Stafford Loan, the principal and interest may be deferred while the student is enrolled.

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 until six months after the student graduates or withdraws from the university.

### **G.A.P. (Stafford) Loans**

The New Hampshire Higher Education Assistance Foundation has established the G.A.P. Program to assist New Hampshire residents and out-of-state students attending New Hampshire

colleges or universities. The NHHEAF will process a loan through a bank in New Hampshire for those students the university has determined to be totally or partially eligible for the federally subsidized Stafford Loan but who have been denied a loan by a lender of their choice.

### **Alternative Loans for Parents and Students**

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

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

The Federal Work Study Program is an employment program funded by the federal government and the university. It allows students with financial need to work on campus and receive an hourly wage, currently no less than \$5.15 per hour. The Financial Aid Office will assist students in locating employment; however, neither employment nor earnings will be guaranteed. Jobs typically are found in the library, the cafeteria, department offices, the gymnasium and in maintenance.

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

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

### **Off-campus Employment**

Manchester is New Hampshire's Queen City and the population center of the state. Part-time employment opportunities exist in the local area. While they are not part of the university's aid program, earnings from such sources can contribute significantly toward meeting university costs. The university's Career Development Office coordinates information about off-campus opportunities and acts as liaison with local employers.

### **Outside Assistance**

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

Students are required to report outside assistance to the Financial Aid Office; such assistance may necessitate the revision of an existing financial aid award.



## Veterans' Benefits

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

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

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

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

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

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

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

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

## Selection Criteria

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

For dependent students, an estimate of the parents' contribution toward education expenses is made based on their income and assets. Taxes, medical expenses and

other family liabilities also are taken into account. The student's income and assets are considered in estimating the total family resources that may be utilized to meet the cost of education.

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

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

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

## Standards of Satisfactory Academic Progress for Financial Aid

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

### Quantitative Measure

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

- a. For the purpose of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, inclusive of remedial and non-degree courses, less the total number of credits accepted for transfer from other institutions. Associate degree candidates may attempt a maximum of 90 credits. Bachelor degree candidates may attempt a maximum of 180 credits. Graduate degree candidates may attempt a maximum of eight years of study in a specific graduate degree program.
- b. Credits attempted are those for which the student has enrolled in by the end of the add/drop registration period.
- c. Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Failure, withdrawal, incomplete or other designations for



courses attempted are not considered successful completion.

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

### **Qualitative Measure**

Graduate students must maintain a minimum cumulative grade point average of 3.0 on a 4.0 scale.

### **Review Process**

Individual student records will be reviewed during evaluation periods that correspond with the student's academic program. Graduate students in the Community Economic Development program will be reviewed three times a year. All other graduate students will be reviewed twice a year.

### **Enforcement**

Failure to meet either the qualitative or quantitative standards will result in the student being placed on financial aid probation or warning until the next evaluation period. The student will be allowed to receive financial aid during the probation period. A student whose academic record meets both standards will have his or her academic eligibility for future financial aid reinstated at the end of the probation period.

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

***Standards of Satisfactory Academic Progress for Financial Aid - Table***

	Minimum Cumulative GPA	Maximum Completion Rate	Maximum Attempted Time	Evaluation Period
Associate	2.0	75%	90 credits	yearly
Bachelor	2.0	75%	180 credits	yearly
Graduate	3.0	75%	8 years	September, March
CED	3.0	75%	8 years	Sept., January, March

### **Employment of International Students**

F-1 and J-1 students are eligible to work on campus for up to 20 hours per week while school is in session and full-time during breaks and an annual vacation period. J-1 students must have their sponsors' written approval for such employment. Opportunities for on-campus employment often are limited; newer students in particular may have difficulty finding such work.

Off-campus employment for F-1 students is possible for economic necessity or as practical training. An F-1 student must complete an academic year before applying for employment authorization. The Immigration and Naturalization Service may authorize off-campus employment if a student can demonstrate an unforeseen change in financial circumstances. The application must be endorsed at the Center for International Exchange.

Practical training is a 12-month opportunity for F-1 students to work in areas related to their fields of study. It may be taken part-time while school is in

session, full-time during annual vacation periods or after studies are completed, which most students find is the best time. Authorization must be received from the INS 120 days before employment commences and 60 days before classes end. Students are required to obtain endorsement from the Center for International Exchange.

J-1 students may work off campus if they can demonstrate to their program sponsors that work is necessary because of "serious, urgent and unforeseen economic circumstances" that have come about since they became J-1 students. Practical training for a total of 18 months may be authorized before or after studies are completed, provided that a dean or academic advisor recommends the specific employment.

Employment authorization must be completed and a program extension granted before the end of the program date on the IAP-66. Details are available from the Center for International Exchange or the program sponsor. The center is responsible for J-1 students who are here under a visa certification issued by Southern New Hampshire University.



# ADMISSION AND SERVICE TO STUDENTS WITH DISABILITIES

## ***Mission and Philosophy***

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

## ***Section 504 Compliance and ADA Compliance***

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

## ***Self-identification and Documentation of Disabilities***

While the university makes no pre-admission inquiry about an applicant's disability, such knowledge often can be helpful in the admission process. We recognize that to disclose any disability is a personal choice that every applicant may exercise, and we respect that choice. However, we encourage applicants with hidden disabilities, such as learning disabilities, emotional disabilities or chronic medical conditions, to disclose such conditions and provide us with all necessary data.

It is only through self-disclosure that the student and the university can make informed and fair decisions regarding the suitability of attending Southern New Hampshire University in the pursuit of a collegiate education. This information also is useful in helping the faculty and staff provide the needed services or in referring students for appropriate services. Accommodations can be made only after the student provides the appropriate documentation. Documentation guidelines are available from the

coordinator of Disability Services or through the Wellness Center.

## ***Academic Responsibility***

While personal services and aides cannot be provided, reasonable accommodations will be made and based on a plan developed by the disabled student and the coordinator of Disability Services. Such services may include the use of specialized examination conditions, auxiliary aids and other reasonable classroom and learning accommodations. In all instances, the class instructor, with aid from the appropriate support services, is responsible for facilitating the learning and examination process.

## ***Grievance Procedure***

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

Complaints should be addressed to:

ADA/504 Compliance Officer

Wellness Center

Southern New Hampshire University

2500 North River Road

Manchester, N.H. 03106-1045

(603) 645-9679 • Fax (603) 645-9711

## ***The grievance procedure requires the following:***

- A complaint must be filed in writing or orally, must contain the name and address of the person filing it and briefly describe the alleged violations of the regulations.
- A complaint must be filed within 30 working days after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this



## **MBA Online**

Students also may pursue their MBA degrees online through our Distance Education program. Students who wish to work toward their MBA degrees via the Internet are advised to apply through the Distance Education Center online at <http://de.snhu.edu>. Academic advising, schedules, course descriptions, course syllabi, class registrations and other services are available via the highly supportive web environment created by innovative Blackboard software.

Students pursuing the MBA may take courses online and in Southern New Hampshire University's traditional classrooms. Students who take more than five courses online will find their center of record officially changed to the Distance Education Center. Distance education students must fulfill the Basic MBA degree requirements and pass a proctored comprehensive examination that will be administered at the end of their programs of study. Students may take the examination at one of the university's continuing education centers or obtain approval to have it delivered by a proctor at an off-site location. Students are responsible for all costs associated with proctoring their exams at off-site locations.

## **Graduate Certificates**

Graduate certificates may be pursued as independent programs of graduate study by

students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor's degrees and have the necessary educational background and professional experience. MBA degrees and graduate certificates may be pursued concurrently.

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

## **MBA with Graduate Certificate Option**

Students seeking an MBA with a graduate certificate must:

- Complete a minimum of 16 courses, including 12 core courses. The overall GPA must be a minimum of 3.0 with no more than two completed course grades of "C+" or lower.
- Earn only one course grade of "C+" or lower in a certificate course. Students must maintain a minimum GPA of 3.0 in certificate courses.
- Students should confirm with an advisor the minimum time they will have to complete a particular graduate certificate given their individual circumstances.
- Students may transfer a maximum of six graduate credits earned at other institutions into their degree programs at Southern New Hampshire University. Only three of the transferred credits may fulfill graduate certificate elective requirements.

# GRADUATE CERTIFICATES

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

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

## **Graduate Certificate in Accounting**

Courses required for the certificate-only option:

ACC510	Managerial, Budgeting and Cost Accounting I
ACC600	Managerial, Budgeting and Cost Accounting II
ACC610	Financial Reporting I
ACC620	Financial Reporting II
ACC630	Financial Reporting III
ACC640	Auditing
ACC690	Advanced Topics in Financial Reporting
TAX650	Federal Taxation of Individuals



grievance procedure was in place will be considered on a case-by-case basis.)

- 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.
- The ADA/504 Compliance Officer will issue written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 15 working days after the complaint is received.
- The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.
- 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 right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies, such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department. Using this grievance procedure is not a prerequisite to the pursuit of other remedies.
- These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards and assure that Southern New Hampshire University complies with the ADA and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if it is determined that there are extenuating circumstances.

# PROGRAM REQUIREMENTS

## School of Business – Academic Programs and Requirements

### Academic Calendar

Term I	September 10 – December 1, 2001
Term II*	December 3, 2001 – March 9, 2002
Term III	March 18 – June 8, 2002
Term IV	June 10 – August 24, 2002
*Holiday, December 23, 2001– January 6, 2002	

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

### Master of Business Administration Degree

The MBA program is designed to prepare students for middle and senior management positions. The Basic MBA program requires 14 graduate courses (42 credits), including 12 core courses and two electives. Students who did not complete specified business courses as undergradu-

ates or do not have the equivalent work experience may need additional background courses before beginning the program.

### Required Courses

ACC500	Managerial Accounting
IT500	Information Technology
ECO500	Managerial Economics
FIN500	Financial Management
HRM500	Human Behavior in Organizations
INT610	Multinational Corporate Environment
MBA500	Research Methods in Business
MBA510	Quantitative Analysis for Decision-Making
MBA600	Production and Operations Management
MBA670	Business, Government and the Environment
MBA700	Strategic Management
MKT500	Marketing Strategies
and two graduate business electives (or MBA740 Thesis Option)	



### **Graduate Certificate in Artificial Intelligence/Expert Systems**

Courses required for the certificate-only option:

IT510	Advanced Computer Information Systems
IT650	Principles of Database Design
IT660	Artificial Intelligence
IT690	Building Knowledge-based Expert Systems
IT750	Projects in Artificial Intelligence/Expert Systems

*Note: IT750 is offered every other year.*

### **Graduate Certificate in Information Technology**

Courses required for the certificate-only option:

IT510	Advanced Computer Information Systems
IT600	Operating Systems
IT610	Object-Oriented Systems Analysis
IT620	Object-Oriented Systems Design
IT650	Principles of Database Design

### **Graduate Certificate in Computer Technology Educator**

Courses required for the certificate-only option:

MBE640	Technology for Teachers 1
MBE641	Technology for Teachers 2
MBE642	Computer Teachers Toolbox
MBE700	Student Teaching (6 credits)

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

### **Graduate Certificate in Database Management and Design**

Courses required for the certificate-only option:

MBA510	Quantitative Analysis for Decision-Making
IT510	Advanced Computer Information Systems
IT600	Operating Systems
IT610	Object-Oriented Systems Analysis
IT620	Object-Oriented Systems Design
IT630	Computer Simulation and Modeling
IT640	Data Communications and Networking
IT650	Principles of Database Applications
IT655	Advanced Database Applications
IT658	Object Database Design and Management
IT665	Client/Server Systems

### **Graduate Certificate in Finance**

Courses required for the certificate-only option:

MBA510	Quantitative Analysis for Decision-Making
ACC500	Managerial Accounting
FIN500	Financial Management
FIN610	Short-term Financial Management
FIN640	Investment Analysis and Portfolio Management
INT620	Multinational Corporate Finance and two finance electives

### **Graduate Certificate in Health Administration**

Courses required for the certificate-only option:

HRM500	Human Behavior in Organizations
HRM510	History and Functions of U.S. Health Systems
HRM630	Topics in Health Administration
HRM700	Seminar in Health Administration
MBA670	Business, Government and the Environment

*and any one of the following:*

ACC500	Managerial Accounting
FIN500	Financial Management
HRM600	Human Resource Management
HRM610	Labor Relations and Arbitration
MBA660	Management of Not-for-Profit Organizations*
MKT500	Marketing Strategies
MKT660	Marketing Strategies for Not-for-Profit Organizations*

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

### **Graduate Certificate in Hospitality Administration**

This certificate is intended to be taken as a specialty after completing the MBA degree program.

Courses required for the certificate-only option:

ACC500	Managerial Accounting
FIN500	Financial Management
MBA510	Quantitative Analysis for Decision-Making
MBA670	Business, Government and the Environment
MKT500	Marketing Strategies
HOS550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS640	International Hospitality Operations
HOS680	Hospitality Entrepreneurship and Development
HOS685	Consulting Projects in Hospitality, or Leisure and Recreation Management
HRM670	Leadership



### **Graduate Certificate in Human Resource Management**

Courses required for the certificate-only option:

HRM500 Human Behavior in Organizations  
*and one of the following two:*

HRM600 Human Resource Management  
HRM690 SHRM Training Program plus  
3-credit Independent Study

*and any four of the following:*

HRM610 Labor Relations and Arbitration  
HRM620 Compensation and Benefits  
Management  
HRM650 Service Management  
HRM660 Redesigning Middle Management  
MBA670 Business, Government and the  
Environment  
MBA610 Business Law  
MBA660 Management of Not-for-Profit  
Organizations  
MBE670 Training and Development in  
Organizations

### **Graduate Certificate in International Business**

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

Courses required for the certificate-only option:

INT610 Multinational Corporate  
Environment

INT700 Multinational Business Strategy

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

### **Graduate Certificate in Marketing**

Courses required for the certificate-only option:

MKT500 Marketing Strategies

*And any four of the following:*

MKT610 Advertising Management  
MKT620 Consumer Behavior  
MKT630 Market Research  
MKT640 Industrial Marketing  
MKT660 Marketing Strategies for  
Not-for-Profit Organizations  
MKT670 Product Management  
MKT680 Logistics/Distribution  
Management  
MKT690 Contemporary Corporate Public  
Relations  
MKT691 Writing for Public Relations  
INT640 Multinational Market Strategies  
SPT500 Sport Marketing  
HRM 650 Services Management  
MBA 630 Entrepreneurship and Small  
Business Management  
MBA 680 Franchising

### **Graduate Certificate in Operations Management**

Courses required for the certificate only option:

MBA510 Quantitative Analysis for  
Decision-Making

MBA600 Production and Operations  
Management

MBA620 Quality Control and Improvement

MBA690 Topics in Operations Management

*And any two of the following electives:*

ACC600 Managerial, Budgeting and  
Cost Accounting II

FIN630 Capital Budgeting and Financing

IT630 Computer Simulation and  
Modeling

HRM600 Human Resource Management

INT600 Multinational Corporate  
Management

MKT640 Industrial Marketing

MBA710 Internship

MBA750 Independent Study

*Or other electives with permission of the dean*

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

*Note: While the graduate certificate in operations management can be taken as a stand-alone program, it is designed to be taken in conjunction with the MBA.*

### **Graduate Certificate in School Business Administration**

Courses required for the certificate-only option:

HRM500 Human Behavior in Organizations

HRM610 Labor Relations and Arbitration

MBE710 Seminar for School Business  
Administrators I

MBA715 Seminar for School Business  
Administrators II

MBE720 Seminar for School Business  
Administrators III

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

*Also note: The school business administration graduate certificate program is offered every other year and currently is projected for 2003.*

### **Graduate Certificate in Sport Administration**

Courses required for the certificate-only option:

SPT500 Sport Marketing

SPT510 Sport in Society

SPT600 Management of Sport  
Organizations

SPT700 Seminar & Principles of Sport  
Administration

*And one graduate business elective*



### **Graduate Certificate in Taxation**

Courses required for the certificate-only option:

- TAX650 Federal Taxation of Individuals
- TAX655 Federal Income Taxation of Corporations and Partnerships;  
Estate and Gift Excise Tax
- TAX665 Estate and Gift Taxation
- TAX670 Tax Research Methodology/Practices and Procedures
- TAX700 Special Topics in Taxation

*Note: The taxation certificate program is offered every other year and is projected for 2002.*

### **Graduate Certificate in Telecommunications and Networking**

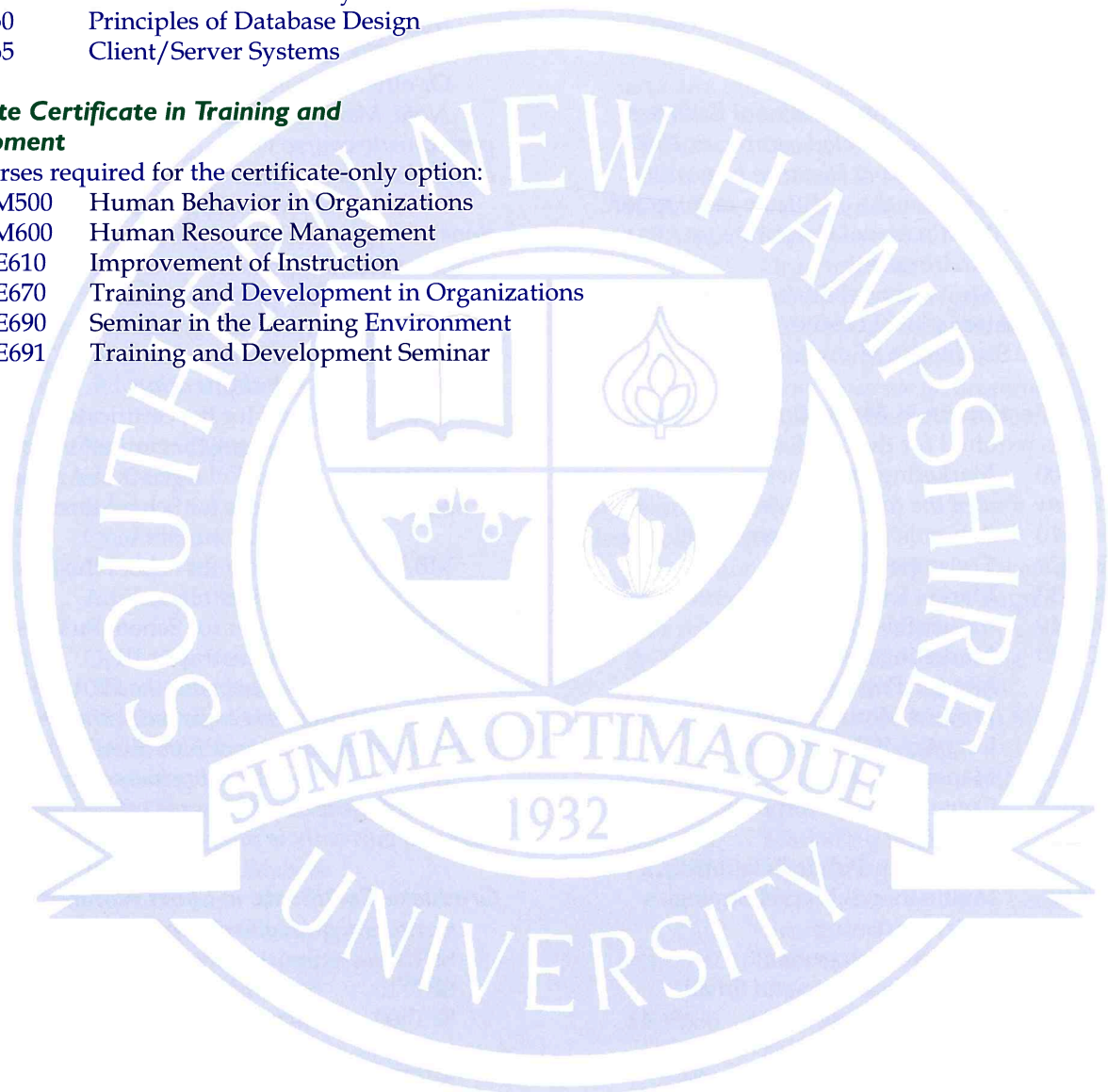
Courses required for certificate-only option:

- MBA510 Quantitative Analysis for Decision-Making
- IT510 Advanced Computer Information Systems
- IT600 Operating Systems
- IT630 Computer Simulation and Modeling
- IT640 Telecommunications and Networking
- IT645 Local Area Network Design and Implementation
- IT646 Internet and Intranet Systems Architecture
- IT650 Principles of Database Design
- IT665 Client/Server Systems

### **Graduate Certificate in Training and Development**

Courses required for the certificate-only option:

- HRM500 Human Behavior in Organizations
- HRM600 Human Resource Management
- MBE610 Improvement of Instruction
- MBE670 Training and Development in Organizations
- MBE690 Seminar in the Learning Environment
- MBE691 Training and Development Seminar





# MASTERS PROGRAMS

## **The Master of Science Degree in Accounting**

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

### *Required Courses*

ACC510	Managerial, Budgeting and Cost Accounting I
ACC600	Managerial, Budgeting and Cost Accounting II
ACC610	Financial Reporting I
ACC620	Financial Reporting II
ACC630	Financial Reporting III
ACC640	Auditing
ACC670	Accounting Information Systems
ACC690	Advanced Topics in Financial Reporting
ACC700	Seminar in Accounting Topics
FIN500	Financial Management
HRM500	Human Behavior in Organizations
MBA500	Research Methods in Business
MBA510	Quantitative Analysis for Decision-Making
MBA600	Production and Operations Management
MBA610	Business Law
TAX650	Federal Taxation of Individuals
TAX655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax

## **Master of Science Degree in Accounting (undergraduate accounting majors only)**

Students with bachelor's degrees in accounting will be considered for acceptance in this program. Requirements for acceptance include a minimum GPA of 3.0 in undergraduate accounting courses and a review of the applicant's background. Students in the program are required to take ACC620, ACC645, ACC660, ACC670, ACC680, ACC690, ACC700, MBA500 and a minimum of two additional courses.

An assessment is made upon admission to determine which of the following graduate courses a student may be required to take: ACC600, ACC610, ACC640, FIN500, MBA610, TAX650 and TAX655. Determinations will be based upon undergraduate courses taken, grades received and/or work experience. Students who have not completed courses in quantitative methods, operations management and organizational behavior will be required to take the undergraduate or graduate equivalent. This program is designed to meet the American Institute of Certified Public Accountants' "150 Hour" recommendation.

## **The Master of Science Degree in Business Education**

The MS in business education provides business educators with advanced professional knowledge and skills. It requires the completion of 10 graduate courses (30 credits) and can be combined with a graduate certificate specialization, which requires a minimum of 12 graduate courses (36 credits). Note: In addition to selected campuses, this program is also available via Distance Education.

### *Required Courses*

MBA500	Research Methods in Business
MBE600	Current Literature
MBE610	Improvement of Instruction
MBE620	Curriculum Development
MBE640	Technology for Teachers 1

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



## Areas of Certification

- Comprehensive Business Education
- Comprehensive Marketing Education

To be recommended for certification by the state of New Hampshire in either of these areas, a student must successfully complete the basic MS in business education program and:

- Complete MBE650 and MBE700.
- Document at least 2,000 hours of past work experience in the field (business and/or marketing) of certification.
- Successfully pass the PRAXIS I Pre-Professional Skills Test.
- Meet other competencies as determined by the dean.

## The Master of Science Degree in Information Technology

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

The goals of the MS program in IT are to:

- establish a firm foundation in the theory and practice of computerized information system analysis, design and management.
- expose students to the most current tools and approaches.
- enable students to develop additional technical competency through internships and concentrations within the curriculum.

### Required Courses

ACC500	Managerial Accounting
IT510	Advanced Computer Information Systems
IT600	Operating Systems
IT610	Object-Oriented Systems Analysis
IT620	Object-Oriented Systems Design
IT630	Computer Simulation and Modeling
IT640	Data Communications and Networking
IT650	Principles of Database Design
IT700	Projects in Computer Information Systems
FIN500	Financial Management
HRM500	Human Behavior in Organizations

MBA510	Quantitative Analysis for Decision-Making
MBA600	Production and Operations Management

And three IT electives

*All MS in IT students must complete a comprehensive examination.*

*Note: GSB460 is a required foundation course for students who do not already have six credits of visual programming.*

## The Master of Science Degree in Finance

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

### Required Courses

ACC500	Managerial Accounting
IT500	Computer Information Systems
HRM500	Human Behavior in Organizations
MBA500	Research Methods in Business
MBA510	Quantitative Analysis for Decision-Making
MBA600	Production and Operations Management
MKT500	Marketing Strategies
ECO500	Managerial Economics
ECO610	Fiscal and Monetary Policies and Practices
INT610	Multinational Corporate Environment
INT620	Multinational Corporate Finance
FIN500	Financial Management
FIN610	Short-term Financial Management
FIN620	Money and Capital Markets
FIN630	Capital Budgeting and Financing
FIN640	Investment Analysis and Portfolio Management
FIN700	Seminar in Finance

And two finance or economics electives

The six elective credits may be satisfied with a thesis or internship option.



## **The Master of Science Degree in Hospitality Administration**

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

### *Required Courses*

ACC500	Managerial Accounting
IT500	Computer Information Systems
FIN500	Financial Management
HOS550	The Managerial Role of Hospitality, Tourism, Leisure and Recreation
HOS640	International Hospitality Operations
HOS680	Hospitality Entrepreneurship and Development
HOS685	Consulting Projects in Hospitality, Tourism or Leisure and Recreation Management
HRM650	Service Management
HRM660	Redesigning Middle Management
HRM670	Leadership
MBA500	Research Methods in Business
MBA510	Quantitative Analysis for Decision-Making
MBA670	Business, Government and the Environment
MKT500	Marketing Strategies

## **The Master of Science Degree in International Business**

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

### *Required Courses*

ACC500	Managerial Accounting
ECO500	Managerial Economics
FIN500	Financial Management

INT600	Multinational Corporate Management
INT610	Multinational Corporate Environment
INT620	Multinational Corporate Finance
INT640	Multinational Market Strategies
INT650	International Trade and Competitiveness
INT660	International Negotiations
INT700	Multinational Business Strategy
INT750	Seminar in Multinational Business
MBA510	Quantitative Analysis for Decision-Making
MKT500	Marketing Strategies
And one of the following:	
INT655	Understanding Emerging Markets
INT675	International Corporate Governance and Control
ECO610	Fiscal and Monetary Practices and Policies

## **The Master of Science in Sport Administration**

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

### *Required Courses*

ACC500	Managerial Accounting
IT500	Computer Information Systems
FIN500	Financial Management
HRM500	Human Behavior in Organizations
HRM670	Leadership
MBA500	Research Methods in Business
SPT500	Sport Marketing
SPT510	Sport in Society
SPT600	Management of Sport Organizations
SPT610	Sport Law
SPT700	Seminar & Principles of Sport Administration

One graduate business elective

And a six-credit internship, MBA740 Thesis Option or two additional electives with approval.

## **Second Degrees**

Students who wish to earn a second master's degree through the School of Business are required to take a minimum number of graduate courses beyond the first degree. The minimum number depends on the degrees being pursued. All other requirements in the second degree program also must be satisfied. Students considering this option should meet with an advisor to determine specific additional requirements.

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

## **Thesis Option**

Students may choose to pursue a thesis option, which is supervised by a faculty member once it is approved by the dean of the School of Business. Students may substitute six credit hours for two elective courses in the MBA or MS programs in business education, information technology, finance and sport administration.

## **Internships**

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

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

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

## **Doctoral Programs**

The Doctor of Business Administration (D.B.A.) in International Business and the Doctor of Philosophy (Ph.D.) in Community Economic Development are offered to qualified students.

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

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

### **Program requirements for entering the dissertation stage:**

1. Students must have completed coursework equivalent to that required for the master of science in international business program at Southern New Hampshire University. Students with master's degrees from other institutions must discuss their academic and professional backgrounds with faculty advisors to determine prerequisite coursework.
2. Doctoral students must complete two advanced research methods courses, DOC800 Advanced Quantitative Analysis I and DOC810 Advanced Quantitative Analysis II.

### **Required Doctoral Courses**

INT750	Seminar in Multinational Business
INT800	Foreign Direct Investment
INT810	Privatization
INT820	Seminar in Multinational Finance
INT840	Seminar in Multinational Marketing
INT850	Seminar in Global Business Strategy

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



5. Comprehensive examination: Upon the completion of all course work, doctoral students must sit for a series of comprehensive examinations in international business, research methodology and their minor fields of specialization.

### **Dissertation Stage**

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

### **Doctoral Colloquiums**

Doctoral colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Once a student completes the research and the final draft and receives approval from the dean, he or she will give an oral presentation to the committee and any other interested individuals. Students must receive approval from all members of their dissertation committees in order to successfully complete the doctoral program.

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

Dr. Massood Samii,  
International Business Chair  
Southern New Hampshire University School of Business  
2500 North River Road  
Manchester, N.H. 03106-1045  
(603) 644-3102 • Fax (603) 644-3150.  
[www.snhu.edu](http://www.snhu.edu)

**Information about Southern New Hampshire University  
School of Business graduate programs is available on  
our web site at <http://www.snhu.edu>.**

**Inquiries and requests for application materials may be directed to:**

Dean  
Southern New Hampshire University School of Business  
2500 North River Road  
Manchester, N.H. 03106-1045 (USA)  
(603) 644-3102 • Fax (603)-644-3150

*Inquiries also may be directed to the directors of our Continuing Education centers.*

# ADMISSION

## Master's Degrees

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

Our advisors are available throughout the year to discuss programs with students.

## Application Deadlines

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

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

**Unconditional Admission** - indicates that a student has satisfied all specified background and other entrance requirements for his or her chosen program of study.

**Limited Admission** - indicates that a student has not met all of the requirements for admission.

**Provisional Admission** - indicates that a student's undergraduate GPA is less than 2.5. This qualification is lifted if a student achieves "B" grades, or a 3.0 GPA, in his or her first three graduate courses.

**Unclassified Admission** - indicates that a student wishes to enroll in individual courses as a special student. An unclassified student later may apply a maximum of six graduate credits to one of the graduate programs.

Unconditional admission into the MBA Program and the MS programs in accounting, information technology, finance, hospitality administration, international business and sport administration requires that the student has earned a bachelor's degree with a cumulative GPA of 2.5 or better, or 2.7 or better in the latter halves of their completed undergraduate programs.

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

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

\*A grade of "B-" or better, earned within the past five years, is required for the MS in finance program.

\*\* An import/export course is required in place of business law for the MS in international business program. Students may satisfy the business law requirement by taking the foundation course or by taking the graduate course MBA610 as an elective.

## The MS in information technology program also requires:

Programming in Visual Basic®.....6 credits

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

Unconditional admission into the MS in business education program requires that the applicant has:

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

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

Certificate in accounting - *six credit hours in accounting.*

Certificate in artificial intelligence/expert systems - *three credit hours in computer systems technology.*

Certificate in computer technology educator - *three credit hours in computer systems technology.*

Certificates in information technology or database management and design - *three credit hours in computer systems technology and six credit hours in Visual Basic® programming.*

Certificate in finance - *six credit hours each in accounting, economics and mathematics and three credit hours in statistics.*

Certificate in hospitality administration - designed as a specialty for the MBA degree. *Prerequisites include six credit hours each in accounting, economics, mathematics, statistics and completion of ACC500, FIN500, MBA510, HRM670, MBA670 and MKT500.*



## Graduate Programs Offered at the School of Business

	BRUNSWICK, ME	CONCORD, NH	DISTANCE EDUCATION	DOVER	DUBAI, U.A.E.	MANCHESTER	NASHUA	PORTSMOUTH	SALEM	PUERTO RICO
<b>MBA</b>	■	■	■	■	■	■	■	■	■	■
MS Accounting						■				
MS Finance						■				
MS Hospitality Administration						■				
MS Sport Administration						■				
MS International Business			■			■				
MS Business Education	■		■			■	■	■		■
MSCED						■				
MS Information Technology						■		■		
<b>CERTIFICATES:</b>										
Accounting						■				
Artificial Intelligence						■				
Computer Technology Educator						■	■	■		
Database Management						■				
Finance						■	■			■
Health Administration						■				■
Human Resources Management	■					■	■		■	
Information Technology						■			■	
International Business						■				
Operations Management						■				
Marketing						■	■		■	
School Business Administration						■				
Taxation						■				
Telecommunications & Networking						■				
Training & Development						■				
Hospitality Administration						■				
Sport Administration						■				
<b>DOCTORAL DEGREES</b>										
PhD CED						■				
DBA International Business						■				

Certificate in operations management – *three credit hours in computer systems technology and six credit hours each in economics, statistics, accounting and mathematics.*

Certificate in telecommunications and networking – *three credit hours each in computer systems technology and statistics and six credit hours each in Visual Basic® and mathematics.*

Certificate in training and development – *three credit hours in accounting.*

*Note: Certificates in health administration, human resource management, international business, marketing, school business administration, sport administration and taxation have no specified prerequisites.*

Courses successfully completed for a certificate program may later be applied to a graduate degree program.

Unclassified applicants seeking unconditional admission must:

- hold at least a bachelor's degree from an accredited institution of higher learning.
- have satisfied the course background and prerequisite requirements.
- submit a completed application and official academic transcripts.

### **Limited Admission**

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

## **Admission – Doctoral Degrees**

### **D.B.A. in International Business**

Admission to the D.B.A. program in international business is competitive. At minimum, an applicant must:

- have a master's degree in international business, business administration or a related field from an accredited institution and a GPA of at least 3.5.
- submit a GMAT score.
- submit at least three letters of recommendation.
- submit an essay explaining the reasons for seeking to enroll in a doctoral program in international business.
- pay a \$25 application fee.

The deadline to submit application forms is May 1; however, applicants are encouraged to submit materials as soon as possible. Applications received after the deadline will be considered only if openings are available. Limited financial support is available.

### **Graduate Management Admission Test**

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

### **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**

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

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

### **Graduation**

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

September graduation –  
*submit petition before April 1.*

January graduation –  
*submit petition before July 1.*

May graduation –  
*submit petition before October 1.*



Students must submit petition-to-graduate forms for doctoral degrees, master's degrees and graduate certificates. Students receiving only graduate certificates are not required to pay the graduate fee.

The graduation ceremony is held in May. Students with conferred degrees from the previous September and January and the current May are invited to participate in the ceremony, traditionally held on the main campus in Manchester, N.H.

### **Master's Degrees Tuition and Fee Schedule – 2001-2002**

Graduate course tuition .....	\$1,260 per course
Distance Education course tuition .....	\$1,320 per course
Foundation course tuition (12 weeks) .....	\$1,260 per course
Foundation course tuition (6 weeks) .....	\$630 per course
Books and materials (per year) .....	\$1,200-1,500
Graduation fee .....	\$85
Parking fee (Manchester) .....	\$35
Full-time student fees	
Activity fee .....	\$215
Computer fee .....	\$325
Campus Housing	
Townhouse .....	\$2,116 per term
Residence Hall (single) .....	\$2,012 per term
Residence Hall (double) .....	\$1,606 per term
Campus Meal Plan	
Townhouse .....	\$465 per term
Residence Hall .....	\$820 per term

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

### **Tuition and Fee Schedule Doctoral Degrees 2001-2002 - D.B.A and Ph.D.**

Full-time and part-time .....	\$3,087 per course
Dissertation Colloquium .....	\$2,000 per term
Books and materials (per year) .....	\$1,000-1,500
Application fee .....	\$25
Tuition deposit (non-refundable) .....	\$200

Full-time students may take six doctoral credits per term and also may enroll in one prerequisite or enrichment course per term. International business doctoral students and international track community economic development doctoral students typically enroll in three terms per academic year. Community economic development doctoral students following the weekend track typically enroll in two terms per academic year. There is an additional fee of one-half the master's per-course tuition for full-time students who wish to take a second prerequisite or enrichment course. The dissertation colloquium fee is assessed each term after completion of all doctoral course work.

Part-time students take three doctoral credits per term and typically enroll in three terms per academic year. There is an additional fee of one-half the master's per-course tuition for part-time doctoral students who wish to take a prerequisite or

enrichment course. The dissertation colloquium fee is assessed each term after completion of all doctoral course work.

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

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

### **Deposits Tuition deposit**

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

### **Housing deposit**

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

### **Payment Policy Full-time Domestic Students**

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

### **Full-time International Students**

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

### **Part-time Students**

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

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

#### **Payment Policy– Active Duty Military**

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

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

#### **Payment– Distance Education Enrollment**

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

#### **Payment Information– All Students**

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

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

Students receiving financial aid may use such funds to make required payments.

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

#### **Billing**

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

#### **Refund Policy**

Enrolled students who withdraw from courses will be entitled to a tuition refund based on the number of times the class has met before the withdrawal was received.

Students who withdraw before the first class will be reimbursed 100 percent, before the second class, 80 percent; before the third class, 50 percent. Students who withdraw after the third class meeting will not receive a refund.

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

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

#### **Doctoral Degrees - Billing**

*Full-time and part-time programs (2 years)*

*D.B.A. in International Business*

*Ph.D. in Community Economic Development*

Students enrolled in the full-time international business and community economic development doctoral programs are charged on a per-course basis. Students typically enroll in three terms per year. Full-time students may take six Ph.D. or D.B.A. credits per term, while part-time students may take three Ph.D. or D.B.A. credits per term. A doctoral student registered for one doctoral course may take a prerequisite or enrichment course at one-half the appropriate tuition charge. A doctoral student registered for two doctoral courses in a term may take up to two prerequisite or enrichment courses at one-half the appropriate tuition charge for each. A full-time doctoral student registered for two doctoral courses who wishes to take more than two prerequisite or enhancement courses in a term will be billed the full tuition for each additional course.

Students in the Dissertation Colloquium will be billed each term at the rate for that year after coursework is completed. The doctoral student generally is required to register for a minimum of three terms of Dissertation Colloquium.

Doctoral Tuition .....	\$3,087 per course
Dissertation Colloquium .....	\$2,000 per term
Texts and materials .....	\$1,000 – 1,500
Other fees: .....	\$25 application fee
\$200 non-refundable acceptance deposit	

#### **Financial Obligations**

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



# MASTERS COURSES

## **Master's Level**

### **ACC500 Managerial Accounting (3 credits)**

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

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

### **ACC510 Managerial, Budgeting and Cost Accounting I (3 credits)**

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

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

### **ACC600 Managerial, Budgeting and Cost Accounting II (3 credits)**

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

### **ACC610 Financial Reporting I (3 credits)**

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

### **ACC620 Financial Reporting II (3 credits)**

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

### **ACC630 Financial Reporting III (3 credits)**

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

### **ACC640 Auditing (3 credits)**

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

### **ACC645 Advanced Auditing (3 credits)**

This course continues the study of the concepts and methods of professional auditing. Statistical sampling, computer-assisted auditing, AICPA auditing standards and professional ethics are emphasized. Computerized

case studies provide realistic exposure to the work and responsibilities of auditors. Prerequisite: ACC 640 or completion of an undergraduate-level auditing course with a final grade no lower than a "B" or permission of the instructor or the area chair.

### **ACC660 Controllership (3 credits)**

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller. Prerequisites: ACC600 or equivalent and ACC620 or equivalent or permission of the instructor or the area chair.

### **ACC670 Accounting Information Systems (3 credits)**

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

### **ACC680 International Accounting (3 credits)**

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. Prerequisite: ACC500 or 6 credit hours of undergraduate cost accounting or permission of the instructor or the area chair. Note: ACC680 can be used as an international business elective.

### **ACC690 Advanced Topics in Financial Reporting (3 credits)**

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

### **ACC700 Seminar in Accounting Topics (3 credits)**

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

**ECO500 Managerial Economics (3 credits)**

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Background preparation: 6 credit hours in mathematics and 3 credit hours in microeconomics, macroeconomics and statistics or equivalent. Prerequisite: MBA510.

**ECO600 Public Finance (3 credits)**

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

**ECO610 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 will analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets. Background preparation: 6 credit hours in economics.

**FIN500 Financial Management (3 credits)**

This course is a study of financial decision-making in a firm, including its relationship to financial markets and institutions. Background preparation: 6 credit hours in economics. Prerequisite: ACC500.

**FIN610 Short-term Financial Management (3 credits)**

The course covers traditional working capital topics, including liquidity analysis and management, inventory, 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: FIN500.

**FIN620 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 opportu-

nities 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: FIN500.

**FIN630 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: FIN500.

**FIN640 Investment Analysis and Portfolio Management (3 credits)**

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk-return measurement, diversification and other aspects of portfolio theory. Prerequisites: FIN500 and MBA510.

**FIN645 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: FIN640 (may be taken concurrently).

**FIN660 Mergers, Restructuring and Corporate Control (3 credits)**

This course expands on the traditional subject matter of mergers and acquisitions to include takeovers and related issues of corporate restructuring, corporate control and changes in the ownership structure of firms. Students will examine theoretical and applied aspects related to restructuring activity at the global level. Prerequisite: FIN500.



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**FIN 670 Options Analysis and Financial Derivatives (3 credits)**

Modern option valuation and analysis is applied to equity options and fixed income derivatives in this course. Applications and related topics include the term structure of interest rates, forward contracts, futures contracts, interest rate caps, floors and swaps and convertible bonds. Prerequisites: FIN 500 and FIN640.

**FIN700 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 MS program. Prerequisites: FIN500, FIN610, FIN630, FIN640 and INT620.

**HOS550 (formerly HRM550) 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.

**HOS640 (formerly HRM640) 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.

**HOS680 (formerly HRM680) 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: ACC500, FIN500, MBA510, HRM670, MBA670 and MKT500.

**HOS685 (formerly HRM685) Consulting Project in Hospitality, Tourism or Leisure and Recreation Management (3 credits)**

This course serves as the capstone experience for students in the masters in hospitality administration program. Students undertake a consulting project with a partner organization that is designed to synthesize previous learning and assist in the examination of operational and functional issues to improve the performance and effectiveness of the partner organization. Prerequisites: ACC500, FIN500, HOS680/HRM680, MBA510, HRM670, MBA670 and MKT500.

**HRM500 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.

**HRM510 History and Functions of the U.S. Health System (3 credits)**

This course is an introduction to the United States' healthcare system. It includes historical and functional approaches to enable students who have no previous experience in health occupations to learn more about the development, workings, financing and problems of the U.S. system of delivering health services.

**HRM600 Human Resource Management (3 credits)**

This course emphasizes the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. It serves as an introduction to the areas of compensation, collective bargaining, affirmative action and other regulatory procedures and requirements as they relate to contemporary applications in organizations.

**HRM610 Labor Relations and Arbitration (3 credits)**

This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied. Prerequisites: HRM500; HRM600 is recommended.

**HRM620 Compensation and Benefits Management (3 credits)**

This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome. Prerequisites: HRM500; HRM600 is recommended.

**HRM630 Topics in Health Administration (3 credits)**

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services that meet the needs of a diverse clientele and a complex environment. Included are topical presentations by health care providers that concentrate on the structure and delivery of quality health services. Prerequisite: HRM500; MBA670 is recommended.

**HRM650 Service Management (3 credits)**

Students examine the close coordination required of marketing, operations, finance and human resource strategies to design and implement a fabled (world-) class

delivery system. The course emphasizes developing employees' human and technical skills that are required to achieve a fabled class service delivery system. The course also analyzes operational performance for the service sector and service support functions of manufacturers. Industries emphasized in the course include information services, health care, banking, transportation, distribution and retail. (This course may be taken as one of the selections for the marketing certificate and is recommended as an elective for the human resource management certificate, the health certificate and the MBA.) Prerequisite: MBA510.

#### **HRM660 Redesigning Middle Management (3 credits)**

This course addresses the 10 management roles defined by Mintzberg and the three skill areas identified by Katz as applied to the middle management role traditionally found in organizations. Based on research and a review of the literature on Total Quality Management, Reengineering and the Learning Organization, the course will outline and enable students to develop a new role for middle managers in a contemporary organizational setting. Prerequisite: HRM500 or HOS550.

#### **HRM670 Leadership (3 credits)**

This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory. Prerequisite: HRM500 or HOS550.

#### **HRM690 Human Resource Certification Course (3 Credits)**

Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. Prerequisite: completion of a non-credit certification program.

#### **HRM700 Seminar in Health Administration (3 credits)**

This seminar focuses on the management skills needed in the complex environment of health care provider organizations. It introduces planning strategies needed for balancing organizational and economic factors that impact the delivery of health care services and includes the analysis of various concepts and principles of strategic planning and the change process. Prerequisite: HRM630.

**Note: Computer Information Systems (CIS) has been changed to Information Technology (IT)**

#### **IT500 Computer Information Systems (3 credits)**

This course focuses on the ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the marketplace. The

interrelationships between information technology, management and organizations are emphasized. Management of the system development process and the tools and methods used to produce quality information systems also are studied. Background preparation: 3 credit hours in information technology or equivalent.

*Note: IT500 cannot be taken for credit or as an elective if IT510 has been completed. IT500 cannot be taken to satisfy an IT elective toward the MS IT degree program.*

#### **IT510 Advanced Computer Information Systems (3 credits)**

This course focuses on the principles and practices underlying the analysis, design, implementation and management of computer-based information systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management and interface, database and process design. Background preparation: 6 credit hours in an advanced procedural programming language (may be taken concurrently) and 3 credit hours in computer systems technology, or equivalent.

#### **IT600 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 two widely used operating systems, DOS and UNIX. Prerequisite: IT510.

#### **IT610 Object-Oriented Systems Analysis (3 credits)**

This course focuses on the systems analysis tools and techniques that underlie the development of information systems. Object-oriented analysis is emphasized. The course examines approaches for establishing the scope of a system, capturing and modeling information gathered during analysis and managing and controlling project development. Students will get a working understanding of the methods for developing and specifying application system requirements. CASE tools will be used to develop system models. Prerequisite: IT510.

#### **IT620 Object-Oriented Systems Design (3 credits)**

This course focuses on the principles required for developing object-oriented information systems. Topics include the principles of object orientation, including objects and classes, encapsulation, inheritance, polymorphism and communication with messages. Also covered are class hierarchies, abstract and concrete classes, model and view separation, design patterns and visual development. The course provides hands-on experience with object-oriented development environments. Prerequisite: IT610.

#### **IT630 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 using ARENA, such as computer and network modeling, inventory simulation and queuing systems. Queuing theory applications and input/output statistical analysis are included. Prerequisite: IT510 and MBA510.



**IT640 Data Communications and Networking (3 credits)**

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment; the analysis, design and implementation of telecommunications systems; the scope of the telecommunications industry and current trends; telecommunications hardware; the OSI network model; networking technologies; and telecommunications software, protocols and standards. Prerequisites: IT600.

**IT645 Local Area Network Design, Implementation and Management (3 credits)**

This course studies the theory and application of the design and construction of Local Area Networks (LANs); network topology, standards, protocols and media; network operating systems; LAN servers and workstations; LAN application software; network printing and management. Students learn how to plan, install, troubleshoot and evaluate a LAN. A course project involves building a LAN, installing hardware and software and managing the LAN for best performance. Students also evaluate and compare different network operating systems. Prerequisite: IT640.

**IT646 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 will learn how computer systems interact across the Internet and how protocols and systems are used to provide Internet services, including World Wide Web browsing services, electronic mail-based services, search services and database access. Factors that affect performance, reliability and security are studied. Prerequisites: IT640 and IT650.

**IT650 Principles of Database Design (3 credits)**

This course is a study of the design, development and implementation of database management systems (DBMS) that emphasizes relational DBMS architecture using SQL. Students will design and implement projects and complete case exercises as they are introduced to new developments in database design. Prerequisite: IT510.

**IT655 Database Application Development (3 credits)**

This course focuses on how to develop advanced, multi-user database applications using ORACLE. Hands-on project work is stressed. Students will learn advanced database administration techniques and ways to handle run-time errors and optimize database processing by manipulating system parameters. Prerequisite: IT650.

**IT658 Object Database Design and Management (3 credits)**

This course introduces students to the methods and principles of object databases. Students will gain an understanding of the concepts and theories underlying the design and implementation of object database software and ways the technology can be used to develop business applications. Prerequisite: IT650.

**IT660 Artificial Intelligence (3 credits)**

Students in this course 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, automatic deduction and Prolog. Students create expert systems using expert shells, such as EXSYS/ReSolver. Prerequisite: IT500 or IT510.

**IT665 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: IT640 and IT650.

**IT670 Topics in Computer Information Systems (3 credits)**

This course will cover in-depth an advanced topic of current interest in computer-based information systems. Students will complete a paper or a project. Prerequisite: IT500 or IT510. Additional prerequisites may be required depending upon the course topic.

**IT675 Data Warehouse Concepts and Design (3 credits)**

This course presents a comparative approach to the concepts, design, development and implementation of a Dimensional Data Warehouse DBMS using Star schema, traditional database design techniques and analytical Decision Support System Data Warehouse structures. Prerequisite: IT650.

**IT685 Accounting Information Systems (3 credits)**

This course focuses on computer-based financial information systems and their integration into the overall information system of an organization. Students examine accounting systems in terms of inputs and outputs from the viewpoint of users, controllers, auditors and designers. Topics include computer hardware and software, systems analysis and design, database management systems, internal control and specific accounting and auditing computer applications. Background preparation: 3 credit hours in computer systems technology or equivalent. It is recommended that IT majors take IT510 before enrolling in IT685. Note: IT685 is cross-listed as ACC 670.

**IT688 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: IT510.

**IT690 Building Knowledge-based Expert Systems (3 credits)**

Theoretical and practical aspects of artificial intelligence include the design, construction, implementation and evaluation of intelligent systems. Expert systems in business, industry and government are built using Prolog and state-of-the-art expert system shells such as EXSYS/ReSolver. Knowledge engineering is studied along with such topics state space search, logic programming, fuzzy logic, neural networks and intelligent agents. Prerequisite: IT660.

**IT695 Electronic Commerce (3 credits)**

Students focus on the explosive field of electronic commerce as they study the world of electronic business. The course offers balanced coverage of technical and business topics. Case studies and business examples provide a real-world context as students examine successful and unsuccessful implementation strategies. Students gain hands-on experience in using a web development tool and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage. Prerequisite: IT500 or IT510.

**IT700 Projects in Computer Information Systems (3 credits)**

This is the capstone course in the MS in IT program. It includes a comparative study of various systems development methodologies. A comprehensive project is required using state-of-the-art application development tools, such as PowerBuilder. Advanced SQL is studied along with semantic object modeling. Current and emerging hardware and software developments are examined. Prerequisites: IT600, IT610, IT620, IT630, IT640 and IT650.

**IT750 Projects in Artificial Intelligence/Expert Systems (3 credits)**

This is the capstone course in the AI/ES graduate certificate program. Using state-of-the-art 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 and such topics as genetic algorithms, case-based reasoning, fuzzy logic, intelligent agents and neural networks. Prerequisite: IT690.

**INT600 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.

**INT610 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.

**INT620 Multinational Corporate Finance (3 credits)**

This course is a study of the problems of financing and reporting international operations. The evaluation of risk and funding strategies in international monetary relationships are emphasized. Prerequisite: FIN500.

**INT640 Multinational Market Strategies (3 credits)**

This course involves the study of the issues involved in identifying and developing relationships with international markets. Prerequisite: MKT500.

**INT650 International Trade and Competitiveness (3 credits)**

Students in this course examine the conceptual and practical aspects of international trade and competitiveness. Theories of international trade, commercial policies and ways to improve international competitiveness are studied. Prerequisites: GSB470 and ECO500 are required; ECO610 is recommended.

**INT655 Understanding Emerging Markets (3 credits)**

This course is designed to examine the forces underlying the political, economic and commercial dynamics of emerging markets. Students are guided to identify critical strategic issues and operating challenges in the business conditions of emerging markets and to develop perspectives on managerial issues through an in-depth analysis of cultural, political and economic factors. This course also incorporates an overseas trip and intensive overseas programming to emphasize experiential learning. Prerequisite: INT610.

**INT660 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.

**INT675 International Corporate Governance and Control (3 credits)**

Students in this course will develop an expertise in the area of international corporate governance and control and become familiar with the research tools being used in the discipline. Students will have the opportunity to conduct research and present an original research paper in an area of interest within the field. Prerequisites: FIN500 and INT610.

**INT700 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: INT610.

**INT750 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 in international business program. This course is required for the D.B.A. international business program. Prerequisites: INT600 and INT610.



**MBA500 Research Methods in Business (3 credits)**

This course presents an overview of the various primary and secondary research methodologies used in the business world and the application of statistical techniques to those strategies. The focus of this course is the design and execution of a practical, primary research. It is recommended that this course be one of the first three taken in degree programs in which it is required. Background preparation: 3 credit hours in statistics.

**MBA510 Quantitative Analysis for Decision-Making (3 credits)**

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations. Background preparation: 6 credit hours in mathematics and 3 credit hours in statistics, or the equivalent.

**MBA600 Production and Operations Management (3 credits)**

This is a study of the concepts of production and operations and of a variety of methods and techniques used in their management. Background preparation: 6 credit hours in economics. Prerequisite: MBA510 or permission of the area chair.

**MBA610 Business Law (3 credits)**

This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations. Background preparation: 3 credit hours in business law or the equivalent.

**MBA620 Quality Control and Improvement (3 credits)**

This course is designed to provide an understanding of the design and implementation of quality control and improvement systems. It is an introduction to current quality management approaches, statistical quality control and quality improvement techniques. ISO-9000 also will be discussed. Case studies and the use of computer technology will be integral to the course. Prerequisite: MBA510 or permission of the area chair.

**MBA630 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.

**MBA650 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.

**MBA660 Management of Not-for-Profit Organizations (3 credits)**

This course is a study of planning, budgeting, control and other management activities in the context of the not-for-profit institution.

**MBA670 Business, Government and the Environment (3 credits)**

Students investigate the nature of the environments in which business enterprises conduct their operations in order to determine the actual and desirable levels of attentiveness and responsiveness of business managers to the relationship between the enterprise and society.

**MBA680 Franchising (3 credits)**

Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC) and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising. Background preparation: 3 credit hours in marketing and business law or the equivalent.

**MBA690 Topics in Operations Management (3 credits)**

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems. Prerequisites: MBA600.

**MBA700 Strategic Management (3 credits)**

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources. Prerequisite: successful completion of at least 10 graduate courses, or eight for full-time students, and MBA500, HRM500, ACC500, FIN500, MBA510 and IT500.

**MBA710 Internship (3 credits)**

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments. Prerequisite: minimum grade point average of 3.0, completion of at least 18 credits and permission of a sponsoring full-time faculty member.

**MBA740 Thesis Option (6 credits)**

Students may substitute 6 hours of thesis credits for two elective courses in the MBA, master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval. Prerequisite: approval from a full-time supervising faculty member and the school dean.

**MBA750 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.

**MBE600 Current Literature (3 credits)**

This in-depth examination of current books and periodicals familiarizes students with the latest developments in business and business education.

**MBE610 Improvement of Instruction (3 credits)**

This course provides an advanced review and comparison of business education classroom methodologies, including simulations, role-playing and computer-based techniques. Background preparation: 3 credit hours in accounting or the equivalent.

**MBE620 Curriculum Development (3 credits)**

This course includes the design and modification of effective business education curricula. Class members will prepare and evaluate secondary and/or postsecondary curricula.

**MBE630 Administration and Supervision (3 credits)**

Students study modern administrative theories and practices related to secondary and postsecondary business education programs.

**MBE640 Technology for Teachers 1 (formerly Technology in Business Education) (3 credits)**

This course involves the study of the use of the microcomputer in secondary and postsecondary business education courses. Students are required to prepare workable programs for business education courses and evaluate existing software. Background preparation: 3 credit hours in computer systems technology or the equivalent.

**MBE641 Technology for Teachers 2 (3 credits)**

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students are required to prepare workable programs for courses and evaluate existing software. Prerequisite: MBE640 or permission of the area chair.

**MBE642 Computer Teachers Toolbox (3 credits)**

Students study state-of-the-art information technology tools, resources and methodologies for the computer technology educator. This course develops the technical competencies certified computer teachers in New Hampshire need. Foundational and contemporary topics range from computer operating systems and system network administration to end-use applications. Background preparation: 3 credits in computer systems technology.

**MBE650 Work-based Learning and Student Organizations (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 N.H. State DECA Career Development Conference.

**MBE660 Mainstreaming in Business Education (3 credits)**

This course provides knowledge and understanding of exceptional children and adolescents in American schools.

Discussion of various handicapping conditions and strategies for the teacher to use in dealing with these conditions is the focus of the course. While applications to the business education classroom are the focus of this course, it is a generic course in the field.

**MBE670 Training and Development in Organizations (3 credits)**

This course is a guide to the design, delivery and assessment of training programs in businesses and other organizations. Practical emphasis is placed on the development of training programs and evaluation instruments, as well as on the use of effective instructional methods to deliver these programs.

**MBE680 Business Education at the College Level (3 credits)**

Students study the philosophy and practice of business education at the postsecondary level. This course focuses on issues, teaching approaches and curriculum and is intended for those with an interest in teaching at the post-secondary level.

**MBE685 Globalization in Education (3 credits)**

This is an elective course that is intended to provide educators with a global perspective in secondary and postsecondary education. The course concentrates on understanding the cultural, political and economic differences in countries outside of the United States. In turn, these principles will be compared to the U.S. and integrated into the curriculum.

**MBE690 Seminar in the Learning Environment (3 credits)**

This seminar is aimed at creating an understanding of the learning environment in a profit or not-for-profit organization. It is a required course in the training and development certificate program. Prerequisites: MBE610, MBE670 and HRM600 or permission of the instructor. Note: MBE690 can be used as an HRM elective.

**MBE691 Training and Development Seminar (3 credits)**

This course is an experiential seminar that serves as the capstone for the training and development certificate program. The class meets as a group four times during the term. Students work independently on field-based projects. Prerequisite: MBE690. Note: MBE691 can be used as an HRM elective.

**MBE700 Student Teaching (6 credits)**

Student teaching is a practical application of the theories learned in the business education program. The student will be assigned to a school for one full marking period. Active teaching of at least three class periods per day, plus other assigned duties, will begin promptly. Students are supervised by the School of Business and receive a letter grade. Students must be recommended by a screening committee prior to enrolling in the course. Students seeking to be approved for student teaching must provide documentation of 20 hours of prior school visitation and/or observation experience. Students must present passing scores on the PRAXIS 1 examination prior to being registered for this course.



**MBE710 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.

**MBE715 Seminar for School Business Administrators II (3 credits)**

This course focuses on the school law and accounting content needs of the school business administrator. Particular attention is paid to the financial accounting records and procedures that are critical to the performance of the job of business administrator. Background preparation: 6 credits of accounting. Prerequisite: MBE710.

**MBE720 Seminar for School Business Administrators III (3 credits)**

This course focuses on the practical application of the skills required for certification as a school business administrator. The major focus of the course is on gaining field experience with a practicing school business administrator. Areas of emphasis include budget development, contract bidding, information processing, human resource management and financial reporting. Prerequisite: HRM610 and MBE715 with a minimum grade of "B."

**MKT500 Marketing Strategies (3 credits)**

This course studies the process of searching for and identifying prospective opportunities for establishing effective relationships with markets and the techniques of marketing.

**MKT610 Advertising Management (3 credits)**

This course addresses the specific activities involved in managing a campaign, including research, media selection, copywriting, layouts and the role of ad agencies. Prerequisite: MKT500.

**MKT620 Consumer Behavior (3 credits)**

This course addresses the psychological and sociological foundations of consumer behavior and how firms research these "roots" and then design strategies based on what they learn. Prerequisite: MKT500.

**MKT630 Market 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. Prerequisite: MKT500 and MBA510.

**MKT640 Industrial Marketing (3 credits)**

This course addresses the very real distinctions of consumer marketing and sales force management material. Prerequisite: MKT500.

**MKT660 Marketing Strategies for Not-for-Profit Organizations (3 credits)**

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development. Prerequisite: MKT500.

**MKT670 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: MKT500.

**MKT680 Logistics/Distribution Management (3 credits)**

This course addresses the significant impact that distribution/logistics activities have on corporate profitability. These activities involve physically moving raw materials, in-process inventory and finished goods inventory from the point of origin to the point of use. A variety of analytical tools and techniques relevant to the field will be integrated into the course. Prerequisites: MKT500, MBA510 and MBA600.

**MKT690 Contemporary Corporate Public Relations (3 credits)**

This course provides students with an understanding of contemporary issues facing corporations, including consumerism, environmentalism and globalism and the role of public relations in helping an organization thrive in its environment. The four-part public relations process of research and fact-finding, planning and programming, implementing and communicating and evaluating is reviewed.

**MKT691 Writing for Public Relations (3 credits)**

This course is designed for professionals in the marketing and communication fields who want to improve their writing skills in the broad arena of public communication. The course covers the wide range of publications and vehicles, including news releases, feature stories, electronic media, the Internet, annual reports, brochures and other materials used in public communication. Theoretical and practical implications and strategy and planning are explored. Students prepare a portfolio of work in the various formats.

**SPT500 Sport Marketing (3 credits)**

This course is a survey of concepts and processes used in the successful marketing of sport programs and events. The case-study approach is used and special emphasis is placed on the unique aspects of sport products, markets and consumers.

**SPT510 Sport and Society (3 credits)**

Students investigate the interrelationships between sport, culture and society in an attempt to better understand the role and function of sport in contemporary society. Students receive a broad overview of selected socio-cultural factors that influence participation in sports. Major ethical issues of sport in society will be explored. Prerequisite: MBA500

**SPT600 Management of Sport Organizations (3 credits)**

This course focuses on the application of management concepts and theories to sports organizations and the sports industry. It includes issues of organizational design, public policy, labor relations, collective bargaining, ethical issues in sport and the globalization of the sports industry.

**SPT610 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.

**SPT700 Seminar and Principles of Sport Administration (3 credits)**

This course covers the development of sport administration principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest. Prerequisites: SPT500, SPT510, SPT600 and SPT610 (May be taken concurrently).

**TAX650 Federal Taxation of Individuals (3 credits)**

This course studies the theory and practice of federal income taxation of individuals.

**TAX655 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: TAX650.

**TAX660 Tax Factors in Business Decisions (3 credits)**

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions. This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. This course is open only to non-accounting students. Background preparation: 6 credit hours in accounting or the equivalent.

**TAX665 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: TAX650.

**TAX670 Tax Research Methodology/Practice and Procedures (3 credits)**

This course explores the methods and techniques of federal tax research. In addition, students will learn the rules and procedures for representing clients before the Internal Revenue Service. Prerequisite: TAX650.

**TAX700 Special Topics in Taxation (3 credits)**

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored. Prerequisite: TAX650, TAX655 and TAX670.

**Doctoral Level Courses—  
International Business****INT800 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: INT620.

**INT810 Privatization (3 credits)**

This course is a study of privatization, with emphasis on the various methods, costs and benefits and long-run implications. Students are required to research different privatization projects for development projects using private financing. Prerequisites: INT610 and INT700.

**INT820 Seminar in Multinational Finance (3 credits)**

This course is devoted to the study of advanced topics and current research being employed in the field of multinational finance and provides an opportunity for students to explore their areas of interest in this field. Prerequisite: INT620.

**INT840 Seminar in Multinational Marketing (3 credits)**

This seminar will include extensive reading of international marketing and business literature. Major seminar topics will include but will not be limited to counter-trade, tariff and non-tariff barriers, cultural differences among market segments and global versus multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Students will prepare for and present in class individually and in groups. International market access will include use of the Internet. Prerequisite: INT640.

**INT850 Seminar in Global Business Strategy (3 credits)**

This seminar is designed to allow doctoral students to explore the complex problems of international business strategy from multiple levels of analysis using both contemporary and historical materials. The course will include a literature review, area studies and specialized case analysis as appropriate to illustrate specific problems that are characteristic of the discipline. Various theoretical methods will be compared and contrasted in order to evaluate their ability to solve problems of particular interest and intractability, as defined by the major authors and practitioners in the field. Prerequisite: INT700.



## **Required Doctoral Courses– All Programs**

### **DOC 800 Advanced Quantitative Analysis 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: MBA 510 or equivalent determined by the area chair of quantitative studies.

### **DOC 810 Advanced Quantitative Analysis 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: DOC 800.

### **DOC890 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 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.

## **Foundation Courses**

Business foundation courses, taught in six- or 12-week modules, are designed for students who have not satisfied prerequisite requirements through their undergraduate studies. Letter grades are assigned, but no credit is awarded.

### **GSB400 Accounting (12 weeks)**

This introduction to accounting is designed to provide students with a basic understanding of accounting principles.

### **GSB410 Microeconomics (6 weeks)**

This introduction to microeconomics is designed to provide students with a basic understanding of microeconomic theory.

### **GSB415 Macroeconomics (6 weeks)**

This introduction to macroeconomics is designed to provide students with a basic understanding of macroeconomic theory.

### **GSB420 Mathematics (12 weeks)**

This introduction to mathematics is designed to provide students with a basic understanding of mathematical concepts.

### **GSB425 Statistics (6 weeks)**

This introduction to statistics is designed to provide students with a basic understanding of the statistical tools available for use.

### **GSB440 Business Law (6 weeks)**

This introduction to business law is designed to provide students with a basic understanding of legal issues in business.

### **GSB450 Computer Systems Technology (6 weeks)**

This course is designed to be an introduction to computer technology and information processing.

### **GSB460 Programming in Visual Basic® (12 weeks)**

This course is designed to provide students with a working knowledge of a high-level procedural language and the ability to design algorithms, event-driven programming, object-oriented constructs, user interfaces and file management techniques.

### **GSB470 Foundation of Export and Import Strategies (12 weeks)**

This is an introduction to the fundamentals of export/import strategies that focuses on documentation and international trading laws and processes.

# ADMINISTRATION

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Ed.D., Nova Southeastern University

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M.S., New Hampshire College

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M.B.A., New Hampshire College

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M.A., Ph.D., University of Florida

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M.Ed., C.A.G.S., University of Vermont  
Ed.D., Vanderbilt University

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B.A., Boston University  
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B.S., M.S., New Hampshire College  
D. Ed., Nova Southeastern University

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B.S., Emerson College  
M.B.A., New Hampshire College

Samuel Rivera  
B.A.S., Methodist College  
M.S.A., Central Michigan University

William Robertson  
B.S., St. Francis College  
M.A., Fordham University  
M.B.A., New York University

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Ed.D., Vanderbilt University

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M.B.A., New Hampshire College

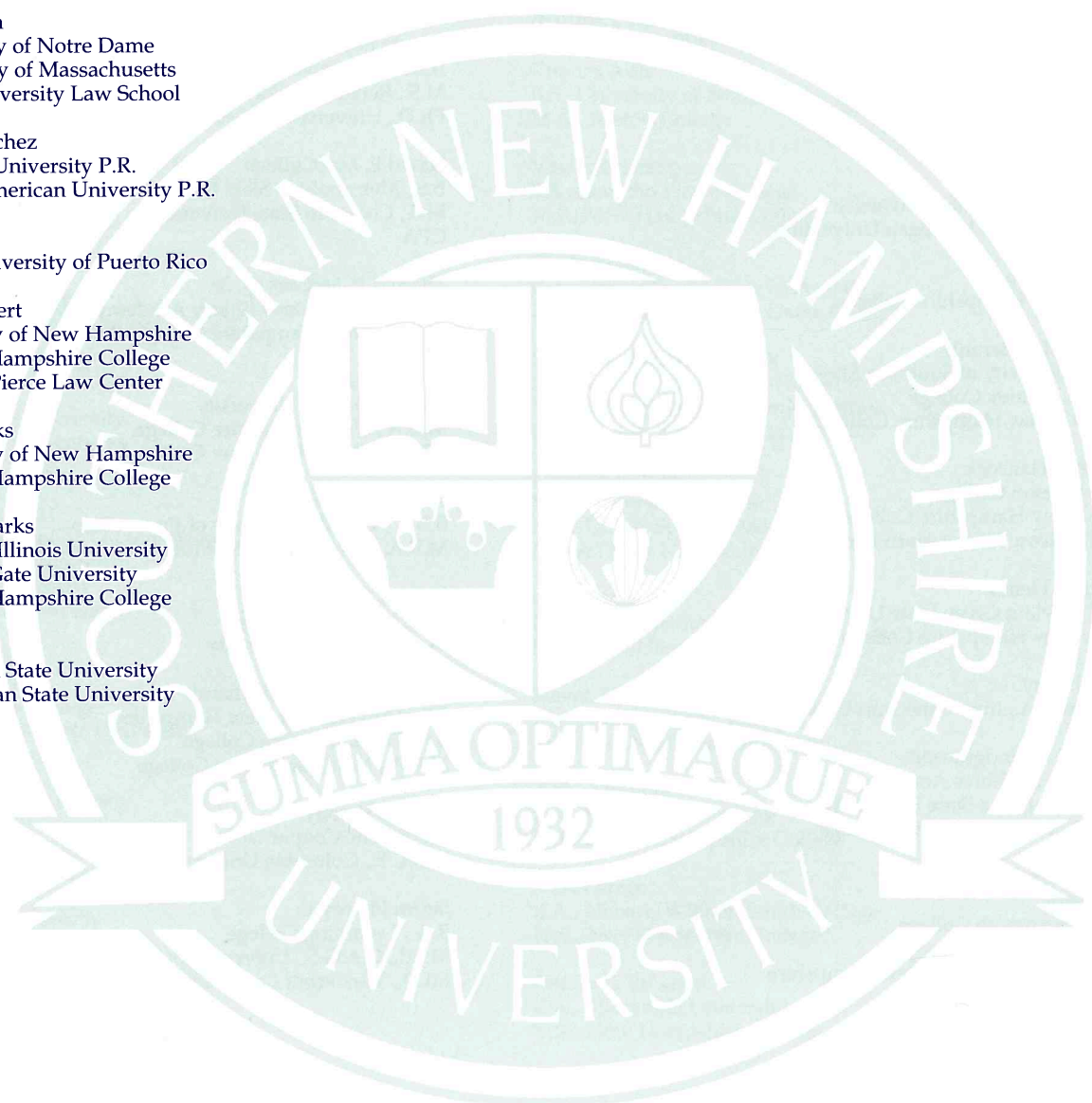
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B.S., University of New Hampshire  
M.S.E., Wang Institute of Graduate Studies





# SCHOOL OF COMMUNITY ECONOMIC DEVELOPMENT

## **Graduate Programs**

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

*Master of Science in Community Economic Development – International (Residential) Program*

*Ph.D. in Community Economic Development*

## **Institutes and Centers**

*The Microenterprise Development Institute (MDI)*

*The Community Development Credit Union Institute (CDCU)*

*The Center for Community Economic Development (C-CED)*

*Community Outreach Partnership Center (COPC)*

*The Community Development Financial Institution (CDFI) Online Training Institute*

*The Financial Innovations Roundtable*

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

## **Our Mission**

Low-income communities around the globe are realizing their potential to build equitable opportunities for community-based access, ownership and control of available economic, environmental and social resources. These community-based initiatives are greatly impacting the economic and social health of communities and influencing local, regional and national policies.

The School of Community Economic Development (CED) at Southern New Hampshire University is at the forefront of the field. It is the nation's first accredited academic program to confer master of

science and doctorate degrees in community economic development. It provides community leaders from around the world with the capacity to make the most difference in the economic and social well-being of their communities.

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

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

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

Students in this program each design a project for his or her home community. This project is carried on throughout the program's four terms (no summer term). Students meet with project focus groups during class weekends for input, feedback and support for their projects. The MS in CED requires successful completion of 36 credits and a 3.0 cumulative grade point average.

### *Required Courses*

- CED701 Introduction to Community Economic Development (2 credits)
- CED703 Managerial Accounting (2 credits)
- CED704 Financing Community Economic Development (2 credits)
- CED705 Financial Management (2 credits)
- CED706 Business Development (2 credits)
- CED707 A&B Organizational Management for Community Organizations (two terms, 1 credit each term)
- CED791–CED794 Project in Community Economic Development (four terms, 4 credits each term)
- CED731 Diversity in Organizations (1 credit)

And a minimum of 7 additional elective credits selected from the following:

CED507	Housing & Land Policy (2 credits)
CED521	Perspectives in International Development (1 credit)
CED522	Microenterprise Development (2 credits)
CED523	Topics in Community Economic Development (2 credits)
CED531	Indigenous Economics (2 credits)
CED702	Law and Community Development (1 credit)
CED702A	Advanced Law & Community Development (1 credit)
CED708	Development of Cooperatives (2 credits)
CED709	Fund Raising and Promotion (2 credits)
CED710	Housing Development (2 credits)
CED712	Information Technologies & CED (2 credits)
CED722	Negotiation Strategies (1 credit)
CED723	Training of Trainers (2 credits)
CED724	Marketing Strategies (2 credits)
CED725	Faith-based Community Economic Development (2 credits)
CED726	Strategic Management of Faith-based CED (2 credits)
CED730	Community Organizing and CED (2 credits)

### ***Master of Science in International Community Economic Development International (Residential) Program***

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

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

The ICED is a one-year, 36-credit program with sessions beginning in September and December of each year.

*Required Courses* (all courses are 3 credits unless otherwise noted)

ICD501	Accounting
ICD503	Surveys, Monitoring and Evaluation
ICD509	Financial Management
ICD515	Organizational Management
ICD531	Project Design and Management
ICD532	Economics and Development
ICD533	Principles and Practices of Development
ICD535	Economics for CED
ICD782	Information Management, Analysis and Presentation

And a minimum of 12 additional elective credits selected from the following:

ICD506	Sustainable Responses to Environmental Problems
ICD507	Housing and Land Use
ICD508	Development Finance
ICD511	Social Planning and Policy for Development
ICD512	Cooperative Development
ICD514	Gender Issues in CED
ICD522	Microenterprise Development
ICD534	Training for Trainers
ICD721	Development as a Tool for Conflict Resolution

Students may also attend Short-term Training Institutes, such as the Microenterprise Development Institute, to satisfy elective credit.

### ***Doctor of Philosophy (Ph.D.) in Community Economic Development***

The Ph.D. program in Community Economic Development cultivates the disciplinary foundations of CED knowledge and supports research in the field. It addresses the needs of a diverse group of CED professionals by preparing them for teaching and research-based careers in government, higher education and nonprofit organizations. Students in the Ph.D. program develop the knowledge and skills to promote action-oriented studies by CED organizations. These studies are intended to help shape grassroots policies at the regional and national levels.

The Ph.D. program is offered in two formats. In the weekend format, students complete coursework, participate in discussions and exchange assignments in an Internet-based distance-learning environment for three weeks per month and attend weekend class meetings for three to four days per month. Students enrolled in the residential program attend classes that meet weekly for three hours each.



## ***Institutes for Professional Training and Other Programs***

### ***Short-term Training Institutes***

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

### ***Microenterprise Development Institute***

Microenterprise development practitioners come to Southern New Hampshire University for an intensive, three-week exploration of innovative strategies for building financial and social capital in marginalized and isolated communities. Participants come from around the world to learn about current methodologies from recognized microfinance experts. They have an opportunity to meet with guest speakers, fellow practitioners and instructors in a relaxed, New England atmosphere. Exploring strategies for integrating microfinance with social development programs is emphasized. For scheduling and other details, please call (603) 644-3103 or send e-mail to [mdi@snhu.edu](mailto:mdi@snhu.edu).

### ***The CDCU Institute***

The CDCU Institute is a partnership between the National Federation of Community Development Credit Unions (NFCDCU), the Credit Union National Association (CUNA) and the Southern New Hampshire University School of Community Economic Development. Courses are offered over three years, with students meeting for one week in the spring and one week in the fall of each year. Participants must be members of the NFCDCU to attend. Call the NFCDCU at (212) 809-1850 to register. For scheduling and other details, please call (603) 644-3103 or send e-mail to [cdc@snhu.edu](mailto:cdc@snhu.edu).

### ***The Center for Community Economic Development (C-CED)***

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

## ***Community Partnerships***

### ***Community Outreach Partnership Center (COPC)***

The Community Outreach Partnership Center program brings together resources and talents from a community, the nonprofit sector, the government and the university to further the growth and development of the Manchester Enterprise Community. Partnership centers are expected to play an active and visible role in community revitalization. Participants apply research to real urban problems, coordinate outreach efforts with neighborhood groups and residents, act as a local information exchange, stimulate support for neighborhood renewal, develop public service projects and instructional programs and collaborate with other partnership centers. Please call (603) 644-3103, ext. 3002, for details.

### ***Community Development Financial Institutions (CDFI) Online Training Institute***

The CDFI Online Training Institute offers quality online training via the Internet for people working with community development financial institutions. The following courses are offered:

- How to Conduct a Market Analysis for a CDFI
- How to Prepare Financial Projections for CDFIs
- How to Develop and Operate a Community Development Lending Program

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

### ***Financial Innovations Roundtable***

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

## **Master of Science in Community Economic Development**

A student applying for enrollment in the master of science Community Economic Development – National Weekend Program must:

- have a bachelor's degree and an official college transcript from an accredited institution.
- have two years experience working in community development or a related field.
- submit a completed application form and attend a faculty interview.
- write a two- to four-page personal statement describing the student's work experience, goals and expectations.
- pay a non-refundable, \$20 application fee.

A student applying for acceptance in the International Community Economic Development program must:

- complete a Southern New Hampshire University international application form.
- submit official, embossed transcripts of postsecondary academic grades and degrees (translated into English).
- have two or more years of work experience in community development or a related field.
- write a two- to four-page personal statement describing the student's work experience, goals and expectations.
- submit certified certificates and diplomas (with English translations).
- demonstrate proof of English proficiency. Students whose primary language is not English are required to submit scores on the Test of English as a Foreign Language (TOEFL) of 550 or higher. The university's TOEFL code number is 3649.

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

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

## **Ph.D. in Community Economic Development**

A student applying for enrollment in the Doctor of Philosophy in Community Economic Development program must:

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

More detailed admission requirements, including written submissions and interviews, are specified in application documents.

### **Billing**

#### **Master of Science in Community Economic Development**

Tuition ..... \$2,496 per term

#### **Master of Science in International Community Economic Development**

Tuition ..... \$1,164 per 3-credit course (12 courses)

Room and board (estimated) ..... \$10,500

Living expenses (estimated) ..... \$2,500

Graduation fee ..... \$85

Medical insurance (mandatory, 12 months) ..... \$852

Books ..... \$600

Computer usage fee ..... \$250

#### **Ph.D. in Community Economic Development**

Tuition ..... \$3,087 per course

Dissertation Colloquium ..... \$2,000 per term

Texts and materials ..... \$1,000 – 1,500

Other fees ..... \$25 application fee

\$200 non-refundable acceptance deposit



Students enrolled in the full-time community economic development Ph.D. program are charged on a per-course basis. Students typically enroll in two terms per year. Full-time students may take six Ph.D. credits per term, while part-time students may take three Ph.D. credits per term. A Ph.D. student registered for one course may take a prerequisite or enrichment course at one-half the appropriate tuition charge. A student registered for two Ph.D. courses in a term may take up to two prerequisite or enrichment courses at one-half the appropriate tuition charge for each. A full-time Ph.D. student registered for two Ph.D. courses who wishes to take more than two prerequisite or enhancement courses in a term will be billed the full tuition for each additional course.

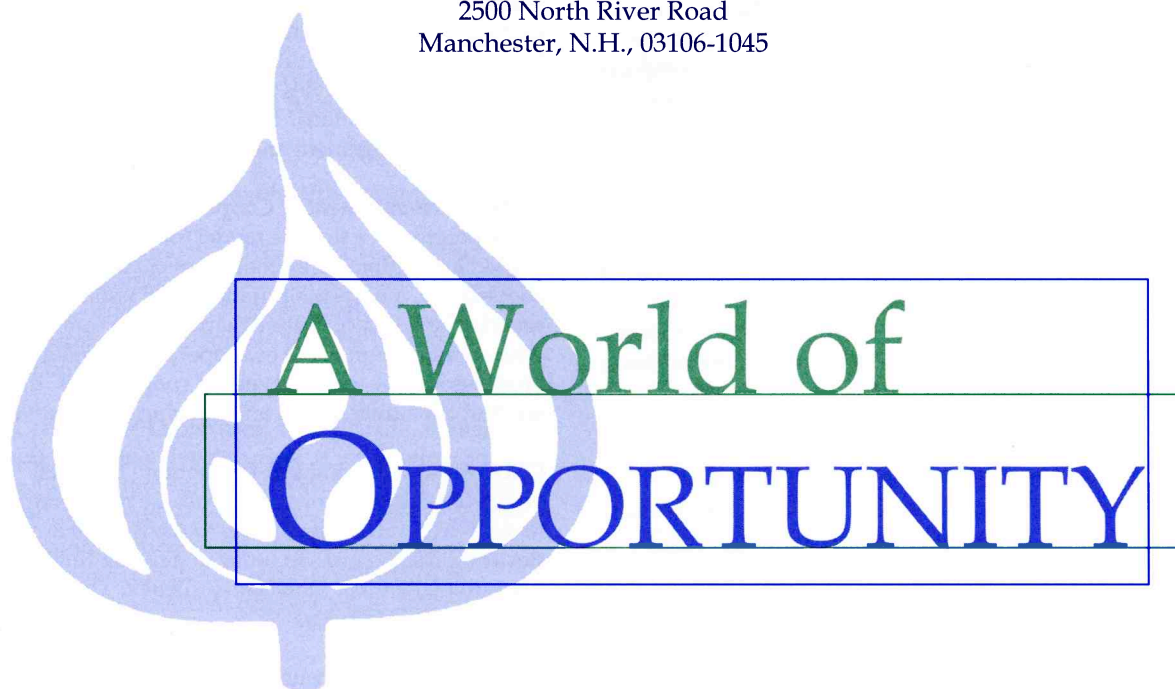
Students in the Dissertation Colloquium will be billed each term at the rate for that year after coursework is completed. The Ph.D. student generally is required to register for a minimum of three terms of Dissertation Colloquium.

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

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

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

School of CED  
Southern New Hampshire University  
2500 North River Road  
Manchester, N.H., 03106-1045



# CED COURSES

## **National CED Program**

### **CED507 Housing and Land Policy (2 credits)**

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

### **CED521 Perspectives in International Development (1 credit)**

This seminar looks at the intermediary organizations that bridge the gap between the state and multilateral (public) organizations and the state and local, community-based (private) organizations. Selected participants in the international CED program are invited to join members of the weekend CED program to provide insight based on their perspectives and experience.

### **CED522 Microenterprise Development (2 credits)**

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

### **CED523 Topics in CED (2 credits)**

Community economic development topics of current interest are discussed in this seminar.

### **CED531 Indigenous Economics (2 credits)**

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

### **CED701 Introduction to Community Economic Development (2 credits)**

This is the beginning overview course for the CED program. It includes an analysis of the underlying principles and values of community development and creates a framework for a discussion of how the various CED components (law, finance, cooperatives, housing, land, management, education, organization and business development) fit into an overall CED strategy.

### **CED702 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.

### **CED702A 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.

### **CED703 Managerial Accounting (2 credits)**

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

### **CED704 Financing Community Economic Development (2 credits)**

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

### **CED705 Financial Management (2 credits)**

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

### **CED706 Business Development (2 credits)**

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

### **CED707A&B Organizational Management for Community Organizations (1 credit each)**

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

### **CED708 Development of Cooperatives (2 credits)**

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

### **CED709 Fund Raising and Promotion (2 credits)**

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

### **CED710 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.



**CED712 Information Technologies & Community Economic Development (2 credits)**

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

**CED722 Negotiation Strategies (1 credit)**

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

**CED723 Training of Trainers (2 credits)**

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

**CED724 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 distributing of goods and services in a market economy.

**CED725 Faith-based Community Economic Development (2 credits)**

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

**CED726 Strategic Management of Faith-based CED (2 credits)**

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

**CED730 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.

**CED731 Diversity in Organizations (1 credit)**

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

**CED791-CED794 Project in Community Economic Development (4 credits per term, 4 terms)**

Participants and faculty agree on a project contract that clearly sets forth a problem statement, project goals and methods for achieving objectives. Participants are expected to work to meet the terms of the contract during the 20-month program. Students are required to submit progress reports at the end of each term. They must submit a final written that describes the project results and objectives and includes an in-depth analysis and conclusions and recommendations for further project work. Each student joins a project group of 10-12 students who provide support during the program.

**International CED Program****ICD501 Accounting (3 credits)**

This is an introductory course that covers basic financial information, reporting and control in community-based enterprises and nonprofit organizations. This course draws upon cases taken from nonprofit organizations. It addresses the needs of the development practitioner who has had limited exposure to accounting procedures.

**ICD503 Survey, Monitoring and Evaluation (3 credits)**

In addition to presenting a variety of community survey techniques, management information systems and evaluation methodologies, this course offers a strategy for participatory action research. Participants will work with local organizations to design and carry out a local community assessment. The final product of the course is a survey report.

**ICD509 Financial Management (3 credits)**

Students examine issues of financial management in community organizations, including understanding financial information, operations and planning; making and understanding investment decisions; and balancing financial and social benefits. Prerequisite: ICD501.

**ICD515 Organizational Management for Community Organizations (3 credits)**

This course is designed to equip community workers with the tools to manage community-based organizations. It provides strategies for decision-making, planning, budgeting and personnel management.

**ICD531 Project Design and Management (3 credits)**

This course offers a critical analysis of the processes for designing and managing development programs and projects in developing countries. Students examine structures and a variety of approaches to project design, implementation, management, administration and evaluation. Prerequisite: ICD503.

**ICD532 Economics and Development (3 credits)**

Students examine the economic problems developing countries face and explore community approaches to solutions. A variety of economic development paradigms, ranging from traditional to community-based, are examined.

**ICD533 Principles and Practices of Development (3 credits)**

This course provides participants with an overview of the issues surrounding development. Participants will examine their own assumptions as well as those of colleagues and counterparts in the field. The course is intended to form the basis of a common language that connects participants to a worldwide network of CED practitioners.

**ICD535 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.

**ICD506 Sustainable Response to Environmental Problems (3 credits)**

Many marginal communities have suffered the negative environmental consequences of national and international economic development policies. Community groups often are not aware of the importance of their natural resources in building viable economies and are not aware of what they can do to protect the quality of these resources. This course looks at strategies for raising public awareness about environmental issues and offers local self-help initiatives to address these issues.

**ICD507 Housing and Land Use (3 credits)**

This course summarizes primary trends in the global phenomenon of urbanization as it affects the Third World. Students examine the major issues concerning affordable shelter for the urban poor and develop tools for assessing shelter quality and needs at the local level.

**ICD508 Development Finance (3 credits)**

This course explores financial institutions and financial intermediation in developing countries. Special emphasis is placed on the design and operations of development finance institutions and how they can promote community-based economic development initiatives. Prerequisite: ICD501.

**ICD511 Social Planning and Policy for Developing Countries (3 credits)**

This course provides a general orientation to the program planning issues of developing countries. The course covers a number of management and policy issues surrounding the administration of community health and social service programs. Participants explore a variety of models for carrying out community-based service programs.

**ICD512 Cooperative Development (3 credits)**

Participants examine a number of producer, consumer, credit, housing and marketing cooperatives, including how they were formed and how they are managed. Discussion will center on the benefits and burdens of using a cooperative as a development tool. Prerequisite: ICD501.

**ICD514 Gender Issues in CED (3 credits)**

An important element of any community-based development initiative is how families gain their livelihoods. Women play a pivotal role, as they must make decisions about family health, income, shelter and education. All these decisions have financial implications. A viable community must assure that there are institutions in place to support women in these decisions. This course examines such institutions.

**ICD522 Microenterprise Development (3 credits)**

This course looks at the characteristics of the informal sector businesses that crowd the lowest rung of the economic scale and examines ways of assisting these income-generating initiatives of the poor. Students study ways to design and manage a financial and technical assistance intermediary to provide credit, management and organizational assistance to "microscale" economic enterprises.

**ICD534 Training for Trainers (3 credits)**

This course covers principles and methods of adult education, helping students to be effective trainers when they return to their local communities. They will acquire a variety of teaching techniques for transferring specific development skills to members of their communities.

**ICD721 Development as a Tool for Conflict Resolution (3 credits)**

This course looks at the underlying causes of conflict and the processes by which conflict escalates. Students examine effective methods for resolving conflict. Case studies are used to examine how cooperation through the implementation of CED efforts is working effectively.

**ICD782 Information, Management, Analysis and Presentation (3 credits)**

This course explores the use of computer software applications, such as electronic spreadsheets, statistical packages and geographic information system (GIS) programs, in order to better organize data, draw inferences from results and create meaningful reports that have an impact on the field of CED. Examples and assignments will combine the presentation of numbers, graphs and descriptive text.

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

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



**CED810A Dissertation Research Seminar I (3 credits)**

This seminar focuses on various dimensions of the dissertation process, including formulating a topic, approaching research, using secondary sources, organizing a literature search, collecting data, choosing methodologies and considering the professional application of the dissertation.

**CED810B Dissertation Research Seminar II (3 credits)**

This seminar is the intellectual organizing mechanism of the program. Students define dissertation topics and subsequent research and writing. A major goal is to foster the sharing of experiences, philosophies and methodological approaches to the issues that are the bases of Ph.D. programs. Students should emerge from this two-course sequence with an approved dissertation proposal.

**CED820 Theory of Community Economic Development I (3 credits)**

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

**CED830 Theory of Community Economic Development II (3 credits)**

Students in this seminar develop an understanding of the structure of social theory, relevant theories of social economy, poverty analysis and civil participation. The course compares the definitions of community economic development and other economic development strategies and explores the meaning and significance of theory in community economic development theory.

**CED840 Theory of Community Economic Development III (3 credits)**

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

**CED850 Seminar in CED (3 credits)**

Students design a field of specialization within the community economic development field, such as training, development, finance, community building cooperatives or a field of their choice.

**DOC800 Advanced Quantitative Analysis (3 credits)**

This course familiarizes students with advanced research design and methodology. Beginning with a review of scientific method and hypothesis testing, the course explores a variety of topics, including modeling, sampling, survey research and in-depth focus groups.

**DOC810 Advanced Quantitative Analysis II (3 credits)**

This course covers advanced research techniques and their applications. Topics include non-linear regression, input/output analysis and impact evaluation. Students are expected to develop a dissertation proposal by the end of the course.

**Administration of the School of CED**

Michael Swack  
Director - School of CED  
B.A., University of Wisconsin  
M.S., Harvard University  
Ph.D., Columbia University

Sharon Hunt  
Assistant to the director  
B.S., M.S., New Hampshire College

Cathy La Forge  
Director of Development  
B.A., Columbia University

Elizabeth Elwy  
Director of Marketing  
B.A., Mount Holyoke College  
M.B.A., New Hampshire College

G. David Miller  
Director of Institutes and Special Projects  
B.A., Brown University  
M.A., Northeastern University  
M.S.W., University of Michigan

**Faculty**

Chris Clamp (1981)  
Academic coordinator - National CED program  
B.A., Friends World College  
M.S., Ph.D., Boston College

Tosun Aricanli  
Academic coordinator - Ph.D. program  
Professor  
B.A., Claremont Men's College  
M.A., Ph.D., Harvard University

Joyce M. Malombe  
Academic coordinator - ICED program  
Assistant professor  
B.A., M.A., University of Nairobi  
Ph.D., University of Western Ontario

**Visiting Faculty**

Fatma Isikdag  
B.S., Middle East Technical University  
Ph.D., University of California at Berkeley

Puneetha Palakurthi  
M.S., Ph.D., Andhra Pradesh Agriculture University

# SCHOOL OF LIBERAL ARTS

## Academic Programs

Master of Science in Teaching English as a Foreign Language

Field-based Graduate Programs in Education

- Master of Education
- Certificate of Professional Study in Education
- Certificate of Advanced Study in Education

Program in Community Mental Health (PCMH)

- Master of Science in Community Mental Health
- Certificate in Clinical Services for Adults with Psychiatric Disabilities
- Certificate in Clinical Services for Children and Adolescents with Severe Emotional Disturbance and their Families
- Certificate in Clinical Services for Persons with Co-occurring Substance Use Disorders and Psychiatric Disabilities

## Master of Science in Teaching English as a Foreign Language

The MS in TEFL degree at Southern New Hampshire University is especially designed for those who teach or intend to teach English in foreign school systems, but is valuable to anyone interested in English as a Second Language/English as a Foreign Language (ESL/EFL). Opportunities for teaching English in other countries already are numerous and are increasing annually as English becomes a language of choice for many professions and a requirement in many foreign school systems, beginning as early as the third grade. The master's degree is the degree of choice for overseas employment.

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

The program includes 12 required courses,

including supervised practice teaching, for a total of 36 credits. Each course involves approximately 45 contact hours.

Note: This program currently is not designed to meet New Hampshire public school teacher certification requirements. A maximum of 18 students will be accepted for the 2001-2002 academic year.

### *Required courses (all courses are 3 credits)*

EFL501	Language Learning and Acquisition
EFL502	Evaluation and Assessment
EFL503	Descriptive Linguistics of American English
EFL504	Introduction to Curriculum Development, Design and Implementation
EFL505	Overview of TESOL Methodology
EFL521	Design and Construction of Classroom Materials
EFL523	Listening and Speaking Activities
EFL525	Reading and Writing Activities
EFL531	Pronunciation Activities
EFL536	American Studies and Culture in Theme- and Content-based Instruction
EFL537	Computer-assisted Language Learning
EFL599	Supervised Practice Teaching

## Admission and Costs

Those who wish to enter the MS in TEFL program must have completed the equivalent of a U.S. bachelor degree in education, English, linguistics or foreign language or have completed a bachelor degree program in another field and have two years of teaching experience. They must have graduated with the equivalent of a 2.5 and, if non-native speakers of English, have a TOEFL score of at least 550 or at least 213 on the computer-based test.

Application information is available by writing to:  
Center for Language Education  
Southern New Hampshire University  
2500 North River Road  
Manchester, N.H., 03106-1045

Additional information about the program also is available at <http://www.snhu.edu/academic/alcc/index.htm>.



## Costs (one year):

Tuition .....	\$15,120
Fees .....	540
Room (sharing a four-person townhouse and partial board (minimum amount required) .....	10,320
Living expenses (estimate) .....	2,460
Medical insurance .....	852
Books (estimate) .....	600

## Academic Calendar

Term I	September 5 – December 14, 2001 ( <i>Final exams begin Dec. 15</i> )
Term II	January 15 – May 2, 2002 ( <i>Final exams begin May 3</i> )
Term III	May 13 – August 16, 2002 ( <i>Final exams begin August 17</i> )

## Course Descriptions

### EFL501 Language Learning and Acquisition (3 credits)

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and interlanguage.

### EFL502 Evaluation and Assessment (3 credits)

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

### EFL503 Descriptive Linguistics of American English (3 credits)

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology, including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

### EFL504 Introduction to Curriculum Development, Design and Implementation (3 credits)

Topics include curriculum, syllabus and lesson planning, with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

### EFL505 Overview of TESOL Methodology (3 credits)

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical response, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

### EFL521 Design and Construction of Classroom Materials (3 credits)

This course involves hands-on demonstrations of the construction and application of various EFL teaching devices, including spinners, puppets, posters, puzzles and board games. Consideration is given to developing material for special situations, topics and demands.

### EFL523 Listening and Speaking Activities (3 credits)

This course explains and describes listening and speaking activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

### EFL525 Reading and Writing Activities (3 credits)

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

### EFL531 Pronunciation Activities (3 credits)

The course begins with an explanation and description of basic activities and techniques for teaching vowels, consonants, consonant clusters, vowel reduction, assimilation, elision, stress, pitch and juncture. Resonance and oral muscle control and teaching pronunciation according to first-language background (involving contrastive linguistics and error analysis) also are covered.

### EFL536 American Studies and Culture in Theme- and Content-based Instruction (3 credits)

This course explains how to develop theme- and content-based lessons and classes using U.S. cultural topics and adapting and controlling material for various proficiency levels.

### EFL537 Computer-assisted Language Learning (3 credits)

Topics include techniques for using computer laboratories, software and the Internet for EFL instruction.

### EFL599 Supervised Practice Teaching (3 credits)

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

## **TEFL Faculty**

Daniel Raffalovich  
Director, Center for Language Education  
B.A., University of Chicago  
Ph.D., University of Texas at Austin

Gary Carkin  
Professor  
B.A., University of New Hampshire  
M.A., University of New Mexico  
Ph.D., Michigan State University

Denis A. Hall  
Associate professor  
B.A., M.A., University of New Hampshire

Lyra Riabov  
Associate professor  
B.A., M.A., Volgograd University

Antimo DiMatteo  
Assistant professor  
B.S., Butler University  
M.Ed., Notre Dame College

Fran Kelly  
Assistant professor  
B.A., St. John's University  
M.A., Boston University  
M.Ed., Notre Dame College

Rosemary Orlando  
Assistant professor  
B.A., Providence College  
M.Ed., Rhode Island College

Silvia Spence  
Assistant professor  
B.A., Pfeiffer University  
M.Ed., Notre Dame College

## **Field-based Graduate Programs in Education**

The Field-based Graduate Program in Education offers a master of education and certificates of Professional Study in Education and Advanced Study in Education. It is centered on excellence in teaching and promotes intellectual development, empowerment and social responsibility in a supportive environment.

The part-time program began its alternative delivery of graduate degrees at Trinity College of Vermont in 1994. It is designed for educators working in the field who wish to improve their professional practices.

The program takes place off-campus in school communities, often in rural settings, as we believe that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program.

The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from elementary to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and school needs. This individualization allows educators to match the program's content to school-specific needs and cultures.

All courses and program activities occur off-site in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis.

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

A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 12-15 educators interested in pursuing their master of education degrees is required for the creation of a new cohort.



## Master of Education

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

### Core Courses

EDGR610	Dimensions of Curriculum and Management
EDGR620	Dimensions of Teaching and Instructional Technology
EDGR630	Dimensions of Assessment and Evaluation
EDGR640	Dimensions of Leadership and Organization
EDGR650	Dimensions of Learning and Development

### Courses of Interest

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

EDGR615	Curriculum and Management Decision-Making
EDGR625	Teaching and Instructional Technology Applications
EDGR635	Applications in Assessment and Evaluation
EDGR645	Challenges in Leadership
EDGR655	Learning and Development Applications

### Integrating Activities

Students personalize their degrees through a series of seminars that chart professional growth and development. The courses are the keystone of the program.

EDGR600	ProFile Seminar (1 credit)
EDGR601	Action Research Seminar (1 credit)
EDGR602	Action Research Seminar (1 credit)
EDGR603	Action Research Seminar (1 credit)
EDGR604	Action Research Seminar (1 credit)
EDGR690	Capstone Seminar (1 credit)

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

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

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

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

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

### Admission

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

Southern New Hampshire University  
Vermont Center – Field-based Graduate  
Education Programs  
463 Mountain View Drive, Park Place  
Colchester, VT 05446  
1-800-730-5542  
<http://www.actioneducation.com>

- Southern New Hampshire University graduate program application.
- Official transcripts from previous undergraduate and graduate course work.
- A teaching certificate or evidence of teaching experience.
- Access to a teaching situation.
- An external critique of the applicant's professional education activities within the year of application.
- Successful completion of EDGR600 ProFile Seminar.
- Non-refundable \$40 application fee

*This degree is not intended for initial certification/licensure.*

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree, has at least one year of full-time teaching experience in grades K-12 and possesses good communication skills. The applicant's previous

academic record also will be considered. Each candidate must take the 1-credit EDGR600 ProFile Seminar to explore and reflect upon personal and professional goals.

### **Program Tuition and Fee Schedule 2001-2002**

Tuition: ..... \$285 – 310/credit (site-specific)  
Orientation Fee: ..... \$285 – 310 (site-specific)  
Application Fee ..... \$40

### **Time Limits**

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

### **Transfer Credit**

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

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

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

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information and official transcripts. Responsibility for the acceptance of transfer credit rests with the dean of the School of

Liberal Arts. A copy of the transfer credit evaluation is sent by mail to the student.

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

### **Course Descriptions – Field-based Graduate Education**

#### **EDGR600 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.

#### **EDGR601-604 Action Research Practicum (four 1-credit units)**

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

#### **EDGR601 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.

#### **EDGR602 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.

#### **EDGR603 Action Research Practicum III (3 credits)**

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

#### **EDGR604 Action Research Practicum IV (3 credits)**

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.



**EDGR610 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.

**EDGR615 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.

**EDGR620 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.

**EDGR625 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.

**EDGR630 Dimensions of Assessment and Evaluation (3 credits)**

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

**EDGR635 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.

**EDGR640 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.

**EDGR645 Challenges in Leadership (3 credits)**

How can educators use their leadership styles on behalf of our students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

**EDGR650 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.

**EDGR655 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.

**EDGR690 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.

**Field-based Education Faculty**

Doris Adams  
Lecturer  
B.S., University of Vermont  
M.S., Boston College  
Ph.D., University of Texas

Margaret Allen-Malley  
Lecturer  
B.A., Seton Hill College  
M.Ed., Catholic University  
Ed.D., University of Vermont

Dominick Barresi  
Lecturer  
B.A., M.A., C.A.G.S., Rhode Island College  
Ed.D., Nova Southeastern University

Penny Bishop  
Lecturer  
B.A., Vermont College of Norwich University  
M.Ed., University of Vermont  
Ed.D., University of Vermont

Kristie Bush  
Lecturer  
B.S., Brigham Young University  
M.Ed., Trinity College of Vermont

Kevin Colling  
Lecturer  
B.A., Saint Michael's College  
M.A., Regent University

Mary Beth Doyle  
Lecturer  
B.S., State University of New York-Buffalo  
M.S., State University College of New York-Buffalo  
Ph.D., University of Minnesota

Stephen Garger  
Lecturer  
B.S., Manhattan College  
M.A., Ottawa University  
Ed.D., Seattle University

Dana Gurney  
Lecturer  
B.A., Trinity College of Vermont  
M.A., Ph.D., University of Oregon

Johnette Hartnett  
Lecturer  
B.A., Trinity College of Vermont  
M.Ed., Ed.D., University of Vermont

Tenny Broeck Heussler  
Lecturer  
B.A., Douglas College, Rutgers University  
M.Ed., Ed.D., University of Vermont

Daniel Kucij  
Lecturer  
B.S., Rensselaer Polytechnic Institute  
M.Ed., Ed.D., University of Vermont

Helen Lanthier  
Lecturer  
B.S., Massachusetts College of Art  
M.Ed., Ed. D., University of Vermont

Tena Montague  
Lecturer  
B.F.A., University of Chicago  
M.Ed., University of Hartford

Joel Shapiro  
Lecturer  
B.A., Colgate University  
M.A., Temple University  
Ed.D., Nova Southeastern University.

Douglas Walker  
Lecturer  
B.A., Eastern College  
M.Ed. University of Vermont

Robert Wuagneux  
Lecturer  
B.A., Norwich University  
M.A., Middlebury College  
Ed.D., Nova Southeastern University.

Timothy Whiteford  
Lecturer  
B.Ed., Bristol University  
M.Ed., Ph.D., University of Illinois

Vanessa Zerillo  
Associate professor and graduate program director in  
education  
B.A., State University College of New York  
M.S., University of Vermont  
Ed.D., Nova Southeastern University

### **Professional Development Outreach Center**

Non-degree, flexible, tailored programs are available through the Professional Development Outreach Center, a component of the Field-based Graduate Program in Education. The Center provides a vehicle for school administrators and teachers, consultants and field-based experts to create and earn continuing education credits for specific professional development activities, if specific criteria are met.

For additional information, please contact:  
Southern New Hampshire University  
Vermont Center  
Field-based Graduate Education Programs  
463 Mountain View Drive, Park Place  
Colchester, VT 05446  
1-800-730-5542  
<http://www.actioneducation.com>



# COMMUNITY MENTAL HEALTH

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

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

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

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

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

The program combines classroom instruction and distance-learning activities and is geared to

adult learners working full time in the mental health field. Intensive weekend instruction is provided for cohorts at "learning community" sites in several states across the country.

The master's program begins with Immersion Weekend, an orientation period during which students develop their Individual Professional Development Plans. Each subsequent 3-credit course lasts two months and involves two weekends of instruction. Classes meet one weekend per month for a total of 32 contact hours per course. Students continue their learning at home through readings, written assignments and other course materials.

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

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

## **Certificate Program**

The certificate program consists of 22 credits and includes seven 3-credit courses and one 1-credit course. All students complete five foundation courses, two 3-credit courses in their clinical specializations and a 300-hour internship.

### **Foundation Courses**

(all 3 credits except as noted)

Orientation and Immersion Weekend

(no credit)

PCMH600 Overview of Behavioral Health

PCMH610 Helping Relationships

PCMH680 Diagnosis and Assessment

PCMH615 Practicum (1 credit)

PCMH682 Human Development

### **Clinical Core**

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

PCMH630 Clinical Skills I: Working with Adults with Psychiatric Disabilities

PCMH631 Clinical Skills II: Working with Adults with Psychiatric Disabilities  
or

PCMH635 Clinical Skills I: Working with Children and Adolescents  
Experiencing a Severe Emotional Disturbance & Their Families

PCMH636 Clinical Skills II: Working with Children and Adolescents  
Experiencing a Severe Emotional Disturbance & Their Families  
or

PCMH645 Clinical Skills I: Co-occurring Substance Abuse and Psychiatric Disabilities

PCMH646 Clinical Skills II: Co-occurring Substance Abuse and Psychiatric Disabilities  
and

PCMH650 Internship I (300 hours)

### **Master of Science in Community Mental Health**

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

### **Advanced Core**

(all 3 credits except as noted)

PCMH662 Internship II (300 hours)

PCMH620 Community Resources

PCMH665 Program Evaluation and Systems Research

PCMH666 Professional Affairs and Ethics

PCMH667 Community & Systems: Analysis, Consultation & Change

PCMH690 Final Project (2 credits)

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

PCMH672 Management of Behavioral Health Services

PCMH675 Co-occurring Issues for Children and Families

PCMH676 Physiology of Addictions and Psychopharmacology

### **Community Mental Health Counseling Track**

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

PCMH663 Internship III (300 hours)

PCMH681 Counseling Theory

PCMH683 Group Process

PCMH684 Psychopathology

PCMH685 Social and Cultural Foundations

PCMH686 Career and Lifestyle Development

PCMH687 Marriage and Family Therapy



## Admission Procedures and Decisions

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

### Application Review Process

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

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

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

#### Submit application materials to:

Southern New Hampshire University  
Vermont Center – PCMH Admissions  
463 Mountain View Drive, Park Place  
Colchester, VT 05446  
1-800-730-5542

[www.snhu.edu/pcmh/index.htm](http://www.snhu.edu/pcmh/index.htm)

### Application Deadlines

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

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.

## Program Tuition and Fee Schedule – 2001-2002

Tuition: .....	\$285 – 310/credit (site specific)
Orientation Fee: .....	\$285 – 310 (site specific)
Library-Technology Fee .....	\$250
Application Fee .....	\$ 40
Graduation Fee .....	\$100

### Transfer Credit

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

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

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

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

### Non-degree Students

Non-degree students who have earned baccalaureate degrees are permitted to undertake limited graduate course work in the community mental health program for purposes other than that of

earning a degree. Such students may enroll for a maximum of 9 credits. Non-degree students may register for courses by submitting a non-degree registration form at times specified in the current course schedule. Selections are subject to university approval. Students matriculated in the degree program will receive priority during course registration. Non-degree students who later decide to seek a degree through the Program in Community Mental Health must follow the regular admission procedures.

### **Degree Requirements and Time Limits Certificate Program**

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

### **Master of Science Degree Program**

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

### **Prerequisites**

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

PCMH600, PCMH610, PCMH615 and PCMH680 are foundation courses and prerequisites for specialization courses and internships in the certificate program.

### **Course Descriptions – Community Mental Health**

#### **PCMH500 Orientation and Immersion Weekend (no credit)**

This course provides 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.

#### **PCMH600 Overview Of Behavioral Health Services (3 credits)**

What are psychiatric disability, co-occurring substance abuse and severe emotional disturbance? How do they affect the lives of children, adolescents, adults and their families? Students explore these questions from multiple perspectives, including those of people diagnosed with these disabling conditions and their family members, professionals, advocates, policy-makers and community members. This course provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service delivery systems organize, finance and deliver care; current approaches to treatment, support and successful community re-integration; the impact of managed care; and other critical issues facing the field.

#### **PCMH610 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.

#### **PCMH615 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.

#### **PCMH620 Community Resources (3 credits)**

Students explore the concept of the whole community as a resource. Students research such "traditional" resources as entitlement programs, housing and educational programs, early childhood programs, vocational programs, legal programs, mental health programs, substance abuse treatment programs and medical services programs. Students also learn how to help individuals access non-agency community supports and services in order to promote full community integration and membership.

#### **PCMH630 Clinical Skills I: Working with Adults with Psychiatric Disabilities (3 credits)**

This is the first of two courses designed to develop student knowledge and skills in providing community support services for adults with psychiatric disabilities. The course focuses on the application of the values of choice, partnership, recovery, integration, family support, cultural sensitivity and community support. Students explore the concepts of wellness and disability and their impacts on service recipients in housing, work, educational and social settings. A variety of service delivery models are reviewed. Students develop skills in individual needs and preference assessment, futures planning, individualized supports, skill teaching and resource development.



**PCMH631 Clinical Skills II: Working with Adults with Psychiatric Disabilities (3 credits)**

Students in this course refine the skills learned in PCMH630. Involving family members, teaching recovery skills, designing culturally relevant services and delivering services to persons with multiple and complex needs are emphasized. Students develop skills in crisis prevention and planning and explore topics related to commitment and legal involvement. Ethical and relationship boundary issues in outreach support services are discussed.

**PCMH635 Clinical Skills I: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and their Families (3 credits)**

This is the first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing severe emotional disturbances and their families. The course focuses on the applications of the values of integration, family integrity, child and family centeredness, choice and unconditional care. Students explore the principles of and develop the essential skills to provide wrap-around services, including individualized and flexible supports, outreach, collaborative teaming and the use of natural supports. Approaches to in-home support; case management; educational and school-based services; foster care; crisis, housing and respite services; peer support and self-help; and medication management are covered. Students develop skills in individual needs and preference assessment, futures planning, skill teaching and resource development.

**PCMH636 Clinical Skills II: Working with Children and Adolescents Experiencing a Severe Emotional Disturbance and their Families (3 credits)**

Students refine skills learned in PCMH635. This course emphasizes involving family members, working with schools and other social service agencies, designing culturally relevant services, designing services relevant to children in different developmental periods and designing services for children and adolescents with multiple and complex needs. Students develop skills in crisis prevention and intervention. Ethical and relationship boundary issues in outreach support services are discussed.

**PCMH645 Clinical Skills I: Co-occurring Substance Abuse and Psychiatric Disabilities (3 credits)**

This course provides a clinical and practical foundation for intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment and intervention areas are covered. Students explore a variety of motivational and contextual dimensions, including empowerment, hope, recovery education and symptom self-management; self-help; and therapeutic interventions. Family support, involuntary interventions, intervention networks and integrated clinical services will be addressed using a general systems theory approach.

**PCMH646 Clinical Skills II: Co-occurring Substance Abuse and Psychiatric Disabilities (3 credits)**

This course integrates empirical and functional aspects of the therapeutic process when intervening with individuals with co-occurring mental illness and psychoactive substance use disorders. Students learn to employ core clinical interventions and treatment modalities. Students must demonstrate a high level of competence in clinical and psychosocial interventions used with individuals with co-occurring mental illness and substance abuse disorders. The complexity and heterogeneity of co-occurring disorders will be examined closely. Ways an individual's experience of trauma complicates clinical work will be stressed. Unique ethical and boundary issues will be addressed.

**PCMH650 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.

**PCMH662 Internship II (3 credits)**

Students in the master's program complete an additional 300-hour internship that focuses on the development of advanced clinical and/or leadership and management skills under the supervision of a qualified field instructor. Students must develop a learning contract with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

**PCMH665 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.

**PCMH666 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.

**PCMH667 Community & Systems: Analysis, Consultation & Change (3 credits)**

Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and

communities and complete a project that integrates the research literature with practical applications and action strategies in this area.

**PCMH671 Special Topics, Mental Health Counseling for Children & Families (3 credits)**

This course covers emerging issues and trends in mental health counseling for children and families. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

**PCMH672 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.

**PCMH673 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.

**PCMH674 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.

**PCMH675 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.

**PCMH676 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.

**PCMH677 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.

**PCMH680 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.

**PCMH681 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.

**PCMH682 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.

**PCMH683 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.

**PCMH684 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.

**PCMH685 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.

**PCMH686 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.

**PCMH687 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, multi-generational, structural, systemic and strategic approaches. Special attention is given to research-based strategies for working with families in which one or more members have a long-standing disabling condition.

**PCMH690 Final Project (2 credits)**

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a systems change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

**PCMH Faculty**

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Ed.D., Vanderbilt University

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M.A., M.S.W., West Virginia University;

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M.S.W., Boston University

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M.A., Ph.D., State University of New York at Buffalo  
M.L.S., University of Memphis

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