



## 2009-2010 GRADUATE CATALOG

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

Southern  
New Hampshire  
University

## For More Information

### On Campus

2500 North River Road  
Manchester, NH 03106  
603.668.2211

#### Undergraduate Office of Admission

800.642.4968  
603.645.9611  
FAX: 603.645.9693  
admission@snhu.edu

#### Graduate Enrollment Office

603.644.3102  
603.645.SNHU  
FAX: 603.644.3144  
graduateprograms@snhu.edu

#### School of Professional and Continuing Education

603.645.SNHU  
ce@snhu.edu

### Online

33 South Commercial St., Suite 203  
Manchester, NH 03101  
1.866.860.0449

**General inquiries:** online@snhu.edu

**Current students:** onlinestudent@snhu.edu

### On Location

#### SNHU Maine

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

#### SNHU Maine at Naval Air Station

207.798.5418  
Fax 207.798.5419

#### SNHU Manchester

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

#### SNHU Nashua

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

#### SNHU Salem

25 Pelham Road, Ananda Building  
Salem, NH 03079  
603.893.9600  
salem@snhu.edu

#### SNHU Seacoast

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

#### SNHU Vermont

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

### Nondiscrimination

Southern New Hampshire University does not discriminate on the basis of race, color, national origin, citizenship, religion, marital status, age, sex, sexual orientation or disability in admission to, access to, treatment in or employment in its programs and activities. The following department has been designated to handle inquiries regarding the nondiscrimination policies: Office of Human Resources and Development, Southern New Hampshire University, 2500 North River Road, Manchester, NH 03106-1045.

### Disability Access Statement

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

### Family Educational Rights and Privacy Act

Southern New Hampshire University complies with the Family Educational Rights and Privacy Act (known as the "Buckley" Amendment). This act, which was passed by the congress in 1974, protects the rights of the student in matters of access to and release of information contained in the students' records. Questions regarding this policy should be referred to the registrar.

### Sexual Harassment

Southern New Hampshire University seeks to create and maintain an academic and work environment in which all members of the community are free of harassment based on gender. It is the policy of Southern New Hampshire University that no member of the community may sexually harass another. The intent of this policy is to foster responsible behavior in an environment free of discrimination. Sexual harassment is illegal as it makes the educational and working environment hostile, intimidating and offensive.

# Welcome to Southern New Hampshire University

## Message from the President



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

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

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

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

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

Sincerely,

A handwritten signature in dark ink, reading "Paul J. LeBlanc". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Paul J. LeBlanc, President

## 2009-2010 Graduate Catalog

## Table of Contents

<b>Academic Calendars</b>	<b>4</b>
<b>University Background</b>	<b>5</b>
Mission	5
History of the University	5
Goals of the University	6
SNHU Community	6
Accreditation and Membership	7
On Campus	7
<b>Academic Programs</b>	<b>8</b>
Degrees Offered	8
Graduate Programs	8
Certificate Programs	9
<b>Admissions</b>	<b>9</b>
Admission Requirements	9
Application Process	9
Program Requirements	11
Degree Requirements	13
<b>Tuition and Fees</b>	<b>14</b>
Tuition	14
Room & Board	15
Deposits	15
Payment Policy	15
<b>Financial Aid</b>	<b>16</b>
The Financial Aid Application Process	17
Scholarships	17
Federal and State Programs	18
Loans and Employment	18
<b>SNHU Student ID Card</b>	<b>20</b>
<b>Academic Support Services</b>	<b>20</b>
Harry A.B. and Gertrude C. Shapiro Library	20
Dorothy S. Rogers Career Development Center	21
Office of Disability Services	21
Audio Visual Center	22
Computing Resources	22
Institute for Language Education (ILE)	24
English as a Second Language Program (ESL)	24
Transitional Bridge Program	24
<b>SNHU Online</b>	<b>25</b>

<b>School of Business</b>	<b>28</b>
School of Business Graduate Programs	29
Doctoral Program	30
Master Degree Programs	30
Graduate Certificates	35
SNHU Center for Financial Studies	39
SNHU Institute for Forensic Accounting and Fraud Examination	39
<b>School of Community Economic Development</b>	<b>41</b>
School of Community Economic Development Graduate Programs	41
Doctoral Program	42
Master Degree Programs	43
Centers	46
Professional Training Institutes	46
<b>School of Education</b>	<b>48</b>
School of Education Graduate Programs	49
Programs Leading to New Hampshire State Certification	49
Conversion Programs	52
Non-Certification Programs	52
Graduate Certificates	53
Field-based Graduate Programs in Education	54
<b>School of Liberal Arts</b>	<b>56</b>
School of Liberal Arts Graduate Programs	57
Master Degree Programs	57
<b>School of Professional and Continuing Education</b>	<b>63</b>
Master of Science in Justice Studies Program	64
<b>Academic Standards and Regulations</b>	<b>66</b>
Grades and Grading	66
Policies	67
Graduation Information	69
<b>Division of Student Affairs</b>	<b>70</b>
Athletics	70
Campus Ministry	71
Campus Programming & Leadership	71
Center for International Exchange	72
Public Safety	72
Residence Life	72
Service and Community Involvement	73
Student Life and the Student Center	73
Wellness	73
<b>Graduate Course Descriptions</b>	<b>75</b>
<b>University Directory</b>	<b>116</b>
<b>Index</b>	<b>137</b>

## Academic Calendar – Graduate School

**Graduate Includes M.B.A.,  
M.S., M.Ed. and D.B.A.\***

**School of CED  
ICED, CED Ph.D., SIP**

### Fall 2009

Classes Begin Mon. Sept. 21, 2009  
Holiday Thanksgiving Week Nov. 23-28, 2009  
Classes End Sat. Dec. 12, 2009

Tues. Sept. 8, 2009

Thurs. Dec. 24, 2009

### Winter 2010

Classes Begin Mon. Jan. 4, 2010  
Classes End Sat. Mar. 20, 2010

### Spring 2010

Classes Begin Mon. Mar. 29, 2010  
Holiday Memorial Day May 31, 2010  
Classes End Sat. June 12, 2010

Mon. Jan. 4, 2010

Fri. Apr. 23, 2010  
Mon. May 10, 2010 (Ph.D)

### Summer 2010

Classes Begin Mon. June 14, 2010  
Holiday Independence Day Mon. July 5, 2010  
Classes End Sat. Aug. 28, 2010

## ESL Term Dates

### Term 1-A

Classes Begin Tues. Sept. 8, 2009  
Classes End Fri. Oct. 30, 2009

### Term 1-B

Classes Begin Mon. Nov. 2, 2009  
Classes End Fri. Dec. 18, 2009

### Term 2-A

Classes Begin Mon. Jan 11, 2010  
Classes End Fri. March 5, 2010

### Term 2-B

Classes Begin Mon. March 8, 2010  
Classes End Tues. May 4, 2010

### Term 3-A

Classes Begin Mon. May 10, 2010  
Classes End Fri. June 25, 2010

### Term 3-B

Classes Begin Mon. June 28, 2010  
Classes End Fri. Aug. 13, 2010

### Statement Regarding Varied Program Calendars

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

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

## Academic Calendar – School of Professional and Continuing Education and SNHU Online

### Term 1

Classes Begin Mon. Aug. 31, 2009  
Holiday Labor Day (Sept. 7)  
Classes End Sun. Oct. 25, 2009

### Term 2

Classes Begin Mon. Oct. 26, 2009  
Holiday Thanksgiving (Nov. 26/27)  
Classes End Sun. Dec. 20, 2009

### Term 3

Classes Begin Mon. Jan. 4, 2010  
Classes End Sun. Feb. 28, 2010

### Term 4

Classes Begin Mon. Mar. 1, 2010  
Holiday Easter (April 4)  
Classes End Sun. Apr. 25, 2010

### Term 5

Classes Begin Mon. April 26, 2010  
Holiday Memorial Day (May 31)  
Classes End Sun. June 20, 2010

### Term 6

Classes Begin Mon. June 28, 2010  
Holiday Independence Day (July 4)  
Classes End Sun. Aug. 22, 2010

### CE Summer Day Term A

Classes begin Mon. May 17, 2010  
Classes end Thurs. June 24, 2010

### CE Summer Day Term B

Classes begin Mon. June 28, 2010  
Classes end Thurs. Aug. 5, 2010

# Southern New Hampshire University



## Mission

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

## History of the University

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

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

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

The 1970s were a time of growth and change. The college moved from its downtown Manchester site to the now 300-acre campus on the Merrimack River in 1971. In 1974, the college introduced a Master of Business Administration program, and, in 1978, assumed human services degree programs that 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 same year, to accommodate the two new rapidly expanding programs, the university purchased the former Mount Saint Mary College in Hooksett, which served as the "north campus" for many years. Operations have since been reconsolidated on the main campus. In 1988, the human services programs were transferred to Springfield College in Springfield, Mass.

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

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

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

Expansion and program development led to a momentous event in the institution's history in 2001, when New Hampshire College became Southern New Hampshire University.

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

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

Today the university has five schools—the School of Business, the School of Community Economic Development, the School of Education, the School of Liberal Arts and the



School of Professional and Continuing Education—and continues to seek new ways to provide quality educational programs for all of our constituents, both in the U.S. and abroad.

## Goals of the University

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

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

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

## The SNHU Community

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

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

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

SNHU has been graduating successful leaders for more than 70 years. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The university has approximately 1,900 traditional, full-time undergraduate day students and about 9,425 enrollments in all divisions (day, evening, weekend and online undergraduate and graduate students).

The university recognizes that graduates will be world citizens and has moved to increase the exchange of ideas and experiences between students in the U.S. and other countries. Students come from more than 70 countries to attend SNHU. This cultural diversity enriches the learning experience for all. In addition, the university's participation in the University Studies Abroad Consortium means students can choose to study abroad at one of 36 institutions in 26 countries in Asia, Africa, Australia, Europe and Latin America.

Academic support services at Southern New Hampshire University include:

- Harry A.B. and Gertrude C. Shapiro Library (including the Pantano Gallery)
- Dorothy S. Rogers Career Development Center
- Office of Disability Services
- Audio Visual Center
- Computing Resources
- Institute for Language Education (ILE)
- English as a Second Language Program (ESL)
- Transitional Bridge Program
- SNHU Advantage Program



Southern New Hampshire University student affairs services include:

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

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

## Accreditation and Membership

Southern New Hampshire University is accredited by:

- Accreditation Commission for Programs in Hospitality Administration
- American Culinary Federation Educational Institute
- Association of Collegiate Business Schools and Programs
- European Council for Business Education
- National Association for Sport and Physical Education
- New England Association of Schools and Colleges
- New Hampshire Postsecondary Education Commission
- New Hampshire State Department of Education for Teacher Certification
- North American Society for Sport Management

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

Southern New Hampshire University is also:

- approved for the education of veterans and the children of veterans.
- approved for the rehabilitation training of eligible students with disabilities.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.
- a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP); eArmyU, and AU-ABC Community College of the Air Force/Air University articulation agreements.

## On Campus

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

SNHU is an EPA Green Power Partner and is the first carbon-neutral campus in New Hampshire. The main campus features new dormitory and apartment buildings, state-of-the-art classrooms, a well-equipped fitness center, wireless Internet access, auditoriums, technology labs, multimedia rooms, computer labs, a graphic arts lab, a student-run gourmet restaurant and bakery, a simulated stock trading room, a museum-quality art gallery, the Shapiro Library and much more. The Athletic Complex also houses a dance studio, a racquetball court, an indoor 25-meter competition-size swimming pool, four outdoor tennis courts (lighted for night play), two indoor gymnasiums, and baseball, softball, soccer/lacrosse and practice fields. A new academic building is expected to be completed in 2009, and a new dining hall is expected to open in 2010.

## Degrees Offered and Academic Programs

Southern New Hampshire University prepares its students by offering the following major courses of study. All programs listed below are offered at SNHU's main campus. Most programs are offered through SNHU Online or On Location at SNHU centers throughout New England.

### Associate of Arts (A.A.)

A.A. Liberal Arts (*Online/On Location*)

### Associate of Applied Science (A.A.S.)

A.A.S. Baking and Pastry Arts

A.A.S. Culinary Arts

### Associate of Science (A.S.)

A.S. Accounting (*Online/On Location*)

A.S. Business Administration (*Online/On Location*)

A.S. Computer Information Technology (*Online/On Location*)

A.S. Fashion Merchandising

A.S. Marketing (*Online/On Location*)

### Bachelor of Arts (B.A.)

B.A. Advertising

B.A. Child Development (*Manchester only*)

B.A. Communication (*Online/On Location*)

B.A. Computer Information Technology

B.A. Creative Writing and English

B.A. Digital Media

B.A. Early Childhood Education (*Manchester only*)

B.A. Elementary Education (*On Location*)

B.A. English Education (*Manchester only*)

B.A. English Language & Literature (*Online/On Location*)

B.A. Environment, Ethics and Public Policy

B.A. Game Design and Development

B.A. Graphic Design and Media Arts

B.A. General Studies in Education

B.A. History

B.A. History and Social Studies Education

B.A. Individually Designed Major

B.A. Political Science

B.A. Psychology (*Online/On Location*)

B.A. Psychology/Child and Adolescent Development (*Online*)

B.A. Public Service (*On Location*)

B.A. Social Science (*Online/On Location*)

B.A. Social Studies Education/History

B.A. Social Studies Education/Political Science

### Bachelor of Applied Science (B.A.S.)

B.A.S. Hospitality Administration

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

B.B.A. Business Administration

### Bachelor of Science (B.S.)

B.S. Accounting (*Online/On Location*)

B.S. Accounting/Finance (*Online/On Location*)

B.S. Accounting/Information Systems (*Online/On Location*)

B.S. Advertising

B.S. Business Administration (*Online/On Location*)

B.S. Business Studies (*Online/On Location*)

B.S. Computer Information Technology (*Online/On Location*)

B.S. Finance/Economics (*Online/On Location*)

B.S. Game Design and Development

B.S. General Studies in Business

B.S. Hospitality Business

B.S. International Business (*Online*)

B.S. Justice Studies (*On Location*)

B.S. Marketing (*Online/On Location*)

B.S. Marketing Education

B.S. Retailing

B.S. Sport Management

B.S. Technical Management (*Online/On Location*)

### Master of Arts (M.A.)

M.A. Community Economic Development

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

M.B.A. Master of Business Administration in Global Studies (*Online/On Location*)

### Master of Education (M.Ed.)

M.Ed. Child Development

M.Ed. Curriculum and Instruction

M.Ed. Early Childhood Education

M.Ed. Elementary Education

M.Ed. Field Based Graduate Programs in Education

M.Ed. Secondary Education, English

M.Ed. Secondary Education, Social Studies

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

M.F.A. Fiction Writing

M.F.A. Nonfiction Writing

### Master of Science (M.S.)

M.S. Accounting (*On Location*)

M.S. Accounting/Finance (*Online/On Location*)

M.S. Business Education

M.S. Community Economic Development

M.S. Community Mental Health & Mental Health Counseling

M.S. Finance (*On Location*)

M.S. Information Technology (*On Location*)

M.S. International Business (*On Location*)

M.S. Justice Studies (*Online*)

M.S. Marketing (*Online/On Location*)

M.S. Organizational Leadership (*Online/On Location*)

M.S. Operations and Project Management

M.S. Sport Management (*Online*)

M.S. Teaching English as a Foreign Language

## Doctoral Degrees

Ph.D. Community Economic Development  
D.B.A. International Business

## Certificate Programs – Undergraduate

Accounting (*Online/On Location*)  
Baking  
Business Information Systems (*Online/On Location*)  
Cooking  
Human Resource Management (*Online/On Location*)  
Web Development (*On Location Only*)

## Certificate Programs – Graduate

Accounting (*Online/On Location*)  
Advanced Studies in Education (Field Based Graduate Program)  
Adult Psychiatric  
Business Administration  
Computer Technology Educator  
Teaching English as a Second Language  
Forensic Accounting/Fraud Examination  
Finance (*On Location*)  
Hospitality & Tourism Leadership  
Human Resource Management (*Online/On Location*)  
Integrated Community Mental Health & Substance Abuse Services for Adults  
Integrated Community Mental Health & Substance Abuse Services for Children, Youth and Families  
Integrated Marketing Communications (*Online*)  
International Business (*Online/On Location*)  
International Business/Information Technology  
International Finance  
International Hospitality Management (*Online*)  
International Sport Management  
IT- Management Track  
IT- Technical Track  
Leadership of Non-Profit Organizations (*On Location*)  
Marketing (*Online/On Location*)  
Microfinance Management (*Online*)  
Operations Management (*Online*)  
Project Management (*On Location*)  
Psychiatric & Substance Abuse  
Sport Management (*Online*)  
Terrorism and Homeland Security  
Training and Development (*Online/On Location*)

# Admissions

## Admissions Requirements

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

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

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

## Non-English Documents

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

## The Application Process

- **Application Form:** Students are encouraged to apply on-line at [www.snhu.edu](http://www.snhu.edu). Applications may also be found on-line in PDF format suitable for printing.
- **Application Fee:** Application fees are required and may differ by program. See application for specific information regarding your program's application fee.
- **Personal Statement:** A personal statement or résumé as required by program.
- **Official Transcripts:** Official transcripts from all institutions previously and currently attended. This includes transcripts from institutions where credits were transferred. All transcripts are to be submitted in sealed envelopes from the original institutions. International students graduating from non-U.S. institutions may submit certified or attested copies.
- **Recommendation Forms:** SNHU Master of Education, Master of Fine Arts, Master of Science in Community Mental Health and doctoral programs require recommendations as part of the admission requirement. See your specific program for further details regarding the number and scope of recommendations. All recommendations must be submitted in sealed envelopes with the recommender's signature over the seal.

- **Certifications and Licenses:** Students must submit a copy of current teacher certification or other professional licenses held, if applicable.
- **Test Results:** SNHU Education programs require official graduate exam scores for PRAXIS-I as part of admission requirements. Doctoral programs require official GMAT exam scores.
- **International Student Admission:**

A complete application for an international student requires the following:

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

Official copies of academic records translated into English, including:

- Proof of graduation or completion of program

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

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

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

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

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

## Application Deadlines

Masters Degrees . . . . .	Rolling Admission*
Master of Fine Arts . . . . .	April 7, Dec. 1
Doctoral Degree (D.B.A.) . . . . .	April 1
Ph.D. in CED . . . . .	Jan. 31**

\*School of Education M.Ed. degrees and M.S. in Business Education: Education graduate programs operate on a rolling admissions basis. Applications are accepted throughout the year and admission decisions are determined once all application materials are received and all other requirements are completed. The following are recommended application dates: to enroll in Fall term, apply by June 1; to enroll in Spring term, apply by October 15; to enroll in Summer term, apply by March 1.

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

## Application Fee:

- School of Business master's programs require a \$40 application fee and doctoral programs require a \$100 application fee.
- School of Education master's programs require a \$40 application fee
- Field-Based Master of Education and advanced certificate programs require a \$40 application fee.
- School of Liberal Arts M.S. Teaching English as a Foreign Language and Master of Fine Arts require a \$40 application fee.
- School of Liberal Arts M.S. in Community Mental Health (PCMH) requires a \$40 application fee.
- School of Community Economic Development master's programs require a \$40 application fee.
- School of Community Economic Development Ph.D. programs require a \$100 application fee.

Make checks payable to Southern New Hampshire University.

All application fees are non-refundable.

## Required Tests

- Official passing results of the PRAXIS I test must be submitted directly to Southern New Hampshire University by the testing company. Applicants holding initial certification or an existing graduate degree are exempt from this requirement.
- D.B.A. applicants must take the Graduate Management Admission Test (GMAT).
- Non-native English language speakers must also submit official results of the Test of English as a Foreign Language (TOEFL). A minimum score of 80 on the iBT (550 on the paper-based test) is required by the university. The SNHU TOEFL code number is 3649.



## Interviews

The School of Community Economic Development requires applicants to attend a faculty interview. Long distance applicants have the option to have this interview conducted by telephone. Contact [ced@snhu.edu](mailto:ced@snhu.edu) to schedule an interview.

The School of Education requires all applicants to attend a faculty interview. Upon receipt of all application materials, students will be contacted by the School of Education to schedule an interview.

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

## Program Requirements

### ALL graduate programs require the following:

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

Applications are reviewed on a rolling basis unless otherwise noted.

### Additional Admission Materials by School or Program:

#### School of Business

- Minimum 2.75 GPA
- Completed bachelor's degree
- Resume
- \$40 application fee

#### Doctor of Business Administration (D.B.A) program only:

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

#### School of Community Economic Development M.S. CED and M.S. ICED

- Completed bachelor's degree
- Resume
- \$40 application fee

- Two to four page typed personal statement describing work experience, goals and expectations at the master's level
- Two letters of recommendation for M.S. programs
- Three letters of recommendation for M.A. programs

#### M.A. in CED Policy

- Writing sample/essay

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

- Completed master's degree (preferably M.A. in CED)
- Minimum 3.5 GPA
- 5 years documented experience in Community Economic Development or five years of professional experience in a related field such as: public policy or business
- Research sample
- Writing sample/essay
- Application deadline is January 31st

#### School of Education

- Completed bachelor's degree
- Minimum 2.75 GPA
- PRAXIS I (not required for students applying to the Field-based Graduate Program in Education or those with an earned master's degree)
- \$40 application fee (\$40 for Field-based Graduate Programs in Education)
- Personal statement
- 3 letters of recommendation
- Admission interview

*Note: Not all Education programs offer rolling admissions. Contact the Graduate Admissions office at 603.644.3102 for information on your program of choice.*

*Note: Business Education students are admitted to the university using the criteria established for the School of Business (see requirements on page 11) and then complete an application to School of Education if interested in the Business Education (Career and Technical Education for grades 7-12) certification option. Non-certification applicants will be required to sign an agreement of understanding noting that in order to move into the certification program they will need to complete the current School of Education admission requirements.*

#### Field-Based Graduate Program in Education

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

- \$40 application fee

### **M.S. in Justice Studies**

All applicants must have:

- Completed bachelor's degree
- \$40 application fee
- Resume

### **School of Liberal Arts (M.S.-TEFL program)**

See School of Liberal Arts section for information on other school programs.

- Resume
- Completed bachelor's degree
- Minimum GPA 3.0
- \$40 application fee

### **M.F.A. program**

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

### **Graduate Program in Community Mental Health (PCMH)**

- \$40 application fee
- Two letters of reference
- An essay responding to items as described on the application form
- Resumé

### **Non-Degree Students**

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

### **Transfer Credits**

Graduate credits earned at any accredited institution in the last five years are transferable at the discretion of Southern New Hampshire University. Minimum grades of "B" or better are required. All transferable credits must be comparable

to and may serve as a substitute for course requirements at SNHU. A maximum of six (6) graduate credits may be transferred into any degree program. Only three (3) graduate credits may be transferred into any graduate certificate program. Note that grades do not transfer. Internships, co-operatives, capstones and student teaching credits earned at another university are not accepted as transfer credits. Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide official transcripts and syllabi.

### **Admission**

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

### **Provisional Admissions**

Provisional Admission indicates that a student's undergraduate GPA (Grade Point Average) is less than 2.75 for Master of Business and Education students. The provisional qualification is lifted if a student achieves a grade of "B" or better in EACH of their first two courses. Not all programs accept provisional admission. See specific program requirements for details.

### **Graduate Registration Process**

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

New students must meet with an advisor prior to registering for initial coursework. See an admission counselor or contact the Graduate Admission Office for further information.

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

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



## Degree Requirements

### School of Business

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

Students must:

- Complete a minimum of 36 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses
- Complete and satisfactorily pass all written/oral comprehensive examinations
- Submit and receive approval of dissertation topic
- Finalize and receive approval of dissertation research
- Complete with a GPA of 3.0 or higher

#### School of Community Economic Development (CED):

##### M.A. in CED

Students must:

- Complete a minimum of 36 credit hours at the 800 level
- Complete with a GPA of 3.0 or higher

##### M.S. in CED

Students must:

- Complete 39 credit hours, including all required courses and all needs for specializations if applicable
- Complete with a GPA of 3.0 or higher

##### Ph.D. in CED

Students must:

- Complete 36 credit hours, including all required courses/needs
- Complete and satisfactorily pass all written/oral comprehensive examinations
- Submit and receive approval of dissertation topic
- Finalize and receive approval of dissertation research
- Complete with a GPA of 3.0 or higher

### Time Limitations

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

### Initial Enrollment

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

### Leave of Absence and Reactivation

Students are not required to be enrolled in classes every term. 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 time limit for completing degree requirements includes the terms during which students have not enrolled in courses.

### Second Degrees

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

Foreign students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or DS-2019). 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 more details and specific requirements.

### Internships

Internships for credit are available in selected programs to full-time degree candidates and in most cases must be approved by the dean. In some cases, financial compensation is awarded. Schedules are flexible and arranged to best suit the needs of students and employers.

The Career Development Center staff assists students in seeking internship opportunities. Each candidate must submit a formal application, a resume, and a letter of intent to the Graduate Admission Office during the first two weeks of the term prior to the internship term to set the placement process in motion. Once approved to participate in the program, the applicant must meet with a member of the CDC staff.

Foreign students in F-1 status must have authorization from the Center for International Exchange prior to beginning their work experiences and must have completed nine consecutive months as full-time students. J-1 students must have recommendations and descriptions of training objectives from the school dean or their advisors in order to obtain sponsor approval for specific employment. J-1 students whose DS-2019's were issued by Southern New

Hampshire University should contact the Center for International Exchange; other J-1 students should contact their sponsors.

### Student Teaching

Master of Education and Master of Science programs leading to initial certification culminate in a 16 week student teaching practicum and corresponding seminar. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from the teaching personnel at the participating school and by the Southern New Hampshire University faculty. Students seeking certification in General Special Education must complete an additional 8 week student teaching practicum in a special education setting.

### Practicum

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

## Tuition and Fees

### Tuition

#### Master's Programs

(Unless otherwise listed) . . . . . \$1,722/3-credit course

SNHU Maine . . . . . \$792/3-credit course

#### Doctoral Programs

(DBA Full-time and Part-time) \$4,083/800-level course

SNHU Online . . . . . \$1,722/course

M.A. in PCED . . . . . \$475/credit or \$1,425/course

M.S. in ICED . . . . . \$475/credit or \$1,425/course

M.S. in NCED . . . . . \$475/credit or \$1,425/course

PCMH . . . . . \$396/credit hour

Dissertation Colloquium . . . . . \$2,100/term

Ph.D. in CED . . . . . \$2,850/800-level course

#### **Institute for Language Education applicable per ILE terms**

#### English Second Language Tuition and Fees

Tuition . . . . . \$2,610/term

Room & Board . . . . . \$2,395/term

Fees . . . . . \$95/term

Insurance . . . . . \$164/term

#### **Transitional Bridge Program Tuition and Fees**

Tuition . . . . . \$2,610

Room & Board Fall & Spring terms . . . . . \$4,790

Room & Board Summer term . . . . . \$1,645

Insurance Fall & Spring terms . . . . . \$328

Insurance Summer term . . . . . \$164

#### **Graduate Language Studies:**

Tuition . . . . . \$1,722/term



## Room & Board

### Campus Housing

#### Dormitory

Single . . . . . \$4,580/term

#### Double:

Winnisquam, Chocorua . . . . . \$3,120/term

Washington, New Castle,

Hampton, Windsor . . . . . \$3,638/term

#### Apartments

Eastside . . . . . \$4,580/term

Westside . . . . . \$3,700/term

Townhouses . . . . . \$4,580/term

### Campus Dining Plan

Townhouse . . . . . \$610 to \$845/term

Residence Hall . . . . . \$990 or \$1,770/term

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

Computer Usage Fee . . . . . \$350

Activity Fee (Semester) . . . . . \$300

Activity Fee (ILE Term) . . . . . \$95

ILE Orientation Fee . . . . . \$50

PCMH Orientation Fee . . . . . \$396

Library Technology Fee (Vermont Center) . . . . . \$250

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

Master's Graduation Fee . . . . . \$150

Doctoral Graduation Fee . . . . . \$525\*

\* Additional fees may be incurred for graduation gowns.

## Deposits

### Tuition deposit

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

### Housing deposit

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

## Payment Policy

### Financial Obligations

Payment of all account charges is due and payable by the term's official start day and must be received before attending the first class of a term. Tuition can be paid by cash, VISA, MasterCard, American Express, check, money order or financial aid. Online bill payment is available 24/7. Textbooks and supplies are sold separately. Southern New Hampshire University offers a payment plan for new (domestic) students and current students should they need it. All students must sign a one time promissory note acknowledging their financial account responsibilities.

## Credit Policy

- All former collections accounts and bankruptcies must pay up front for any future classes.
- Students eligible to participate in the 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/letter or military tuition assistance form to the Bursar's Office or appropriate center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. Payers will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing, finance charges are waived upon confirmation of the approved authorization. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.
- Students with outstanding balances or past due on their payment plan will be prevented from starting subsequent terms and will be dropped from the payment plan.
- Transcripts, caps/gowns, diplomas and verifications, along with registration for future classes will be withheld if students' owe any type of balance.
- Credit policy is at the discretion of the credit office and subject to change.
- All students sent to collections will be subject to 25% fee added to their account, legal fees and the account will be reported to the credit bureaus.
- All students waiting for pending aid/alternative loans will be required to give a credit card to keep on file with authorization to process on a specific date if aid/loans are not here on that specific date. All students will sign a one time promissory note. This note will be used in case of default of any payments owed to the University.

## Finance Charges

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

### Full-time Students

Full-time students are subject to all SNHU payment policies. 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.

### Part-time Students

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

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.

### Active Duty Military

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

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

### SNHU Online Enrollment – International Students

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

### Direct Third Party Billing

Students eligible 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. Finance charges are 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. Student reimbursement is considered a self pay account and is subject to the payment policies outlined.

### CAEL

CAEL (the Council for Adult and Experiential Learning) has partnered with Southern New Hampshire University to offer tuition discounts to eligible students. Employees of a CAEL partner company will receive a 10% tuition discount off the

regular Southern New Hampshire University tuition on courses approved by your employer's tuition assistance policy.

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

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

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

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

### Tuition Withdrawal Policy

*Please note: Students should contact the center they are taking their class with to properly withdraw from the course.*

An enrolled student who withdraws from courses will be entitled to a tuition refund based on the number of times the class has met regardless of course attendance. The official withdrawal date is the date the completed withdrawal form is received at the student's Center of Record. 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 be entitled to a tuition refund. Southern New Hampshire University reserves the right to assess a \$25 Drop fee to process a student's request to drop or withdraw from class. A drop fee is automatically assessed one week prior to the term start. Once the term begins the fee schedule is based on the withdrawal schedule above.

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

## Financial Aid

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education. More than \$60 million was awarded to our students in amounts ranging from \$500 to the full amount of educational costs during the 2008-2009 academic year.



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

All students are encouraged to seek assistance from sources outside the university in addition to applying for aid through the Office of Financial Aid.

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

## The Financial Aid Application Process

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

A paper FAFSA can be obtained in the Office of Financial Aid on the main campus, at any of the SNHU locations, at public libraries and at high schools.

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

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

## Southern New Hampshire University Endowed Scholarships

The following endowed scholarships are awarded to students who best meet the listed eligibility requirements. Separate applications for these scholarships are available from the Financial Aid Office or online at [www.snhu.edu](http://www.snhu.edu).

### CED Fund

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

### Finlay Family Scholarship

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

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

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

### Hassa Jadvani Memorial Scholarship

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

### Jane's Trust Scholarship Fund

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

### Dr. Jacqueline Mara Scholarship

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

### School of Business Scholarship Fund

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

### **Michael Swack Scholarship**

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

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

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

## **Other Scholarship Opportunities**

### **Women's Faculty Scholarship**

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

## **Federal and State Programs**

### **Selection Criteria**

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

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

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

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

and/or parents in cases where awards were authorized on the basis of incorrect or incomplete information.

## **Loans and Employment**

### **Federal Stafford Loans**

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan ("subsidizes" the loan) until repayment begins and during authorized deferment periods thereafter. Maximum loans for graduate students are \$20,500 (\$8,500 subsidized/\$12,000 unsubsidized), depending upon financial eligibility as determined through the FAFSA application process (see below for explanation).

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

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid office can determine the student's eligibility based on the cost and financial need at the particular university.

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

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

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

### **PLUS Loans for Graduate Students**

Graduate students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance in the FFEL Loan Program. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate PLUS loans. These



requirements include a determination that the applicant does not have an adverse credit history, repayment beginning on the date of the last disbursement of the loan, and a fixed interest rate of 8.5 percent in the FFEL program. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate PLUS loan.

### Alternative Loans

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

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

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

### Off-campus Employment

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

### International Students and Financial Aid

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

### Veterans' Benefits

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

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

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

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

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

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

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

### Standards of Satisfactory Academic Progress for Financial Aid

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

#### Quantitative Measure

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

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

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

- b. Credits attempted are those for which the student has enrolled as of the end of the add/drop registration period.
- c. Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.
- d. Courses that are repeated will be counted in the calculation of credits attempted and will be counted as credits earned when the student receives a passing grade.

### Qualitative Measure

Students enrolled in graduate degree programs must maintain a minimum cumulative GPA of 3.0 on a 4.0 scale.

### Review

Individual student records will be reviewed based on evaluation periods that correspond with each student's academic program, but generally once-per-year prior to being awarded financial aid.

### Enforcement

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

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

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

#### Standards of Satisfactory Academic Progress for Financial Aid for all Graduate Programs

Minimum Cumulative GPA . . . . .	3.0
Cumulative Completion Rate . . . . .	75%
Maximum Time . . . . .	8 years
Evaluation Period . . . . .	Yearly

## SNHU Student ID card

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

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

Penmen Cash can also be added to the student ID card at the Food Service office or on the website [penmencash.com](http://penmencash.com). Penmen Cash can also be used in the bookstore, cafeteria and various outside locations posted on the [penmencash.com](http://penmencash.com) website.

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

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

## Academic Support Services

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

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

### Harry A. B. and Gertrude C. Shapiro Library

The Harry A.B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Its mission is to support the curricula and the comprehensive intellectual climate at Southern New Hampshire University.

The library collections are developed to support the university's business, liberal arts, education, and community economic development curricula at all levels. The constantly expanding collection contains more than 103,000 paper and electronic books, 623 paper periodical subscriptions, access to the contents of 41,349 online journals, and 12,000 com-

pany financial and annual reports. Members of the community have access to more than 98 information databases provided by proprietary information providers. The library also serves as a depository for Federal documents.

The librarians constantly strive to expand the depth of the library's offerings and improve the ability of students and faculty to access its total complement of resources regardless of their geographic locations.

Off-Campus Library Services (OCLS) links the research needs of continuing education, cohort programs, and SNHU Online students with the resources and services of the library. OCLS can be reached at the main campus by email, phone and fax, and can be found on the Web at the library's home page.

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

The Shapiro Library features:

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

The library online gateway can be accessed from the University Web pages at [www.snhu.edu/library.asp](http://www.snhu.edu/library.asp).

## Dorothy S. Rogers Career Development Center

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

## Career Planning

Because managing a career is a systematic process that requires time and planning, the Career Development Center offers a developmental plan for students. Making effective career decisions requires careful self-assessment and investigation of opportunities available. The Career Development Center's professional staff offers workshops and one-on-one counseling year-round.

## Internships

Full-time students in many majors at Southern New Hampshire University have the option of participating in internships. This program supplies a limited number of credits toward degrees and integrates classroom study with related on-the-job work experiences, some of which are paid positions. For more information, contact your academic advisor or a professional staff member in the Dorothy S. Rogers Career Development Center in Exeter Hall, or call 603.645.9630.

## Office of Disability Services

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

## Services To Students With Disabilities

### 1. Section 504 Compliance and ADA Compliance

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

### 2. Self-Identification and Documentation of Disabilities

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

### 3. Academic Responsibility

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

### 4. Grievance Procedure

Southern New Hampshire University has adopted an internal grievance procedure that provides for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) 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 N. River Road  
Manchester, NH 03106-1045  
603.645.9679 or Fax 603.645.9711

The grievance procedure requires the following:

1. A complaint must be filed in writing, contain the name and address of the person filing it and briefly describe the alleged violations of the regulations.
2. A complaint must be filed within 30 working days after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)
3. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
4. The ADA/504 Compliance Officer will issue written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 20 working days after the complaint is received.
5. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.

6. The complainant can request a reconsideration of the case in instances where he or she is dissatisfied with the resolution. The request for reconsideration should be made within 10 working days to the ADA/504 Compliance Committee, which will involve other university officials as deemed necessary.
7. The right of a person to a prompt and equitable resolution of the complaint filed hereunder will not be impaired by the person's pursuit of other remedies, such as the filing of a Section 504 or ADA complaint with the responsible federal agency or department. Using this grievance procedure is not a prerequisite to the pursuit of other remedies

These rules will be construed to protect the substantive rights of interested persons, meet the appropriate due process standards and assure that Southern New Hampshire University complies with the ADA and Section 504 and their implementing regulations. Any of the above time frames for the university may be extended if it is determined that there are extenuating circumstances.

## Audio Visual Center

A separate but functionally integrated wing of the library contains the Audio Visual Center. The center includes a listening room where its library of DVDs, videotapes and audio CDs can be reviewed by students and faculty. A recent addition is the non-linear edit room and recording space. A variety of A/V equipment is circulated from the center for classroom instruction. Computer-edited videos, transparencies and presentations are produced by students and faculty with assistance from audio-visual personnel.

## Computing Resources

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

All SNHU students receive e-mail addresses and all residence hall rooms have high speed Internet connections (one connection per student). Every classroom at every campus location has wireless Internet access and many residence halls also provide wireless Internet access. Resident students are also provided cable TV service and (upon request) telephone and voice-mail service.

The Department of Computing Resources also supports PenPal, the system used by students to search and register for courses, view grades, add/drop courses, and perform other procedures. The Blackboard system is used for many online and hybrid courses to manage and deliver coursework.

A student help desk is available that can assist with software-related issues with any computer. Additionally, the help desk staff is certified to perform hardware repairs on Dell computers.



Behind the scenes, the Department of Computing Resources has over 70 servers installed to support the academic and business operations of the university.

### Personal Computer Software

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

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

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

### Network Acceptable Use Policy

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

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

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

2. The use of SNHUnet is prohibited for:

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

3. The following activities are specifically prohibited:

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

4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by Southern New Hampshire University's Vice President of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.
5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.
6. Requests to waive some policies will be reviewed by the director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates state, local or other laws.
7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:

- loss of access to computer resources.
- required repayment of funds expended in unauthorized use.
- expulsion from the university.
- termination of employment.
- legal action.

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

## **Institute for Language Education (ILE)**

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

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

## **English as a Second Language Program (ESL)**

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

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

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

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

### **Requirements for Completion**

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

## **Transitional Bridge Program**

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



# SNHU Online

**C.E.O.: Yvonne Simon**

**33 South Commercial St., Suite 203**

**Manchester, NH 03101**

**866.860.0449**

**603.645.9766**

**Fax: 603.645.9706**

*General inquiries: [online@snhu.edu](mailto:online@snhu.edu)*

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

## **Mission**

SNHU Online transforms lives through innovative and flexible learning opportunities for students around the world. Responsive, knowledgeable service and proactive counsel offers individualized, student-centered experiences. Students can focus on advancing toward personal and professional success in web-based degree programs that meet emerging industry demands. They interact with talented and engaged faculty who are able to convey their industry expertise by creating collaborative and media-rich learning experiences. SNHU Online prepares students to get where they want to go.

## SNHU Online

Online classes allow students to break the bounds of time and space associated with traditional classes. Communication, one of the many options provided by the Internet, offers opportunities for meaningful interaction between faculty and students. Online classes also provide opportunities for collaborative learning.

The program provides an environment for flexible learning and teaching, where students may interact with experts in their fields of study and draw upon resources from a global environment. Classes also draw upon the experience and knowledge of students, many of whom have a great deal of real-life experience to add to a class.

The online program offers many advantages to students and faculty. These courses are NOT open-entrance/open-exit or traditional correspondence courses. Undergraduate courses run for an eight week period the same as the School of Professional and Continuing Education. Graduate courses follow the 11 week graduate schedule. All courses are taught by an experienced faculty member who has been trained to engage students in an online environment.

Active and regular participation is required and assignments are due each week, though students have flexibility within each week to meet course requirements. The classes are limited in size, providing a special measure of faculty-student interaction not found in most traditional classes. The average faculty-student ratio is 1:15. While traditional materials such as textbooks are required, the course is delivered largely online through the Web based Blackboard™ course environment. Instructors and students interact with one another, share resources and exchange documents through discussion boards and other electronic tools.

Students enrolling in online courses must have a computer with the following minimum specifications: Windows XP operating system, 233 MHZ processor; 2 GB of free disk space; 256 MB memory; a 56K V.90 modem, cable modem or DSL modem and Internet access through an Internet Service Provider; Microsoft Office XP; Web browser software, Internet Explorer or Netscape (versions will be specified for students who enroll); and antivirus protection software. Please note that there are additional technical requirements for information technology (IT) majors—contact SNHU Online for more information.

SNHU Online is a top provider of online courses and programs to active-duty members of the United States armed forces, government service employees and dependents. Staff, academic advisors and student services members are knowledgeable and experienced in working with these populations, and understand issues relating to government tuition assistance and tuition reimbursement programs. Southern New Hampshire University and its online program are SOC (Serviceperson's Opportunity College), SOCAD, SOCNAV, and SOCCOAST approved and registered with the Defense Activity for Non-Traditional Education Support (DANTES).

The university, through SNHU Online, is a preferred provider of distance learning opportunities to sailors and soldiers through the Navy College Program Distance College Partnership (NCPDLP); eArmyU and AU-ABC Community College of the Air Force/Air University articulation agreements.

### Online Consortium

Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Through this consortium, students may take selected online courses at institutions such as Regis University, Saint Leo University, University of the Incarnate Word, University of Saint Francis, Seton Hall University, Robert Morris University and Neumann College.

### Undergraduate Programs available at SNHU Online

Accounting (A.S.)  
Accounting (B.S.)  
Accounting/Finance (B.S.)  
Accounting/Information Systems (B.S.)  
Accounting Certificate  
Business Administration (A.S.)  
Business Administration (B.S.)  
Business Administration/Human Resource Management (B.S.)  
Business Administration/Organizational Leadership (B.S.)  
Business Administration/Small Business Management (B.S.)  
Business Information Systems Certificate  
Business Studies/Accounting (B.S.)  
Business Studies/Business Administration (B.S.)  
Business Studies/Business Finance (B.S.)  
Business Studies/Computer Information Technology (B.S.)  
Business Studies/Human Resource Management (B.S.)  
Business Studies/International Management (B.S.)  
Business Studies/Marketing (B.S.)  
Business Studies/Organizational Leadership (B.S.)  
Business Studies/Small Business Management (B.S.)  
Communication (B.A.)  
Computer Information Technology (A.S.)  
Computer Information Technology (B.S.)  
English Language & Literature (B.A.)  
Finance/Economics (B.S.)  
Human Resource Management Certificate  
International Business (B.S.)  
Liberal Arts (A.A.)  
Marketing (A.S.)  
Marketing (B.S.)  
Psychology (B.A.)  
Psychology/Child & Adolescent Development (B.A.)  
Social Science (B.A.)  
Technical Management (B.S.)

## Graduate Programs available at SNHU Online

Accounting Graduate Certificate  
 Accounting/Finance (M.S.)  
 Business Education (M.S.)  
 Human Resource Management Graduate Certificate  
 Integrated Marketing Communications Graduate Certificate  
 International Business Graduate Certificate  
 Justice Studies (M.S.)  
 Marketing (M.S.)  
 Marketing Graduate Certificate  
 Master of Business Administration: Global M.B.A.  
 Microfinance Management Graduate Certificate  
 Operations Management Graduate Certificate  
 Organizational Leadership (M.S.)  
 Sport Management (M.S.)  
 Sport Management Graduate Certificate  
 Training and Development Graduate Certificate

## Technical Requirements for Online Courses

SNHU Online requires that all students have the following programs, software, and operating system on their computers prior to participating in their first online course. All SNHU Online instructors use these programs and software and may not be able to accept written work from students who are using incompatible programs. Students participating in upper level IT courses may be able to obtain temporary licenses for software required for their courses through SNHU's MSDN alliance program. Students in courses which take advantage of this alliance program will be given participation instructions during the first few days of class by their instructors.

In addition to the following, it is recommended that students have, at the very least, a 56kbps modem. However, it is **strongly** recommended that students have access to a broadband connection of at least 700kbps.

PC and Laptop		
Component	Minimum Required Specifications	Recommended Specifications
Processor	Intel Pentium 4 or equivalent AMD chip for desktop PCs Intel Pentium M processor for laptops	Intel or AMD Dual-Core processor running at 2.0GHz, or higher
Memory	512 MB	2 GB
Hard Drive	40 GB	250 GB
Floppy Drive	Optional, this is no longer a standard feature on most PCs and laptops	Optional
Network	Integrated Internal Card	Internal 10/100/1000MB. Laptops should include an Internal 802.11g Wireless Card
CD-ROM	24X CD-RW/DVD drive	24X CD-RW/DVD-RW drive
Operating System	Microsoft Windows XP Professional, SP2	Microsoft Windows XP Professional SP3, or higher
Office Suite	Microsoft Office 2003 Professional	Microsoft Office 2007 Professional
Antivirus Software	Antivirus software from Symantec, McAfee, AVG, etc.	Antivirus software from Symantec, McAfee, AVG, etc.
Apple Macintosh		
Component	Minimum Required Specifications	Recommended Specifications
Model	iBook G4	
Processor	1.33GHz PowerPC G4	
Memory	512 MB DDR266 (256MB built-in & 256MB SO-DIMM)	
Graphics	ATI Mobility Radeon 9200 w/32MB DDR video memory	
Display	14 inch TFT XGA display	
Keyboard	U.S. English Keyboard	
Hard Drive	60GB ultra ATA drive	
CD-ROM	Combo drive (DVD-ROM/CD-RW)	
Operating System	Mac OS X “Tiger” or latest version	
Required Software	Microsoft Office Suite 2004 for Mac, iLife Suite, Adobe Acrobat Reader	
Internet Connection		
	Minimum Required Specifications	Recommended Specifications
	Dial-up, 56k, v.90 Modem	Broadband access via cable or telephone (DSL), 3Mbps downstream or higher

# School of Business

**Interim Dean: Karin L. Caruso**

**Webster Hall**

**603.644.3153**

**Fax: 603.644.3150**

*Inquiries also may be directed  
to the directors of the School of Professional  
and Continuing Education centers.*

## **Mission**

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

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

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

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

## School of Business Graduate Programs

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

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

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

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

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

The School of Business offers master of business administration, master of science and certificate programs in many business disciplines, including organizational leadership, international business, finance, accounting, marketing, information technology, sport administration, taxation and others.

Students can tailor their M.B.A. degrees to include focuses in marketing, international business or finance information technology, to name a few options. Or they can choose to combine a master of science degree with the M.B.A. program. M.B.A. and other business courses and electives may also be taken through the SNHU Online program or at our School of Professional and Continuing Education centers in Maine and New Hampshire. These are just a few examples of the choices available to our students.

Our business programs feature a clear blend of theory and practice. Students not only master academic concepts and theories, they learn how to use them immediately. For example, students learn to work in teams with diverse members, just as they would in the business world. They often are assigned work-based projects that they can use immediately

in their careers. Many of the region's leading corporations realize their employees will improve their skills and capacity for growth immediately by enrolling here and will underwrite tuition, fees and other expenses.

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

### Guiding Principles

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

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

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

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

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

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

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

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

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

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



## Doctoral Program

### 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 course work equivalent to that required for the SNHU master of science in international business degree program, or other business field. Students with a master's degree from an institution other than SNHU must discuss their academic and professional backgrounds with faculty advisors to determine prerequisite course work.
2. Doctoral students must complete two advanced research methods in international business courses, INT880 Advanced Quantitative Analysis in International Business I and INT881 Advanced Quantitative Analysis in International Business II.

#### Required Doctoral Courses

Courses are 3 credits unless otherwise indicated.

INT	800	Foreign Direct Investment
INT	810	Privatization
INT	820	Seminar in Multinational Finance
INT	830	Theories of Globalization
INT	840	Seminar in Multinational Marketing
INT	850	Seminar in Global Business Strategy
INT	880	Advanced Quantitative Analysis in International Business I
INT	881	Advanced Quantitative Analysis in International Business II

3. Minor field of specialization: Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses. These could include such fields as finance, information technology, marketing, leadership, or business strategy.
4. Comprehensive examinations: Upon the completion of all course work, doctoral students must sit for a series of comprehensive examinations in international business, research methodology and their minor fields of specialization.

### Dissertation Stage

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

### Doctoral Colloquiums

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

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

Dr. Massood Samii, International Business Chair  
Webster Hall  
Southern New Hampshire University School of Business  
2500 North River Road  
Manchester, N.H. 03106-1045  
603.644.3102 • Fax 603.644.3150  
[www.snhu.edu](http://www.snhu.edu)

## School of Business Master Degree Programs

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

Unconditional acceptance in the Global M.B.A. program and the M.S. programs in accounting, information technology, finance, international business, marketing, organizational leadership and sport administration requires that the student has earned a U.S. or equivalent bachelor's degree from an accredited institution with a cumulative GPA of 2.75 or better. Student is subject to program availability at the time of matriculation.

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

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

### Application to School of Business Degree or Graduate Certificate Programs

Applicants are required to submit the following materials:

- A completed School of Business application with \$40 application fee.
- Official undergraduate transcripts from the institution that awarded your degree. Note: In some cases transcripts from transfer institutions may also be needed.
- A copy of your personal resume or employment history.

Application decisions are made on a rolling basis, with a letter normally being sent to an applicant within four weeks of the completion of their file.

### Foundation Courses

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

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

#### Global M.B.A.

##### Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

#### M.S. in Accounting

##### Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

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

##### Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics\*

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

#### M.S. in Marketing

##### Foundational Course Requirements

- Mathematics and Statistics

#### M.S. in Organizational Leadership

##### Foundational Course Requirements

- Mathematics and Statistics
- Macroeconomics and Microeconomics

#### M.S. in Operations and Project Management

##### Foundational Course Requirements

- Financial Reporting and Analysis
- Macroeconomics and Microeconomics
- Mathematics and Statistics

#### M.S. in Sport Management

##### Foundational Course Requirements

- Macroeconomics and Microeconomics
- Mathematics and Statistics

*Note: The M.S. in International Business and the M.S. in Information Technology do not have foundation course requirements.*

### School of Business Graduate Certificate Programs

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

### The Global Master of Business Administration Degree Program (Online/On Location)

Our take on the classic M.B.A. emphasizes the increasingly global context of business, while developing the essential quantitative decision-making and strategic thinking skills necessary to successfully maneuver through the complexities and challenges inherent in the evolving corporate climate of today. Students entering our program with business-oriented undergraduate majors will be able, within the 42-credit program\*, to further specialize their Global M.B.A. program by choosing electives leading to a Graduate Certificate. With a few additional courses\* beyond those required, students with non-business undergraduate degrees may also specialize their Global M.B.A. degree with a graduate certificate. Students must complete a minimum of 14 courses (42 credits) to earn the Global M.B.A. degree.

\* *The specific number of courses needed to complete both an M.B.A. degree and graduate certificate may vary based on student's undergraduate background.*

**Required Courses**

Courses are 3 credits unless otherwise indicated.

**Foundation Courses:** Students who have majored in business at an ACBSP or AACSB accredited institution at the undergraduate level, are exempted\* from this course work. Non-business undergraduate majors take these courses, and earn graduate credit.

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

**Business Core I:** Students may qualify for waivers\*\* of this course work. Each course waived in Business Core I may be replaced by a graduate business course from a chosen Graduate Certificate program.

ACC	500	Managerial Accounting
IT	500	Information Technology
MBA	610	Business Law
MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations

**Business Core II:** To give our students a more focused educational experience, a global context is woven throughout the Business Core II course work. Each course waived\*\* in Business Core II is replaced by a specified course determined by each department to continue the global theme.

ECO	500	Managerial Economics
FIN	500	Financial Management
INT	610	Multinational Corporate Environment
MBA	700	Strategic Management
OL	690	Responsible Corporate Leadership
QSO	510	Quantitative Analysis for Decision-Making
QSO	600	Production and Operations Management

**Two Graduate Business Electives:** Most students will take a minimum of two business electives to complete the Global M.B.A. program. All students may choose to focus their elective choices and complete a graduate certificate in addition to the Global M.B.A. degree.

\* *Exempted* = Course(s) not required; and student does not have to take a replacement course.

\*\* *Waived* = Course(s) has been removed as requirement for the degree program; however, student must take a replacement course(s).

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.

### **Master of Science Degree in Accounting (On Location)**

The M.S. in accounting curriculum offers concentrated studies in accounting as preparation for academic qualifications required for becoming a certified public accountant and for a broader-based study of management related to the applica-

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

Courses are 3 credits unless otherwise indicated.

**Foundation Courses:**

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

**Major Courses:**

ACC	550	Cost Accounting <i>If waived – replace with ACC 660 Controllorship</i>
ACC	610	Financial Reporting I <i>If waived – replace with ACC 680 International Accounting</i>
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing <i>If waived – replace with ACC 646 Introduction to Forensic Accounting and Fraud Examination</i>
ACC	670	Accounting Information Systems <i>If waived – replace with a free elective</i>
ACC	690	Advanced Topics in Financial Reporting
ACC	700	Seminar in Accounting Topics
MBA	610	Business Law*
TAX	650	Federal Taxation of Individuals*
TAX	655	Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax <i>If waived – replace with TAX 665 Estate and Gift Taxation</i>

**Allied Courses:**

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

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

\* *Course is eligible for exemption*

### Master of Science Degree in Accounting/Finance (Online/On Location)

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

Courses are 3 credits unless otherwise indicated.

#### Foundation Courses:

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

#### Required Courses:

##### Accounting Core

ACC	550	Cost Accounting
-----	-----	-----------------

*If waived, replace with ACC 660 Controllershship*

ACC	610	Financial Reporting I
-----	-----	-----------------------

*If waived, replace with ACC 680 International Accounting*

ACC	620	Financial Reporting II
-----	-----	------------------------

ACC	630	Financial Reporting III
-----	-----	-------------------------

ACC	640	Auditing
-----	-----	----------

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

ACC	690	Advanced Topics in Financial Reporting
-----	-----	--

MBA	610	Business Law*
-----	-----	---------------

TAX	660	Tax Factors for Business
-----	-----	--------------------------

##### Finance Core

FIN	500	Financial Management
-----	-----	----------------------

FIN	610	Short-Term Financial Management
-----	-----	---------------------------------

FIN	620	Money and Capital Markets
-----	-----	---------------------------

FIN	630	Capital Budgeting and Financing
-----	-----	---------------------------------

FIN	640	Investment Analysis and Portfolio Management
-----	-----	--

FIN	660	Creating Value Through Mergers and Acquisitions
-----	-----	---

\* Course is eligible for exemption

### Master of Science Degree in Finance (On Location)

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

Courses are 3 credits unless otherwise indicated.

#### Required Courses

ACC	500	Managerial Accounting
ECO	500	Managerial Economics
ECO	610	Fiscal and Monetary Policies and Practices
FIN	500	Financial Management
FIN	610	Short-term Financial Management
FIN	620	Money and Capital Markets
FIN	630	Capital Budgeting and Financing
FIN	640	Investment Analysis and Portfolio Management
FIN	690	Financial Econometrics
FIN	700	Seminar in Finance
INT	620	Multinational Corporate Finance
QSO	510	Quantitative Analysis for Decision-Making

Select one FIN or ECO elective\*

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

### Master of Science Degree in Information Technology\* (On Location)

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

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

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

#### The goals of the M.S. program in IT are to:

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



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

We provide a pool of electives and independent study arrangements for the greatest flexibility in customizing each student's curriculum. We encourage interdisciplinary studies. Faculty advisors are available to guide and encourage students to actively participate in designing and customizing their programs of study beyond the core courses by selecting an integrated set of courses that match their interests.

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

Courses are 3 credits unless otherwise indicated.

#### Information Technology Core Courses

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

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

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

#### Master of Science Degree in International Business (On Location)

The M.S. program in international business is designed to prepare students for positions of leadership in the international operations of multinational corporations. The 12-course (36-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.

Courses are 3 credits unless otherwise indicated.

#### Required Courses

INT	600	Multinational Corporate Management
INT	610	Multinational Corporate Environment
INT	620	Multinational Corporate Finance
INT	640	Multinational Market Strategies
INT	650	International Trade and Competitiveness
INT	660	International Negotiations
INT	700	Multinational Business Strategy

INT	750	Seminar in Multinational Business
MKT	500	Marketing Strategies

Select three of the following:

ACC	500	Managerial Accounting
FIN	500	Financial Management
INT	605	Introduction to International Business and Information Technology
INT	621	Advanced Multinational Financial Management
INT	625	International Project Finance
INT	655	Understanding Emerging Markets
INT	675	International Corporate Governance and Control
INT	695	Seminar in International Business and Information Technology

#### Master of Science Degree in Marketing (Online/On Location)

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

A minimum of twelve courses are required to complete the M.S. in Marketing degree, including a minimum of 10 courses with an MKT designation. An example of the curriculum includes: Relationship Selling Strategies, Consumer Behavior, Marketing Research, Multinational Marketing Strategies, Ethical and Legal Issues in Marketing, and Advertising Campaigns, to name a few.

Courses are 3 credits unless otherwise indicated.

#### Business Core Requirements (2 courses /6 credits)

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

#### Marketing Core Requirements

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

#### Marketing Electives

(Choose 6 courses /18 credits – minimum of 4 courses with MKT prefix)

INT	655	Understanding Emerging Markets
IT	503	Digital Commerce and E-Business
MBA/MKT	710	Marketing Internship
MBA/MKT	740	Marketing Thesis/Directed Study in Marketing
MKT	610	Advertising Management
MKT	615	Relationship Selling Strategies



MKT	650	Retail Management
MKT	660	Marketing Strategies for Not-for-profit Organizations
MKT	670	Product Management
MKT	678	Brand Management
MKT	690	Corporate Communications
QSO	600	Operations Management
SPT	608	Sport Marketing

Total Credits: 36 credits

### Master of Science Degree in Organizational Leadership (Online/On Location)

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

#### Required Courses

Courses are 3 credits unless otherwise indicated.

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

Select three graduate OL electives

Select three graduate business electives

### Master of Science Degree in Operations and Project Management (On Location)

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

#### Program Requirements

Courses are 3 credits unless otherwise indicated.

#### Required Courses

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

Select five of the following

ACC	500	Managerial Accounting
IT	630	Computer Simulation and Modeling
MBA	710	Internship*

MKT	500	Marketing Strategies
OL	500	Human Behavior in Organizations
QSO	520	Management Science through Spreadsheets
QSO	530	Applied Statistics for Managers
QSO	610	Management for Service Operations
QSO	620	Six Sigma Quality Management
QSO	630	Supply Chain Management**
QSO	645	Project Management for PMP Certification

Select any two graduate business electives

\* MBA 710 Internship should be taken with a faculty member from the Quantitative Studies, Operations and Project Management department.

\*\* QSO 630 Supply Chain Management can be substituted by QSO 635 International Supply Chain Management.

### Master of Science Degree in Sport Management (Online/On Location)

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The M.S. in sport management requires 14 courses totaling 42 credits, and combines courses related to sport management with the core courses from the global M.B.A. program. Students will also participate in a supervised internship program. This is a unique joint venture not found in most sport management programs in the United States. This program is one of 27 programs in the country, and one of only two programs in New England to be approved by the Sport Management Program Review Council.

#### Required Courses

Courses are 3 credits unless otherwise indicated.

MBA	610	Business Law
MBA	710	3 credit Internship supervised by Sport Management department
OL	500	Human Behavior in Organizations
OL	670	Organizational Leadership
SPT	501	Research Methods in Sport Management
SPT	510	Sport and Society
SPT	565	Internationalization of Sport
SPT	600	Management of Sport Organizations
SPT	608	Sport Marketing & Media
SPT	610	Sport Law
SPT	620	Finance & Economics of Sport
SPT	700	Seminar and Principles of Sport Management

Select three graduate business or SPT electives

### Graduate Certificates

Graduate certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educa-

tional background and professional experience. M.B.A. degrees and graduate certificates may be pursued concurrently. Courses successfully completed for a certificate program may later be applied to a graduate degree program.

Successful completion of a certificate program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

#### **Graduate Certificate in Accounting (Online/On Location)**

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

Courses are 3 credits unless otherwise indicated.

##### **Courses required for the certificate-only option:**

ACC	550	Cost Accounting
ACC	610	Financial Reporting I
ACC	620	Financial Reporting II
ACC	630	Financial Reporting III
ACC	640	Auditing
ACC	690	Advanced Topics in Financial Reporting
TAX	650	Federal Taxation of Individuals

#### **Graduate Certificate in Finance (On Location)**

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

Courses are 3 credits unless otherwise indicated.

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

#### **Graduate Certificate in Forensic Accounting and Fraud Examination\* (On Location)**

Courses are 3 credits unless otherwise indicated.

##### **Required Courses**

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

*\* Cohort program starts each September – cohort size limited to 20 qualified students. Qualified students possess a bachelors degree in accounting or business and 2 years documented practical business experience. Courses generally meet one Friday per month, 4 meetings per course (1 day/8 hours). Per course tuition (2009/10 tuition = \$2,300 per course) includes all books, reference materials, and lunches for all sessions.*

#### **Graduate Certificate in Human Resource Management (Online/On Location)**

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

Courses are 3 credits unless otherwise indicated.

##### *Foundation requirements:*

OL	500	Human Behavior in Organizations
OL	663	Leading Change

##### **Required Courses**

Select one of the following required courses:

OL	600	Strategic Human Resource Management
OL	605	Human Resource Certification Course

Select two of the following required courses:

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

#### **Graduate Certificate in International Hospitality Management**

Courses are 3 credits unless otherwise indicated.

HOS	550	Managerial Role in Hospitality & Tourism
HOS	640	International Hospitality Operations
HOS	680	Hospitality Entrepreneurship
HOS	700	Seminar in Services Management*

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

##### **Technical Track\* (On Location)**

Courses are 3 credits unless otherwise indicated.

##### *Courses required for the technical track certificate-only option:*

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

##### **Management Track\* (On Location)**

Courses are 3 credits unless otherwise indicated.

##### *Courses required for the management track certificate-only option:*

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

IT 647 Web Site Construction and Management  
 \* Notebook computer required.

### **Graduate Certificate in International Business (Online/On Location)**

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

*This is a 5 course (15 credits) program.*

Courses are 3 credits unless otherwise indicated.

#### **Courses required for the certificate-only option:**

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

### **Graduate Certificate in International Business and Information Technology (On Location)**

The International Business and Information Technology Certificate (IB/IT) is designed to combine the principles of International Business operations and knowledge about Information Technology to enable global trade and operations. For those students who are pursuing an M.S. in International Business, most of the International Business courses that are required as part of the certificate are already part of their degree. For those students, the additional courses that will help them obtain the IB/IT Certificate are courses in the IT area.

Courses are 3 credits unless otherwise indicated.

*For International Business Majors, the additional courses are:*

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

*For Information Technology majors, the additional courses are:*

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

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

Those students who are earning an M.B.A., and are not working toward an M.S. in either International Business or

Information Technology, must take all courses in order to complete the certificate.

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

### **Graduate Certificate in International Finance (On Location)**

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

Courses are 3 credits unless otherwise indicated.

#### *Foundation Requirements:*

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

#### **Required Courses**

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

### **Graduate Certificate in Integrated Marketing Communications (Online/On Location)**

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

Courses are 3 credits unless otherwise indicated.

#### **Required Courses**

#### *Foundational Requirements:*

MKT	500	Marketing Strategies
MKT	605	Integrated Marketing Communications
MKT	609	Advertising and Public Relations
MKT	612	Integrated Media Strategies
MKT	615	Relationship Selling Strategies

### **Graduate Certificate in International Sport Management (On Location)**

Courses are 3 credits unless otherwise indicated.

**Required Courses***Foundational Requirements:*

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

Select one of the following:

INT	600	Multinational Corporate Management
INT	610	Multinational Corporate Environment

**Graduate Certificate in Leadership of Non-Profit Organizations (On Location)**

Courses are 3 credits unless otherwise indicated.

**Required Courses***Foundational Requirements:*

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

**Graduate Certificate in Marketing (Online/On Location)**

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

Courses are 3 credits unless otherwise indicated.

**Required Courses**

MKT 500 Marketing Strategies

Select four (4) from the following:

MKT	610	Advertising Management
MKT	615	Relationship Selling Strategies
MKT	620	Consumer Behavior
MKT	630	Marketing Research
MKT	668	Services Marketing
MKT	674	Ethical and Legal Issues in Marketing
MKT	678	Brand Management

**Graduate Certificate in Operations Management (Online/On Location)**

Operations Management (OM) focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. This certificate program is designed to expose you to OM concepts and techniques to effectively manage the people, materials, equipment and processes that a business needs to design, produce and deliver its goods and services.

Courses are 3 credits unless otherwise indicated.

**Required Courses**

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

Choose three from the following:

IT	630	Computer Simulation and Modeling
MBA	710	Internship*
QSO	520	Management Science Through Spreadsheets
QSO	530	Applied Statistics for Managers
QSO	610	Management of Service Operations
QSO	620	Six Sigma Quality Management
QSO	630	Supply Chain Management**

\* MBA 710 Internship should be taken with a faculty from the Quantitative Studies, Operations and Project Management department.

\*\* QSO 630 Supply Chain Management can be substituted by QSO 635 International Supply Chain Management.

**Graduate Certificate in Project Management (On Location)**

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

Courses are 3 credits unless otherwise indicated.

**Required Courses**

QSO	640	Project Management
QSO	680	Seminar in Project Management

Choose two from the following:

ACC	550	Cost Accounting
INT	625	International Project Finance
OL	670	Organizational Leadership
QSO	520	Management Science Through Spreadsheets
QSO	620	Six Sigma Quality Management
QSO	630	Supply Chain Management*
QSO	645	Project Management for PMP Certification

\* QSO 630 Supply Chain Management can be substituted by QSO 635 International Supply Chain Management.

**Graduate Certificate in Sport Management (Online/On Location)**

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



Courses are 3 credits unless otherwise indicated.

*Courses required for the certificate-only option:*

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

Select one graduate Business or SPT elective

## SNHU Center for Financial Studies

Issues of economics and finance affect everyone. The Center for Financial Studies at Southern New Hampshire University has adopted as its mission the promotion of economic and financial literacy for everyone, from children in elementary schools to adults—a mission that sets the Center for Financial Studies at SNHU apart from many other academic trading rooms.

For the SNHU community, the Center provides a variety of technology and access to financial data and new sources. The Center supports students, faculty and staff of all academic disciplines in their academic and research efforts.

For the extended community, the Center provides a means of obtaining economic/financial literacy that supports personal and professional decision-making. For example, the Center works with several organizations that are proponents of economic/financial literacy to support educators in their teaching efforts. The Center also provides a field trip destination for area schools, offering a variety of programs about personal finance and investing topics.

The Center for Financial Studies serves as a bridge between area high schools and area businesses by providing business, finance and economics professionals, present and future, with a forum for gaining and maintaining current knowledge in their fields.

The Center simulates a Wall Street trading environment with:

- an electronic stock ticker and two electronic data-boards with streaming market data
- 30 workstations with two flat panel monitors each
- six additional workstations in an adjacent conference room
- state-of-the-art AV equipment
- analytical and modeling software applications
- Bloomberg terminal access for market data
- three laser printers
- Internet access

Up-to-date information on programs and events at the Center for Financial Studies can be found at the Center's Web site: [www.snhu.edu/cfs](http://www.snhu.edu/cfs).

## SNHU Institute for Forensic Accounting and Fraud Examination

Housed within the School of Business at Southern New Hampshire University, the Institute for Forensic Accounting and Fraud Examination has adopted as its mission to design and deliver informational and educational experiences to accounting and business professionals on matters of forensic accounting and fraud examination. The institute's Executive Director is Dr. Richard O. Hanson. Dr. Hanson holds the CPA, CFE, CMA and CFM professional certifications, and is a professor of Accounting and Taxation at the university.

The goals of the Institute are:

- To offer a graduate certificate program in forensic accounting and fraud examination
- To offer educational seminars and workshops to accounting professionals in need of continuing education credits
- To host outstanding speakers and business roundtable discussions on forensic accounting and fraud examination
- To conduct research in the field of forensic accounting and fraud examination for the purpose of publication and dissemination

The Institute is guided in its work by the Institute Advisory Committee. This committee is composed of highly respected and experienced professionals in the fields of accounting, auditing, forensic accounting, information technology, law and criminal justice. Faculty who teach in the programs offered through the Institute are both highly skilled and experienced in the fields of forensic accounting and fraud examination.

For additional information or specific questions, please call Dr. Richard Hanson at 603.644.3193 or e-mail to [r.hanson@snhu.edu](mailto:r.hanson@snhu.edu).

## Institute for International Business of Southern New Hampshire University

### Mission

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

### Objective

The overall objective of the Institute for International Business is to be the arm of the International Business department to fill the gap between academic education and research, and its application. Much of the research and courses being taught in the International Business Depart-



ment of Southern New Hampshire University focuses on the development and application of theoretical concepts with an academic focus. The Institute will attempt to bring together the academic strength of the IB department, and the research and training needs of the business community, both in the United States and overseas.

### 1. Research Objective

The International Business Department has accumulated considerable research capabilities as part of being a research oriented department to service the doctoral students. The numerous publications by faculty and doctoral students show the depth of the research capacity of the department. In addition, we have built research infrastructure, including the International Business Modeling Laboratory (IBML), numerous databases, and advanced software which is unique in the region. We believe that these assets could be a valuable resource for the business community and other interested organizations. In addressing long term and fundamental business issues, it would also be a vehicle in making research to our faculty and doctoral students more relevant.

### 2. Training Objective

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

### 3. Speaker Series and Conferences

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

### Partners

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

### Delta Mu Delta Honor Society

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

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

### Research Paper Citation Guidelines

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



# School of Community Economic Development

**Dean: Dr. Charles Hotchkiss**

**Webster Hall**

**603.644.3181**

**Fax: 603.644.3130**

## **Mission**

To be a global leader in advancing the creation of just economies and sustainable communities by:

- Educating and training community leaders,
- Conducting applied research, and
- Developing and promoting innovative CED policies and practices.

## School of Community Economic Development Graduate Programs

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.

Southern New Hampshire University's School of Community Economic Development (SCED) was a pioneer in the field when it began offering academic programs in 1982 and remains at the forefront of the field in the creation of innovative educational and training initiatives in the United States and internationally.

Through the work of our faculty, staff, alumni and students, we have developed an effective educational program based on a peer-learning model that provides practitioners, policymakers and researchers with the necessary skills to make their projects successful. Our students and alumni are often the leading force behind important community initiatives. With over 1,200 graduates, the School has been instrumental in helping to effect change in marginalized communities across the nation and in developing countries around the world.

We offer four graduate degrees: Master of Science in National CED (NCED) and International CED (ICED), Master of Arts in CED Policy, and Doctor of Philosophy in CED. A variety of short-term institutes and graduate certificate programs are offered throughout the year. The School's courses and institutes are taught by faculty with extensive experience in the field and in the classroom. The programs emphasize a learner centered approach that encourages active participation and enlists the experiences of students. Policy and research work at the School is organized under several centers.

The School maintains strategic partnerships with like-minded organizations including the Peace Corps. The Peace Corps Master's International and Fellow/USA programs at the School combine interdisciplinary coursework with Peace Corps service. The programs equip participants with skills designed for professional practice in developing countries or with disenfranchised communities in the United States.

The Master's International program is available to SCED students before going to their Peace Corps assignment. The Fellows/USA program is available to Returned

Peace Corps Volunteers (RPCVs). Students nominated for Peace Corps service and RPCVs are given special consideration for admission and scholarships. For more information on the Peace Corps visit [www.peacecorps.gov/gradschool](http://www.peacecorps.gov/gradschool).

## Doctoral Program

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

The Ph.D. program is anchored on the disciplinary foundations of Community Economic Development. It responds to the needs of the field for a diverse group of CED professionals by preparing them for teaching, policy and management, and research-based careers in government, higher education and the nonprofit sector. Students in the Ph.D. program develop knowledge and skills to promote action-oriented research intended to help shape policies at the local, regional, national and international levels.

Ph.D. students attend classes 5 days per month, while retaining their professional jobs. This extended weekend format meets five times per semester. Between class weekends students participate in discussions and exchange assignments in an Internet-based distance-learning environment.

Doctoral students are required to have a master's degree from an accredited institution with a GPA of 3.5 or higher, and 5 years of professional experience. Students must complete 54 credit hours of coursework, comprehensive exams, prepare a dissertation proposal, and complete a dissertation based on original research. Coursework is designed to take three years or less, followed by a dissertation. Research methods courses CED 801, CED 802, CED 804, and CED 893 each include required labs covering relevant statistics and analysis using SPSS. CED 803 includes a qualitative analysis software training and CED 805 includes (GIS) mapping training.



**Required Ph.D. Courses**

Courses are 3 credits unless otherwise indicated.

CED	801	Research Design*
CED	802	Survey Research Methods*
CED	803	Qualitative Research Methods*
CED	804	Evaluation Research Methods*
CED	805	Demography and GIS in CED Policy and Planning*
CED	811	Political Economy Theory
CED	812	Social Theory
CED	813	Community Economic Development Theory
CED	814	Contemporary Economic Theory

**Elective Ph.D. Courses**

Select a minimum of four courses

CED	810	Urban Development Theory
CED	815	Social Inequality
CED	851	Seminar in CED
CED	858	Policy Analysis in CED
CED	859	Advanced Policy Analysis in CED
CED	860	Transformation of Development Organizations
CED	861	Nonprofit Management
CED	862	Organizational Analysis for CED
CED	863	Civil Society, Social Capital and Participation
CED	864	Advanced Financial Analysis for CED
CED	865	Advanced Nonprofit Management
CED	866	Globalization, States and the Community
CED	881	Independent Study**

**Doctoral Dissertation and Doctoral Continuation**

CED	890A	Dissertation Seminar***
CED	890B	Dissertation Seminar***
CED	890	Doctoral Continuation
CED	891	Doctoral Continuation
CED	892	Advanced Dissertation Seminar***
CED	893	Advanced Dissertation Seminar***
CED	894	Dissertation Proposal
CED	895	Doctoral Dissertation***

\* Research courses include labs on relevant statistics & analysis using SPSS, MapInfo Pro for applied geography, or other software programs.

\*\* Enrollment by permission of faculty and Chair of Doctoral Program.

\*\*\*Required: two CED 890 courses first year, CED 892 and CED 893 (with SPSS lab) second year. After Comprehensives: CED 894 (optional) and CED 895 (required) are registered under the Dissertation Committee Chair.

**Practicum**

Students engage in a 4-semester teaching and research Apprenticeship Program at the Applied Research Center where they are assigned supervised TA and RA duties. Afterwards, students may teach as paid Adjunct Faculty and engage in funded research as Research Associates.

**Master Degree Programs****NCED Program offered in Manchester, NH and Los Angeles, CA****Master of Science in Community Economic Development****National CED Weekend Program**

Designed for the North American practitioner, the Master of Science in National Community Economic Development (NCED) is an applied, 20-month weekend program that offers a unique opportunity for individuals seeking an advanced degree in CED while continuing to work. Classes meet for one full weekend each month, usually Friday, Saturday and Sunday, over four semesters (no summer term). An orientation at the beginning of the program and some elective classes are conducted on weekdays adjacent to class weekend.

Each student in this program designs a project for implementation in his or her home community. This project is carried on throughout the program's four terms. Students meet with project focus groups during class weekends for input, feedback and support, and stay in contact in between class weekends through Internet discussion groups. The M.S. in National CED requires completion of 39 credits and a 3.0 cumulative grade point average.

SCED students are not required to have a specialization, but two specializations are available within the School: Credit Unions and Cooperatives, and International Microenterprise Development. In addition, the School is the university partner of the NeighborWorks Training Institute—the largest CED training program in the nation. The School offers NeighborWorks® America members elective course credit for professional certificate programs completed through the Training Institute. SCED students may take courses through the Training Institute at the same tuition rate as NeighborWorks members. This unique partnership greatly expands the range of elective topics available to our students.

**Required Courses**

Courses are 3 credits unless otherwise indicated.

CED	400	Accounting Foundation* (0 credits)
CED	701	Introduction to Community Economic Development
CED	703	Managerial Accounting for CED (2 credits)
CED	704	Financing Community Economic Development (2 credits)
CED	705	Financial Management for CED (2 credits)
CED	706	Business Development (2 credits)
CED	707A	Organizational Management (2 credits)
CED	707B	Organizational Management (2 credits)
CED	731	Diversity in Organizations (1 credit)
CED	791	Project Design in CED (4 credits)
CED	792	Project Planning in CED (4 credits)
CED	793	Project Management in CED (4 credits)
CED	794	Project Evaluation in CED (4 credits)



**Elective Courses**

Select a minimum of 7 credits

CED	507	Housing and Land Policy (2 credits)
CED	521	Perspectives in International Development (1 credit)
CED	522	Microenterprise Development (2 credits)
CED	523	Topics in CED (2 credits)
CED	523A	Topics in CED (1 credit)
CED	531	Indigenous Economics (2 credits)
CED	702	Law and Community Development (1 credit)
CED	702A	Advanced Law and Community Development (1 credit)
CED	708	Development of Cooperatives (2 credits)
CED	709	Marketing, Fundraising and Promotion (2 credits)
CED	710	Housing Development (2 credits)
CED	712	Information Technologies and Community Economic Development (2 credits)
CED	717A	Independent Study (1 to 2 credits)
CED	717B	Independent Study (1 to 2 credits)
CED	718	Nonprofit Management (2 credits)
CED	722	Negotiation Strategies (1 credit)
CED	723	Training of Trainers (2 credits)
CED	724	Marketing Strategies (2 credits)
CED	725	Faith-based Community Economic Development (2 credits)
CED	726	Strategic Management of Faith-based CED (2 credits)
CED	728	Development of Cooperatives
CED	729	Management in Cooperative Organizations
CED	730	Community Organizing and CED (2 credits)
CED	732	Research Methods in CED Management
CED	733	Quantitative Analysis in CED Management
CED	734	Managerial Economics for CED
CED	735	Human Resource Management for CED
CED	765	Community Development Credit Unions I
CED	766	Community Development Credit Unions II
CED	767	Effective Cooperative Business Development
CED	768	Managing the Cooperative Startup

\* All incoming students must take and pass the placement test to waive CED 400.

## ICED Program offered in Manchester, NH and the Philippines

### Master of Science in International Community Economic Development

#### International CED Program

##### (Monthly format, summer intensive format)

The Master of Science in International Community Economic Development (ICED) is a 39-credit program. Students are required to have two years of experience living or working in a developing country. The program is designed to offer practical skills for planning and managing sustainable community-based international development projects. It attracts persons working or seeking careers in government, business or nonprofit/non-governmental organizations (NGOs).

Students are required to plan and implement a community economic development project as their master's thesis.

ICED students often choose to take the Microenterprise Development Institute for two to three weeks in the summer for credit as a specialization. ICED students are eligible for other specializations and certificates.

The School runs an ICED Master's program in Tanzania, Africa, in collaboration with the Open University of Tanzania.

#### Summer-Intensive Master of Science in CED

The School of CED's fully accredited 13 month intensive master's degree program requires that students spend only two seven-week summer sessions in class in the United States. Between summers they take courses online and carry out a project back in the field in their home communities. The flexible program retains the school's internationally recognized quality curriculum and is intended for development practitioners. An option for specialization in microenterprise development is available.

The features of the Summer Intensive Program (SIP) are:

- Two seven-week, in-class summer sessions at SNHU with colleagues from around the globe.
- Continuous online support as students continue their course work in the field.
- An opportunity for students to specialize in microenterprise development by courses offered during the annual Microenterprise & Development Institute held at SNHU each summer ([www.mdi-nh.org](http://www.mdi-nh.org)).

#### Required Courses

Courses are 3 credits unless otherwise indicated.

CED	400	Accounting Foundation* (0 credits)
CED	703	Managerial Accounting (2 credits)
CED	705	Financial Management (2 credits)
CED	707A	Organizational Management
CED	707B	Organizational Management
CED	791	Project Design in CED (4 credits)
CED	792	Project Planning in CED (4 credits)



CED	793	Project Management in CED (4 credits)
CED	794	Project Evaluation in CED (4 credits)
ICD	533A	Principles and Practices of Development (2 credits)
ICD	533B	Principles and Practices of Development (2 credits)
ICD	535A	Economics for CED (2 credits)
ICD	535B	Economics for CED (2 credits)
ICD	536A	Economics and Development (2 credits)
ICD	536B	Economics and Development (2 credits)

### Elective Courses

Select a minimum of 5 credits

CED	701	Introduction to Community Economic Development
CED	704	Financing Community Economic Development (2 credits)
CED	708	Fundamentals of Cooperatives/Credit Unions (2 credits)
CED	709	Marketing, Fundraising and Promotion (2 credits)
CED	718	Nonprofit Management (2 credits)
CED	722	Negotiation Strategies (1 credit)
CED	723	Training of Trainers (2 credits)
CED	730	Community Organizing and CED (2 credits)
CED	732	Research Methods in CED Management
CED	733	Quantitative Analysis in CED Management
ICD	506	Sustainable Responses to Environmental Problems
ICD	507	Housing and Land Use (2 credits)
ICD	508	Development Finance
ICD	511	Social Planning and Policy for Developing Countries
ICD	512	Developing Cooperative Enterprises
ICD	513	Policy Analysis and CED
ICD	514	Gender Issues in CED
ICD	516	Issues in International Cooperatives (2 credits)
ICD	522	Microenterprise Development
ICD	525	Practical Microfinance
ICD	526	Financial Analysis for Management of Microfinance Institutions
ICD	527	Performance Evaluation and Client Assessment for Microfinance Institutions
ICD	534	Training for Trainers
ICD	708	Co-ops and Credit Unions in International Development
ICD	721	Development as a Tool for Conflict Resolution

\* If any students did not take any undergraduate accounting courses they need to take and pass the placement test to waive CED 400.

## PCED Program

### Master of Arts in Community Economic Development Policy

The School offers a Master of Arts in Community Economic Development Policy (PCED). This is an advanced practitioner program intended to respond to the need of senior CED professionals for a policy focus and a shorter study period than that offered at the doctoral level. The focus is on skills. About half the courses are in the doctoral program, and the rest are policy courses in the National or International programs.

The M.A. and Ph.D. programs are managed under the doctoral admissions committee. A student applying to the M.A. program needs a bachelor's degree from an accredited institution in a relevant field with a GPA of 3.5 or higher and five years of experience.

Candidates for the M.A. in CED Policy must complete 36 credit hours of coursework that includes required doctoral-level courses, and a combination of courses offered in the graduate programs. A supervised Policy Paper for three credits acts as a thesis. Doctoral students completing 36 credit hours of doctoral coursework are eligible to receive the M.A. degree. An M.S./M.A. dual program is available. 800 level (doctoral) courses taken within the M.A. may be applied towards the Ph.D. degree, if a student is subsequently admitted to the doctoral program.

### Required Courses

Courses are 3 credits unless otherwise indicated.

CED	780	Thesis
CED	801	Research Design (Lab)
CED	805	DGIS in CED Policy & Planning (Lab)
CED	858	Policy Analysis and CED

Select two of the following:

CED	802	Survey Research (Lab)
CED	803	Qualitative Analysis
CED	804	Evaluation Research (Lab)

### Elective Courses

Select a minimum of 18 credits

CED	531	Indigenous Economics (2 credits)
CED	701	Introduction to Community Economic Development
CED	704	Financing Community Economic Development (2 credits)
CED	706	Business Development (2 credits)
CED	707A	Organizational Management (2 credits)
CED	707B	Organizational Management (2 credits)
CED	708	Fundamentals of Cooperatives/Credit Unions (2 credits)
CED	709	Marketing, Fundraising and Promotion (2 credits)
CED	717B	Independent Study (1 to 2 credits)
CED	722	Negotiation Strategies (1 credit)
CED	731	Diversity in Organizations (1 credit)

CED	810	Urban Development Theory
CED	851	Seminar in CED
CED	860	Institutional Transformation of Development Organizations
CED	861	Nonprofit Management
CED	863	Civil Society, Social Capital and Participation
CED	864	Advanced Financial Analysis for CED
CED	865	Advanced Nonprofit Management
CED	866	Globalization, States and the Community
CED	881	Independent Study
ICD	506	Sustainable Responses to Environmental Problems
ICD	507	Housing and Land Use
ICD	508	Development Finance
ICD	512	Cooperative Development
ICD	514	Gender Issues in CED
ICD	522	Microenterprise Development
ICD	533	Principles and Practices of Development
ICD	535	Economics for CED
ICD	536	Economics and Development
ICD	721	Development as a Tool for Conflict Resolution

## Centers

The School organizes its policy and research activities under several centers.

### Center for Community Economic Development (CCED):

A center of practice in CED, CCED engages faculty and graduate students in affordable and at times pro bono consulting services. CCED consultants have developed a new community development corporation, conducted a quantitative analysis of a CBO planning to transition into a community developer, and supported master planning in a local community. Contact William Maddocks, at [wmaddocks@snhu.edu](mailto:wmaddocks@snhu.edu).

### Center for Community Economic Development & Disability (CCEDD):

Recognizing the disconnect between community based services for people with disabilities and community economic development models of practice, CCEDD provides interdisciplinary training, technical assistance, policy development, demonstration projects, and applied research for the dual purpose of enhancing the social and economic outcomes for persons with disabilities and their families, and community capacity building. The Center is an affiliate partner within New Hampshire's University Center of Excellence in Disability (UCED). For more information, contact Tobey Davies, Director, at 603.644.3159 or [t.davies@snhu.edu](mailto:t.davies@snhu.edu).

### Center for Co-operatives and Community Economic Development:

CCCED provides training to co-op members and people working in the field; carries out research that engages communities as collaborators, producing both new knowledge and useful information for the organizations involved; and provides consulting services to help organizations apply the cooperative model in community economic

development. In 2008 the Center led a study trip to the Italian cooperatives, prepared a Directory of Worker Cooperatives published by the U.S. Federation of Worker Cooperatives, and conducted research on worker co-op entrepreneurs. The Center collaborates with other cooperative organizations including the Cooperative Development Institute, Cabot Creamery, St. Mary's Bank, the National Cooperative Business Association, and the National Cooperative Bank. For further information contact Dr. Christina A. Clamp at [c.clamp@snhu.edu](mailto:c.clamp@snhu.edu).

## Professional Training Institutes

### Certificate Programs

The School of CED offers short-term training institutes each year. Students may attend one or more of the institutes for academic credit or certificates of participation.

### Graduate Certificate in Microfinance Management.

The graduate certificate in microfinance management is the first School of CED program to be offered completely online. It provides a unique opportunity for busy microfinance practitioners who cannot leave their communities but still wish to acquire new skill sets and earn academic credit. A student who completes this program can earn either a certificate of participation or a graduate certificate. Students may also transfer credits into the international CED master's program. Each 11-week online course is taught by experts in the field.

**Microenterprise and Development Institute In New Hampshire (MDI-NH).** Contact: William Maddocks, Director at [w.maddocks@snhu.edu](mailto:w.maddocks@snhu.edu) or go to the MDI-NH Web site at: [www.mdi-nh.org](http://www.mdi-nh.org)

Microenterprise development practitioners come to SNHU each year for an intensive, two-week exploration of innovative strategies for integrating microfinance with social development programs and building the financial and social capital of marginalized 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. MDI is sponsored by international development organizations that have participated in the MDI-NH. They include *CARE, Catholic Relief Services, Childreach/Plan International, Christian Children's Fund, Enterprise Development International, FINCA, Freedom From Hunger, Heifer Project, Hope International, IDEA's, Katalysis, MicroCredit Summit, Opportunity International, Save the Children, Trickle Up, World Education, World Relief, and World Vision.*

### MDI-NH Optional Academic Credits & Fees

Participants attending the MDI-NH may take Institute classes for academic credit and earn up to six credits towards a 39 credit International Master's Degree in Community Economic Development. An additional fee of \$200 for three academic credits and \$400 for six academic credits will apply. If you are interested in the Summer Intensive Program

(SIP) in International CED and want to earn the masters degree at SNHU in the flexible SIP model, contact the SCED admissions office or call 603.644.3103. For in-depth information on the summer intensive masters program see the program listing in this catalog.

**Microenterprise and Development Institute in Africa (MDI-Africa):** Contact William Maddocks, Director, at [w.maddocks@snhu.edu](mailto:w.maddocks@snhu.edu), or go to the MDI Web site at [www.snhu.edu/7964.asp](http://www.snhu.edu/7964.asp). Each year, one or more MDI programs are offered in Africa. Past sites have included South Africa (multiple locations) and Ghana.

### Admissions

Program applications can be completed online or downloaded and printed at [www.snhu.edu/Southern\\_New\\_Hampshire\\_University/Academics/CED/Academic\\_Programs.html](http://www.snhu.edu/Southern_New_Hampshire_University/Academics/CED/Academic_Programs.html). Information about programs, application requirements, costs, scholarships, and assistance with the application process can be obtained by contacting the School's admissions office at 603.644.3123, at [ced@snhu.edu](mailto:ced@snhu.edu), or by writing to:

Admissions  
School of Community Economic Development  
Southern New Hampshire University  
2500 North River Rd.  
Manchester, NH 03106

Applicants for a master's degree are required to have a bachelor's degree from an accredited institution, experience in the field, completed application forms, transcripts, letters of reference, personal statement, fees, and a faculty interview. The interview may be scheduled by telephone for applicants outside the New Hampshire/Massachusetts area. Applicants to the doctoral program are required to have a master's degree from an accredited institution; students without a master's degree should apply to the M.A. program.

International students are also required to complete a SNHU international application form, submit official embossed transcripts of post-secondary academic grades and degrees (translated into English), certified certificates and diplomas (with English translations), and proof of English proficiency. All 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; a score of 600 is preferred for doctoral applicants. The SNHU TOEFL code number is 3649.

The School of Community Economic Development accepts into the M.S. programs a limited number of students who have not completed a bachelor's degree yet show exceptional promise. These applicants must go through a more extensive waiver application process that requires them to demonstrate the ability to work at the graduate level. If admitted, these students must earn a 3.0 GPA in their first term in order to remain in the program. Waiver inquiries and applications should be addressed to the SCED admissions office, 603.644.3103.



# School of Education

**Dean: Mary S. Heath**

**Belknap Hall**

**603.629.4675**

**Fax: 603.629.4673**

## Mission

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

The School of Education's mission is supported by its Conceptual Frameworks:

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

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

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

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

Teacher Education and Certification Programs at Southern New Hampshire University emphasize practitioner-oriented curricula that connect education theory to classroom practice. We believe that today's educators, through reflective practice, must be prepared (a) to integrate innovative resources and technology with time-tested approaches; (b) to understand how students with special needs and diverse backgrounds enrich schools and how to support their learning; (c) to link assessment to instruction as a tool to understand student's learning, guide lesson planning, and evaluate progress; and (d) to use curriculum standards and frameworks as criterion to plan instruction and measure achievement.

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



## School of Education Graduate Programs

All School of Education students are required to use ePortfolio. Please reference the Graduate Student Handbook for details.

Graduate programs in the School of Education at Southern New Hampshire University, are a growing area with a diverse array of programs.

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

### Master of Education in:

- Child Development
- Curriculum and Instruction
- Early Childhood Education
- Elementary Education
- Elementary Education with General Special Education
- Field-based Graduate Programs in Education
- Secondary Education (Business, English, Social Studies)
- Secondary Education with General Special Education

### Master of Science in:

- Business Education
- Teaching English as a Foreign Language

### Graduate Certificates in:

- Advanced Graduate Study
- Business Administration
- Computer Technology Educator
- Training and Development

### Certification in:

- Business Administration
- Computer Technology Educator
- Early Childhood Education
- Elementary Education
- Elementary Education with General Special Education
- English for Speakers of Other Languages (ESOL)
- General Special Education
- Secondary Education (Business, English, Social Studies)
- Secondary Education with General Special Education

### Conversion Programs:

- Early Childhood Education
- Elementary Education
- Secondary Education (Business, English, Social Studies)

## Applicant Information

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

- Completed application form, including \$40 fee (\$40 for Field-based Graduate Programs in Education)
- Personal Statement
- Three professional recommendation forms with original signatures, submitted in a sealed envelope with the original signature over the seal of the envelope.
- Official transcripts from all institutions attended, including current institution(s), in sealed envelopes.
- Official passing results of PRAXIS I submitted directly to Southern New Hampshire University by the testing company. Applicants holding initial certification or an existing graduate degree are exempt from this requirement. Students must make their own arrangements to take PRAXIS I or TOEFL.
- Copy of current teacher certification, if applicable.

## Standardized Admission Tests

Applicants for a certification program are required to pass PRAXIS I. The primary purpose of this test is to provide information to support the application for admission for graduate study.

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

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

Students seeking initial certification may be required to take additional exam(s). Please refer to the PRAXIS exam information in the next section.

## Programs Leading to New Hampshire State Certification

### Master of Education Degrees

#### Programs Leading to Initial Certification

The Master of Education in early childhood, elementary or secondary education and Master of Science in business education have been created for college graduates with a degree in another discipline who wish to become certified teachers. Graduates earn a master's degree (minimum 39 semester hours) and teaching certification in early childhood education, elementary education, secondary education, or business education. The curriculum has been designed to allow for concurrent study leading to general special education certification for grades K-12 (refer to General Special Education Certification section).

In addition to the M.Ed./M.S. requirements, students in the initial certification programs are required to complete undergraduate distribution coursework as outlined by New Hampshire state teacher certification standards (ED 609). Prior to acceptance to a program, a candidate's undergradu-



ate transcripts are evaluated to determine if any of these general education standards are unmet. Students are informed of any unmet standards in their acceptance letter. Students must fulfill unmet standards as they move through their program as the ED 609 requirements are prerequisites for graduate education coursework in certification programs.

The initial certification masters programs culminate in a 16-week student teaching practicum and corresponding seminar, EDU 571 or MBE 700 (for business education students only). This valuable experience requires that potential educators intern full-time under the direct supervision of a cooperating teacher. During this placement, the student teacher gradually takes on the role of the classroom teacher. Students apply to the student teaching program one year before their placement begins. All other coursework must be complete prior to beginning the student teaching placement.

Candidates for New Hampshire State teacher certification must pass the PRAXIS I before gaining full acceptance into the M.Ed./M.S. programs. Students must also pass the Praxis II in their chosen subject area prior to their placement request for student teaching.

## Certification Program Requirements

### Business Administration (*On Location*)

Certification in Business Administration may be added to an initial certification program or be pursued by students who already hold an initial certification in another area. This certification program is designed for individuals who wish to become New Hampshire-certified business administrators or managers in their school districts. The following courses are required for certification in business administration.

Courses are 3 credits unless otherwise indicated.

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

### Computer Technology Educator

Certification in Computer Technology Educator may be added to an initial certification program or be pursued by students who already hold an initial certification in another area. This certification program is for students who wish to become certified in the State of New Hampshire to teach computer literacy and applications in schools. The following courses are required for certification in computer technology educator.

Courses are 3 credits unless otherwise indicated

MBE	640	Technology for Teachers I
MBE	641	Technology for Teachers II

MBE	642	Computer Teachers Toolbox
MBE	700	Student Teaching (6 credits)

## Early Childhood Education – Certification PreK – 3

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

Courses are 3 credits unless otherwise indicated.

DEV	560	Family and Culture
or		
DEV	565	Play
DEV	601	Child Assessment
EDU	503	Methods of Teaching Elementary Mathematics
EDU	520	Introduction to Educational Research
EDU	521	Exploring Principles of Education
EDU	533	Learning Through Technology
EDU	551	Integrated Elementary Curriculum, Instruction and Assessment K-4
EDU	571	Student Teaching (6 credits)
PSY	521	Educational Psychology
RDG	503	Emergent and Early Literacy Development
RDG	531	Literature for Children and Young Adults
SPED	501	Exceptional Child
Field Experiences	Early and varied field experience hours are embedded in courses. See course descriptions for specifics. Twenty to 30 hours are student-selected, School of Education approved.	
Exit Evaluation	Completion of ePortfolio under the direction of the Seminar Instructor.	

## Elementary Education – Certification K-8

The elementary education program leads to New Hampshire teacher certification for grades K–8. M.Ed. candidates in elementary education must complete the following specialized courses:

Courses are 3 credits unless otherwise indicated.

EDU	503	Methods of Teaching Elementary Mathematics
EDU	520	Introduction to Educational Research
EDU	521	Exploring the Principles of Education
EDU	533	Learning Through Technology
EDU	551	Integrated Elementary Curriculum, Instruction & Assessment
EDU	552	Curriculum, Instruction & Assessment Middle and Secondary
EDU	571	Student Teaching (6 credits)
PSY	521	Educational Psychology
RDG	503	Emerging and Early Literacy Development
RDG	504	Content Area Literacy

RDG	531	Literature for Children and Young Adults
SPED	501	Exceptional Child
Field Experiences		Early and varied field experience hours are embedded in courses. See course descriptions for specifics. Twenty to 30 hours are student-selected, School of Education approved.
Exit Evaluation		Completion of ePortfolio under the direction of the Seminar Instructor.

## Secondary Education – Certification 5-12

Secondary certification for grades 5–12 is available in English or Social Studies Education. Students are required to complete an undergraduate major in their area of specialization or the equivalent coursework. M.Ed. candidates in secondary education must complete the following specialized courses:

Courses are 3 credits unless otherwise indicated:

EDU	520	Introduction to Educational Research
EDU	521	Exploring the Principles of Education
EDU	533	Learning Through Technology
EDU	552	Curriculum, Instruction & Assessment Middle and Secondary
EDU	571	Student Teaching (6 credits)
PSY	515	Adolescent Psychology
PSY	521	Educational Psychology
RDG	504	Content Area Literacy
RDG	531	Literature for Children and Young Adults
SPED	501	Exceptional Child

Select one of the following according to subject area:

EDU	560	Methods of Teaching English in Middle and High Schools
or		
EDU	565	Methods of Teaching Social Studies in Middle and High Schools

Graduate elective		Content area elective determined with Advisor
Field Experiences		Early and varied field experience hours are embedded in courses. See course descriptions for specifics. Twenty to 30 hours are student-selected, School of Education approved.
Exit Evaluation		Completion of ePortfolio under the direction of the Seminar Instructor.

## Master of Science Degree in Business Education – Certification 7-12 (On Location)

The M.S. in business education (36 credits) provides business educators with advanced professional knowledge and skills. There are two distinct tracks to this program: one track for the educator seeking secondary education certification required to teach business or marketing in the public high school (grades 7-12) system, and a second, non-certification track designed to train college-level teachers and corporate trainers. When combined with a graduate certificate, specializations in training and development, computer technology education and business administration are available.

### Required Courses

Courses are 3 credits unless otherwise indicated.

EDU	520	Introduction to Educational Research
or		
MBA	500	Research Methods in Business
MBE	600	Current Literature
MBE	610	Improvement of Instruction
MBE	620	Curriculum Development
MBE	640	Technology for Teachers I
MBE	641	Technology for Teachers II
MBE	685	Globalization of Education

### Additional Courses Required for the Non-certification Track

Two graduate business electives (non-education)

Two graduate M.B.E. electives

One additional M.B.E. or business elective

### Additional Courses Required for the Certification Track

Two graduate M.B.E. or education electives

MBE 650 Work-based Learning and Student Organizations

MBE 700 Student Teaching (6 credits)

Field Experiences Early and varied field experience hours are embedded in courses. See course descriptions for specifics. Twenty to 30 hours are student-selected, School of Education approved.

### Area of Certification

Comprehensive Business Education

To be recommended for certification by the state of New Hampshire in this area, a student must successfully complete the basic M.S. in business education certification track and:

1. Document at least 2,000 hours of past work experience in the field of certification.
2. Successfully pass the PRAXIS I Pre-Professional Skills Test, prior to enrollment in MBE 700 (Student Teaching).
3. Meet other competencies as determined by the school.

## General Special Education – Certification K-12

Certification in General Special Education K–12 may be added to the early childhood, elementary, secondary or business education certification programs. The following additional courses are required for certification in general special education.

Courses are 3 credits unless otherwise indicated.

SPED	501	The Exceptional Child and Adolescent
SPED	521	Behavior Management
SPED	525	Curriculum Integration for Students with Exceptionalities
SPED	561	IEP: Assessment, Consultation and Collaboration
SPED	571	Special Education Student Teaching and Seminar

## Conversion Programs

These programs are designed for college graduates seeking teaching certification. Students with a bachelor's degree in business, English, and social studies are eligible for secondary teaching certification in their specific discipline. Students with an earned bachelor's degree are eligible for teaching certification in early childhood and elementary teaching. The student completes only the courses needed to fulfill the New Hampshire State Standards for teacher certification, including supervised student teaching. The number of credits required for certification varies according to the applicant's background. The program does not lead to a degree.

### Early Childhood Education

This program leads to New Hampshire early childhood teacher certification for grades prekindergarten through 3. The student completes only the courses that are required to meet the standards for early childhood certification. The total number of credits required for certification varies according to the student's background. Students do not earn a degree.

### Elementary Education

This program leads to New Hampshire elementary teacher certification for grades K-8. The student completes only the courses that are required to meet the standards for elementary certification. The total number of credits required for certification varies according to the student's background. Students do not earn a degree.

### Secondary Education

This program leads to New Hampshire secondary certification as English or social studies teachers for grades 5-12. Admission requires an undergraduate content-area major in the field of certification. The student completes only the courses that are required to meet the standards for secondary teacher certification. The total number of credits for certification varies according to the student's background. Students do not earn a degree.

## Additional Certification for Certified Teachers

Certification programs in business administration, computer technology education, general special education and ESOL are designed for certified early childhood, elementary or secondary teachers who wish to add another area of certification. The certification requirements can be completed as a prescribed sequence of courses or as part of the M.Ed. in Curriculum and Instruction, or the M.S. in Business Education.

### Certification in Business Administration

Certification in Business Administration may be added to an initial certification program or be pursued by students who already hold an initial certification in another area. This certification program is designed for individuals who wish to

become New Hampshire-certified business administrators or managers in their school districts. The following courses are required for certification in business administration.

Courses are 3 credits unless otherwise indicated.

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

### Certification in Computer Technology Educator

Certification in Computer Technology Educator may be added to an initial certification program or be pursued by students who already hold an initial certification in another area. This certification program is for students who wish to become certified in the State of New Hampshire to teach computer literacy and applications in schools. The following courses are required for certification in computer technology educator.

Courses are 3 credits unless otherwise indicated.

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

### General Special Education

Certification in general special education prepares teachers to work with children with special needs in grades K-12. With this certification educators are qualified to teach in a resource room and/or support the learning of students with special needs within the inclusive classroom.

### English for Speakers of Other Languages (ESOL)

With certification in ESOL, teachers are qualified to teach ESOL in K-12 self-contained classrooms and pull-out/push-in programs. This credential also provides mainstream teachers with the knowledge to support English language learners (ELLs) in mainstream classes. ESOL certification may be obtained independently or as part of the Master's Degree in Teaching English as a Foreign Language (MS-TEFL). For more information see School of Liberal Arts Master of Science in Teaching English as a Foreign Language and New Hampshire State Certification in ESOL section in this catalog.

## Non-Certification Programs

### Child Development Programs

Graduate programming in child development prepares practitioners to work with children and families in diverse settings. Offering comprehensive programs, the School of Education provides a rich interdisciplinary approach to the

study of children firmly rooted in cultural and relational approaches. Graduate students can select from two concentrations.

### Child Development

The Child Development program is designed for professional practitioners working in education, policy, administration and research. M.Ed. candidates in child development must complete the following specialized courses:

Courses are 3 credits unless otherwise indicated.

DEV	520	History and Philosophy of the Child Study Movement
DEV	540	Language and Cognitive Development
DEV	545	Psychosocial Development
DEV	560	Family and Culture
DEV	565	Play
DEV	601	Child Assessment
DEV	699	Child Development Practicum
EDU	520	Introduction to Educational Research
EDU	601	Research Seminar

Nine credits of coursework in one of the following concentration areas must also be completed.

### Child Development Student Designed Program

Select 3 electives from PSY, EDU, RDG, or SPED

Exit Evaluation Thesis, action research, or comprehensive examination.

### Administration Program

DEV 550 Administration of Child Development Programs

Business electives Select two business electives with Advisor

Exit Evaluation Thesis, action research, or comprehensive examination.

### Curriculum and Instruction

The program in curriculum and instruction is designed for the certified teacher who seeks an in-depth study of teaching and learning. The program does not lead to initial early childhood, elementary or secondary certification. However, certified teachers may be eligible to receive a certificate in curriculum administration through the State of New Hampshire. Students may complete requirements for certification in general special education, or English for Speakers of Other Languages (ESOL) within the curriculum and instruction program.

This 33-semester hour program consists of a core of eight courses plus an individually designed sequence of three courses chosen by the student. The flexible program allows for a plan of study designed to meet each student's interests and professional needs. The eight core courses are the foundation of the program and are required for all students.

### Core Courses

Courses are 3 credits unless otherwise indicated.

EDU	520	Introduction to Educational Research
EDU	533	Learning Through Technology
EDU	547	Curriculum Development
EDU	550	Educational Assessment
EDU	555	Student Centered Curriculum & Instruction
EDU	582	Risk Factors in Educational Achievement
EDU	570	Practicum in Curriculum and Instruction
EDU	610	Ethics and School Law

### Individualized Sequence of Study

The student's individualized sequence of study consists of three courses chosen from graduate electives.

Exit Evaluation Thesis, action research, ePortfolio, or comprehensive examination.

### Certification Option

General Special Education, business administration, ESOL, or Computer Technology Educator Certification Option Students in the M.Ed. in Curriculum and Instruction may complete the sequence of courses that leads to certification in curriculum administration, business administration, general special education, ESOL, or computer technology educator.

### Graduate Certificates

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

Successful completion of a certificate program requires that a student maintain a GPA of at least 3.0.

### Graduate Certificate in Computer Technology Educator

This certificate program is for students who wish to become certified in the State of New Hampshire to teach computer literacy and applications in schools.

Courses are 3 credits unless otherwise indicated

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

### Graduate Certificate in Business Administration

This certificate program is designed for individuals who wish to become New Hampshire-certified business administrators or managers in their school districts.

Courses are 3 credits unless otherwise indicated.

MBE	710	Seminar for School Business Administrators I
-----	-----	--



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

### **Graduate Certificate in Training and Development (Online/On Location)**

This certificate program prepares students for careers in organizational training, teaching and planning. This program does not lead to certification.

Courses are 3 credits unless otherwise indicated.

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

### **Field-based Graduate Programs in Education (On location at regional sites in Vermont, New Hampshire and internationally)**

#### **Master of Education (M.Ed.) and Certificate of Advanced Graduate Study (C.A.G.S.)**

The Field-based Graduate Programs in Education offer a master of education degree as well as a certificate of advanced study (post master's degree). Its graduate degree and advanced certificates are centered on excellence in teaching and promote intellectual development, empowerment and social responsibility in a supportive environment.

This is a part-time program designed for educators working in the field who wish to improve their professional practices.

The program takes place off campus in school communities, often in rural settings, based on the belief that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats during the school year by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program.

The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from early childhood to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and school needs. This individualization allows educators to match the program's content to school-specific needs and cultures.

All courses and program activities occur off-site 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 Shaftsbury, Milton, Lyndon, St. Albans, Waterbury, Williamstown, and White River Junction, all currently in Vermont and Colegio Euroamericano, a private English-inclusion school in Monterrey, Nuevo Leon (Mexico). A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their graduate work is required for the creation of a new graduate education cohort group. Although the program's original roots are in Vermont, there are several New Hampshire educators attending current sites in Vermont.

#### **Admission – Field-based Graduate Programs in Education**

The master of education (M.Ed.) program is intended for educators who hold bachelor's degrees that can be verified by official transcripts. The Certificate of Advanced Graduate Study (C.A.G.S.) is intended for educators who hold a master's degree. When a new regional field-based graduate education site has been identified and confirmed, interested applicants should submit the following materials for the designated site to:

Southern New Hampshire University-Vermont Programs  
Field-based Graduate Programs in Education  
463 Mountain View Drive, Suite 101  
Colchester, VT 05446  
1.800.730.5542  
info@actioneducation.com  
<http://www.actioneducation.com>

- Field-based Graduate Program in Education application.
- Official transcripts from previous undergraduate and/or graduate course work.
- A teaching certificate or evidence of teaching experience.
- Evidence of access to a teaching situation.
- An external critique of the applicant's professional education activities within the year of application.
- Successful completion of EDGR 600 ProFile Seminar.
- Non-refundable \$40 application fee.

This graduate degree and/or advanced graduate certificate is not intended for initial certification/licensure.

Individual admission decisions will be based upon the evaluation of the submitted application materials. Faculty members will look for evidence that an applicant is likely to contribute to an understanding of important issues about educational practice and research, has earned a bachelor's degree, has at least one year of full-time teaching experience in grades preschool-12 and possesses good communication skills. The applicant's previous academic record also



will be considered. Each candidate must take the 1-credit EDGR 600 ProFile Seminar, one credit of the 36-credit requirement for the master of education or the 31-credit requirement for the certificate of advanced graduate study, to explore and reflect upon personal and professional goals as part of the admissions process.

### Time Limits

The Field-based Graduate Program in Education is designed for practicing educators who would like to participate on a part-time basis. By taking courses during the fall, spring and summer terms, students may complete the 36-credit master of education (M.Ed.) degree in approximately three and a half years or the 31-credit Certificate of Advanced Graduate Study (C.A.G.S.) in two to three years. Program completion time for the master of education is flexible and depends upon each program cohort's preferences and needs; however, the program must be completed within four years, unless determined otherwise. Completion time for the Certificate of Advanced Graduate 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, dependent upon each individual community site's schedule.

### Transfer Credit

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

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

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

Each transfer course is evaluated on an individual basis, with reference to catalog course descriptions. The student should provide the program director with this information on official transcripts.

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

### Core Courses

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

Courses are 3 credits unless otherwise indicated.

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

### Applications Courses

The second level of course work is distributed over the same five strands of learning as the previous Dimensions courses. Students can actively shape their studies to reflect personal, professional or district goals.

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

### Integrating Activities

Students further personalize their degree or advanced certificate through a series of seminars that continue to chart professional growth and development. These courses are the keystone of the program.

EDGR	600	ProFile Seminar (1 credit)
EDGR	601	Action Research Practicum I (1 credit)
EDGR	602	Action Research Practicum II (1 credit)
EDGR	603	Action Research Practicum III (1 credit)
EDGR	604	Action Research Practicum IV (1 credit)
EDGR	690	Capstone Seminar (1 credit)

### The Certificate of Advanced Graduate Study (C.A.G.S.)

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

Six transfer credits can be accepted for the C.A.G.S. Additional course work beyond the 31 required credits may be transferred to supplement a student's theme.

### Research Paper Citation Guidelines

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

# School of Liberal Arts

**Dean: Dr. Karen Erickson**

**Robert Frost Hall**

**603.645.9692**

**Fax: 603.645.9779**

## **Mission**

*"...and learn by going where I have to go."*

—Theodore Roethke

The liberal arts provide us with the fundamental purpose of education: to learn how to live well. Courses in the liberal arts may bring graduates high salaries, increased esteem, ultimate self-confidence, and sound values, but the most important result of the liberal arts education is capacity-building within the individual to engage challenge, cope with uncertainty, and contribute to improving the human condition. Study in the liberal arts serves as a tool of curiosity, conscience, and community.

The School of Liberal Arts builds a curriculum that addresses how to manage a complex world and to live effectively in it. Educating for the future is problem-solving for critical public issues. As the world's carrying capacity diminishes, its caring capacity is in greater demand, and no individual escapes the call for civic engagement. Through interdisciplinary work in humanities, science, fine arts, technology, socio-political and moral inquiry, students prepare for a civic role that is as central to their individual success as it is to societal sustainability.

Located in Robert Frost Hall on the SNHU campus, the School of Liberal Arts opens the way to many paths of life. Whatever the choice, teaching and learning in the liberal arts enable the student to try the new and dare the different. The innovative mind and creativity of a liberal arts major form the highest recommendation for today's workplace.

## School of Liberal Arts Graduate Programs

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

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

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

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

We hope to meet you in classes and through the many other activities connected with the School of Liberal Arts. We look forward to helping provide you with a rewarding educational experience at Southern New Hampshire University that prepares you for an enriched life and a successful career.

## Master Degree Programs

### Master of Fine Arts in Creative Writing in Fiction and Nonfiction

In cooperation with the New Hampshire Writers' Project, one of the largest and most active state writers' organizations in New England, the School of Liberal Arts offers a low-residency graduate program in writing fiction and nonfiction. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing. With three residencies on campus and two residencies online during four semesters of study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults.

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

Workshop courses run six months and are tailored to students' needs and creative goals. Students work closely with mentoring faculty members. Individualized study is then complemented by residency periods (ten consecutive days on campus in July-August and seven days online in January-February) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers.

The second year of the program is devoted to the completion of a book-length manuscript of professional quality, suitable for submission to editors, and a critical essay on a living writer of the student's choice, suitable for submission to literary journals. Graduation is held during the summer residency following the final (fourth) semester. Students who have completed their degree work are celebrated as they return to campus for a few days to give public readings and lectures and take part in their graduation ceremony.

### Master in Fine Arts Required Courses

*(six-month mentored semester/courses)*

For the fiction sequence

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

For the nonfiction sequence

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

### Residency requirements:

Summer- 3 credits taken on campus

Winter- 3 credits taken online

### Master of Science in Teaching English as a Foreign Language & New Hampshire State Certification in ESOL

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

The tremendous influx of immigrants and refugees into New Hampshire and neighboring states in recent years has led to a substantial increase in the number of English language learners (ELLs) in public school classrooms, resulting in a critical shortage of ESOL teachers. With certification in ESOL (teaching English to speakers of other languages), graduates are qualified to teach ESOL in K-12 self-contained classrooms and pull-out/push-in programs in NH public schools (and by reciprocal agreement, with many other states). This credential also provides mainstream teachers with the knowledge to support English language learners in mainstream classes. ESOL certification may be obtained independently or as part of the Master's Degree in Teaching English as a Foreign Language (M.S. TEFL).

Methodologies for both types of teaching situations (ESOL/EFL) are integrated into the curriculum, as well as strategies for teaching learners of all ages. 12 courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time, without certification), though most students take longer (up to 18 months).

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

#### Admission Requirements:

- Completion of the equivalent of a U.S. bachelor's degree with the equivalent of a 2.75 grade point average (GPA).
- For native speakers of English, at least two semesters of college-level study of a foreign language (or equivalent ability).
- For non-native speakers of English, a TOEFL score of 80 on the iBT with a minimum score of 19 in any skill area; or a paper-based TOEFL score of 550 with a writing score of 5.0 on a scale of 6.0; or an IELTS score of 7.0 with a minimum score of 6.5 in any skill area.

#### Required Courses

Courses are 3 credits unless otherwise indicated.

EFL	501 *	Language Learning and Acquisition
EFL	502*	Evaluation and Assessment
EFL	503*	Descriptive Linguistics of American English
EFL	504*	Introduction to Curriculum Development, Design, and Implementation
EFL	505	Overview of TESOL Methodology
EFL	523	Strategies and Techniques for Teaching Listening and Speaking
EFL	525	Strategies and Techniques for Teaching Reading and Writing
EFL	527	Strategies and Techniques for Teaching Grammar

EFL	530	Methods of Teaching English through Drama
EFL	531	Strategies and Techniques for Teaching Pronunciation
EFL	536*	Content-Based Instruction
EFL	537	Computer-Assisted Language Learning
EFL	540*	Sociocultural Context of Language Teaching
EFL	599	Supervised Practice Teaching

*\* Required for New Hampshire State Certification in ESOL. Students seeking certification for the first time must take EDU 571 in place of EFL 599. Also, the student teaching requirement for first certification is 16 weeks. Other requirements may apply, depending on the applicant's bachelor-level preparation. The certification option is administered by the School of Education.*

## Graduate Program in Community Mental Health and Mental Health Counseling (On Location)

### Mission

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

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



Public mental health systems throughout the United States have undergone major changes in shifting from institutional care to interventions that promote full community reintegration for people with psychiatric disabilities and addictions. This program prepares students for work in these community-based settings. 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 has been recognized as an Innovative Practice by the Annapolis Coalition, and its competencies and curriculum have been cited as national models in studies supported by the federal Center for Mental Health Services. Program competencies emphasize clinical and management skills and core values for service delivery in rural and urban settings, including: partnerships, empowerment, recovery, integration, wrap-around and strength-based approaches and intervention, community-based support, evidence-based practice, family partnership and family preservation, developmentally appropriate practice (from infancy through adulthood and the challenges of aging) and cultural relevance.

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

### Format

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

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

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

### Options:

- Certificate in Community Mental Health (22 graduate credits).
- Master's Degree in Community Mental Health (48 graduate credits: Certificate + 26 credits) with a focus on effective clinical & leadership skills in community-based behavioral health care.
- Mental Health Counseling Track, within the Master of Science degree, which offers an additional 12 credits to students pursuing licensure as mental health counselors (60 graduate credits).
- Continuing Education Credits in individual coursework for non-degree students, including those seeking specialized content and/or licensure preparation. In some states, supplemental course work totaling less than 60 credits is sufficient for licensure as a mental health counselor; in others, the 60 credit M.S. plus additional electives may be required for that licensure. The program works with individual state licensing boards to meet the educational requirements. SNHU does not guarantee licensure, as students must meet additional requirements (such as passing a national exam and post-master's practice requirements) after graduation.

### Specializations:

Integrated Community Mental Health and Substance Abuse Services for:

- Children, Youth, and Families
- Adults

### Certificate in Community Mental Health (PCMH)

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

### Foundation Courses

Courses are 3 credits unless otherwise indicated.

PCMH	500	Orientation and Immersion Weekend (0 credits)
PCMH	600	Overview of Behavioral Health Services
PCMH	610	Helping Relationships
PCMH	615	Practicum (1 credit)
PCMH	621	Community Resources & Rehabilitations
PCMH	680	Diagnosis and Assessment

### Clinical Core

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

PCMH	635	Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families
and		
PCMH	636	Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families



or

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

and

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

PCMH 650 Internship I

### Master of Science in Community Mental Health

The master of science program in community mental health consists of a minimum of 48 credits, including the 22-credit certificate course sequence and 26 credits of advanced course work. The 60 credit, mental health counseling track, within the master of science, requires at least four additional courses.

#### Advanced Core

Courses are 3 credits unless otherwise indicated.

PCMH 662 Internship II

PCMH 665 Program Evaluation and Systems Research

PCMH 666 Professional Affairs and Ethics

PCMH 667 Community and Systems: Analysis, Consultation and Change

PCMH 682 Human Development

PCMH 690 Master's Project (2 credits)

#### Additional Course Work

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

PCMH 672 Management of Behavioral Health Services\*

PCMH 675 Co-Occurring Issues for Children and Families\*\*

PCMH 689 Early Childhood and Family Mental Health\*\*

PCMH 676 Physiology of Addictions and Psychopharmacology\*\*\*

PCMH 692 Elders: Mental Health & Substance Use\*\*\*

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

\*\* Required for students in the child specialization

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

### Mental Health Counseling Track

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

PCMH 663 Internship III (300 hours)

PCMH 683 Group Process

PCMH 684 Psychopathology

PCMH 685 Social and Cultural Foundations

PCMH 686 Career and Lifestyle Development

PCMH 687 Marriage and Family Therapy

PCMH 688 Counseling Theory

#### Application Review Process - PCMH

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

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

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

Submit application materials to:

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

#### Application Deadlines - PCMH

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

#### Conditional Acceptance - PCMH

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

### **Non-degree Students**

Non-degree students who have earned baccalaureate degrees are permitted to undertake limited graduate course work in the community mental health program for purposes other than that of earning a degree. Such students may enroll for a maximum of nine credits. Non-degree students may register for courses by submitting a non-degree registration form at times specified in the current course schedule. Selections are subject to university approval. Students matriculated in the degree program will receive priority during course registration. Non-degree students who later decide to seek a degree through the Program in Community Mental Health must follow the regular admission procedures.

### **The Certificate Program**

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

### **The Master of Science Degree Program**

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



# School of Professional and Continuing Education

**Dean: Ellen Ryder Griffin**

**Robert Frost Hall**

**603.645.9789**

**Fax: 603.645.9743**

## **Mission**

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

## School of Professional and Continuing Education

Southern New Hampshire University's School of Professional and Continuing Education has been offering adults quality academic programs in a student-centered environment since 1932. Our goal is to create an environment that maintains academic excellence as it provides the flexibility and convenience you need to succeed. Whether you are a first-time college student or returning to class after many years, you will find that Southern New Hampshire University is the place to realize your academic potential. We urge you to visit our Centers and our Web site, [www.snhu.edu/296.asp](http://www.snhu.edu/296.asp), to learn more about how we can help you reach your educational and professional goals.

At Southern New Hampshire University, you will benefit from:

- Accredited graduate programs that challenge you and help you reach your goals.
- Staff who are specially trained to work with graduate students. They can help you choose a program of study, analyze which academic course work will transfer for credit and advise you on how to create a schedule that works for you.
- An education that fits your schedule. Classes are offered weeknights, weekends, partially online and completely online, so you can create a schedule that works for your busy life.
- Faculty who have real-world experience in addition to their academic credentials.
- A variety of locations, with campuses throughout New Hampshire and in Brunswick, Maine. Our online classes can be taken anywhere there's an Internet connection!
- An interactive education where you learn in small classes from supportive faculty members and from other students.
- An outstanding network of more than 40,000 successful alumni.

## Scheduling

Southern New Hampshire University recognizes the many demands that adult students have on their time. In an attempt to meet this need for flexibility, the university offers classes at a variety of times in several convenient locations. Students can easily create a schedule that mixes evening, weekend and online classes at any of our locations. We also offer "hybrid classes" in which the best of online teaching and learning combines with the best of traditional classes. This cuts down on the number of times students must travel to campus, does away with make-up classes for missed days and adds improved interaction to the class.

Southern New Hampshire University is committed to using technology to enhance teaching and learning. Most courses at the university require students to use word processing,

spreadsheets, presentation software, or e-mail. All courses call for students to make use of Blackboard™, the software the university uses to work online. While it is helpful for students to have their own computers, the university has fully equipped computer labs that students may use for their class assignments.

## Registration

Students register for their initial course by completing a course registration form. After completion of their first course, students may register online using PENpal. Students are strongly advised to contact an academic advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

## Class Audit

Students may choose to audit courses offered by the School of Professional and Continuing Education provided vacancies exist in classes and they have received written approval from the Center Director. An audited course does not carry credits. Cost of an audited course is the same as if taken for credit. Students may attend classes, but will not be held accountable for class requirements and will not receive a grade in the course.

Any student wishing to audit a course must sign up for that course as an "Audit" prior to the Friday of the first week of the term. After that time, no student may change any of his or her courses to an "Audit" status. No grade will be given for a course that is audited. An "AU" will appear on the transcripts and grade report.

## Academic Honesty

The School of Professional and Continuing Education requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university.

Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgement. For examples of how to correctly document sources, refer to Robert C. Craven's "Documenting Sources" at the "Guides" link on the Shapiro Library Web pages.

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

- submitting someone else's work as your own with or without the permission of the individual;
- allowing someone to copy your work;

- using a writing service or having someone else write a paper for you;
- using someone else's work without proper citation;
- submitting collaborative and/or group work as your own;
- stealing an exam from an instructor or his/her office;
- taking a course and/or exam for another student;
- using unauthorized materials during a test or exam.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating. For a full definition on academic dishonesty, please refer to the undergraduate or graduate catalog.

The instructor, who has the full authority to assign an "F" grade for that assignment or course, after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of the School of Professional and Continuing Education and the dean of the school that offers the course. The dean of SPCE will review the incident and forward the report to the Registrar's Office for placement in the student's personal file. A student dissatisfied with the instructor's decision may appeal to the dean. The dean will investigate the incident and make a decision within five business days of the student's appeal. A student also has the right to appeal the dean's decision to the Vice President for Academic Affairs. The Vice President will make a final decision regarding the incident within 10 business days of the appeal. Upon placement of notification in the student file, the student will be referred to the director of The Learning Center, who will determine whether an educational component would be advisable to prevent further violations by the student. A notation will be placed in the student file regarding the outcome of the meeting. Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice President for Academic Affairs for action. A second offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

## Class Cancellations

Classes that are canceled because of inclement weather will be rescheduled before the conclusion of the term. In many cases, the rescheduled class will take place online. The decision to cancel will be made by 2:30 p.m. for night classes or 6 a.m. for weekend classes. Local radio stations will announce the cancellations. The most accurate information about class cancellations can be found by checking the SNHU Web site at [www.snhu.edu](http://www.snhu.edu). Classes that fall on holidays will be rescheduled by the center directors.

## Course Drop

School of Professional and Continuing Education students may drop a course with no penalty up to seven days before the class begins. If a course is dropped within seven days of the course start, a \$25 drop fee will be assessed.

## Master of Science in Justice Studies Contact: Patrick Cullen, J.D. (Online)

The M.S. in Justice Studies is a graduate degree geared to scholarly undergraduates pursuing advanced study, and professionals laboring in the justice system who seek career advancement, personal growth and intellectual preparation. Total credits required will be between 36-37 credit hours depending upon a thesis option. The program will consist of a core of 15 credits with the remainder being a series of elective choices. Students may select optional 12 credit concentrations in specific justice fields, including Terrorism and Homeland Security.

The M.S. in Justice Studies will deliver a knowledge base in a unique way. First, its curricular emphasis will be operational and applied. Working professionals will tackle subject matter that is cutting edge, professional, and of utility and meaning in the justice marketplace. As a result, Justice Studies majors will analyze and assess broad based, systematic courses in police, courts and corrections; master legal and justice research techniques and delve into a series of applications including but not limited to:

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

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



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

### Required Courses

Courses are 3 credits unless otherwise indicated

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

### Justice Studies Electives

Courses are 3 credits unless otherwise indicated

ACC	500	Managerial Accounting
ICD	509	Financial Management
JUS	605	Organized Crime
JUS	606	Planning and Tactics in Homeland and WMD
JUS	607	Terrorism and Strategic Response
JUS	608	Employment Law
JUS	609	Private Sector Justice
JUS	620	Emergency Management
JUS	621	Contemporary Issues in Homeland Security
JUS	699	Practicum in Justice Studies
JUS	700	Justice Studies Thesis (4 credits)
MBA	501	Mathematics and Statistics for Business
MBA	502	Economics for Business
MBA	503	Financial Reporting and Analysis
OL	500	Human Behavior in Organizations
OL	670	Organizational Leadership
OL	750	Contemporary Issues in Organizational Leadership

### Justice Studies Concentration (Optional)

Graduate Concentration in Terrorism and Homeland Security

Courses are 3 credits unless otherwise indicated.

#### Courses required for the optional concentration:

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

### Justice Studies Graduate Certificate Program

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

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

### Graduate Certificate in Terrorism and Homeland Security (Online/On Location)

Courses are 3 credits unless otherwise indicated.

#### Courses required for the certificate-only option:

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

# Academic Standards and Regulations

## Grades and Grading

### Privacy of Student Records

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

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

Only members of the university staff with a need to know, certain federal or state agencies and other education agencies completing surveys and studies for the university will ordinarily have access to a student's record without the written consent of the student concerned.

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

### Level of Achievement Expected

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

### Grades

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

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

A faculty member may assign a grade of "I" when course assignments have not been completed and specific arrange-

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

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

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

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

#### 1. Scholastic Warning (SW)

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

#### 2. Academic Probation (AP)

Students remaining on SW at the time of the second

scholastic standing review will be placed on AP. A student placed on AP is restricted from registering until he/she contacts the appropriate office, as designated by AP letter, to request the registration hold be lifted.

### 3. Dismissal

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

### 4. Re-admission

Students dismissed from Southern New Hampshire University for academic causes may petition to be re-admitted when scholastic evidence can be presented that indicates graduate university work can be successfully resumed.

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

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

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

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

## Repeating Courses

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

## Transcript Request

Except as provided by the Federal Family Education Rights and Privacy Act and in instances where a student consents to release his or her transcript to another party, the Registrar's Office will not furnish a transcript to any person other than to the person identified by name on the transcript.

Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. Transcript requests may be obtained at any center or printed from the university's Web site and mailed to:

Office of the Registrar  
Southern New Hampshire University  
2500 North River Road  
Manchester, NH 03106-1045

Or transcript requests can be faxed to the Registrar at 603.629.4647, however, transcripts **will not** be released over fax lines.

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

## Policies

### Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. The university will not condone such activities as plagiarism and cheating. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university.

Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment. For examples of how to correctly document sources, refer to Robert C. Craven's "Documenting Sources" at the Guides link on the Shapiro Library Web page.

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

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

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

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of the school that offers the

course. The dean will review the incident and forward the report to the Office of the Registrar for placement in the student's personal file. A student who is dissatisfied with the instructor's decision may appeal to the dean. The dean will investigate the incident and make a decision within five days of the student's appeal. A student also has the right to appeal the dean's decision to the Vice president for Academic Affairs. The Vice president will make a final decision regarding the incident within 10 days of the appeal.

Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice president for Academic Affairs for action. A second offense will normally result in suspension from the university for at least one term or semester. A third offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The SNHU Copyright Policy can be secured from the Library Director and is accessible (under Guides/Tutorials) on the Shapiro Library Web pages.

### **Attendance Policy**

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

### **Holy Day Policy**

Southern New Hampshire University recognizes the important role that religious holy days can play in the lives of its students. Observance of religious holy days may require students to miss classes. Such absence, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their teachers regarding scheduled tests, assignments due or other course work and activity. Teachers are expected to be supportive of and sensitive to individual religious practices by being willing to work out alternatives to scheduled course work. In all instances, however, excused absence does not mean excused from meeting course standards and expectations. Should a dispute occur, the usual appeal process will be followed: the program coordinator/department chair, the school dean and the Vice president for Academic Affairs.

### **Transfer Credits**

Graduate credits earned at another accredited institution in the last five years may be accepted as satisfying the requirements of Southern New Hampshire University courses if they are appropriate to the program being pursued. Minimum grades of "B" are required. Students must submit official transcripts and a syllabus from each course. A maximum of

six credits may be transferred into any degree program. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching at other institutes. Only three of the six credits may be applied to elective requirements in one of the graduate certificate programs. Credits are transferable; grades are not. Grades earned at other institutions do not appear on Southern New Hampshire University transcripts, nor are they calculated in the student's overall GPA. Final approval of transfer credits rests with the school dean.

### **Academic Complaint**

If a student has a complaint about an instructor or course, the student should speak first to the instructor. School of Professional and Continuing Education students should then speak to the center director. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the program coordinator/department chair. If the student is still not satisfied, then he or she should speak to the school dean.

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

### **Withdrawal from Class**

Students may withdraw from courses at any time during the first sixty-percent (60%) of the semester with the course grade of "W." The completed withdrawal form must contain the signatures of the instructor, the student and the student's advisor. Merely ceasing to attend classes does not constitute an official withdrawal either academically or financially. Withdrawal forms may be obtained from the Graduate Enrollment Office or off-campus center.

Withdrawals after sixty-percent (60%) of the semester will only be allowed when:

- Withdrawal is student-initiated for conditions beyond the students' control (e.g., illness documented by a physician's letter). The course grade under these conditions will be "W." Documentation must be provided by the student and approved by the appropriate advisor and school dean.
- Withdrawal is instructor-initiated due to unusual circumstances, not as a method to prevent low grades. The course grade under these circumstances will be "WP" (withdraw passing) or "WF" (withdraw failing). Instructor-initiated withdrawals must be approved by the school dean. The student's advisor will be notified.

### **Withdrawal from Southern New Hampshire University**

Students may withdraw from the university by obtaining a withdrawal form from the Graduate Enrollment Office in Webster Hall and obtaining all necessary signatures. International students may obtain forms and begin the process in the Center for International Exchange (CIE) in Belknap Hall. Merely ceasing to attend classes does not con-



stitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the appropriate office will result in the automatic recording of “F” grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received. Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining any refund. Southern New Hampshire University identification cards must be returned to the Graduate Enrollment Office when withdrawing from the university.

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

### Disciplinary Dismissal

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

### Undergraduates Taking 500-level Courses

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

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

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

### Bibliography and In-text Citation Styles

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

## Graduation Information

Southern New Hampshire University confers (awards) degrees three times a year. Students who complete their degree requirements at the end of Term 1 (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 Term IV (March–August) are awarded their degrees in September. Students are responsible for petitioning to graduate. Petition to Graduate forms, required for all degree and graduate certificate programs and available at all advising offices and School of Professional and Continuing Education centers, should be submitted with the appropriate graduation fee according to the following schedule:

<b>Petition to Graduate Deadline</b>	<b>Conferral Date</b>
Sept. 1 . . . . .	Jan. 15
Nov. 1 . . . . .	May Commencement Ceremony
May 1 . . . . .	Sept. 15

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

The 2009-2010 graduation fee is \$150 and must be submitted with each Petition to Graduate form by the appropriate deadline. Students receiving graduate certificates ONLY (not master’s or doctoral degrees) are not required to pay the graduation fee; however, a Petition to Graduate form is required by the appropriate deadline.

### Participation in the Graduation Ceremony

Students who have not fulfilled all graduation requirements by the day of commencement in May may participate in the ceremony by completing a “Petition to Walk” form, available in the Office of the Registrar between March 1 and March 15. The petition must clearly indicate the reason for wanting to walk and a clear indication of how the student plans to fulfill the missing requirements. The Office of the Registrar will verify that such requirements can be fulfilled by the Aug. 31 following commencement.

Students are eligible to walk if all but six credits or fewer of actual courses are not completed but are expected to be completed by August 31, following the May commencement ceremony; if an internship or a cooperative education experience is not completed but is expected to be completed by Aug. 31; and graduate students have a cumulative GPA of 3.0 or higher.

Doctoral degree candidates must have all graduation requirements, including their dissertation defense completed no later than five (5) weeks prior to the May commencement date.

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

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

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

Prior to participating in graduation ceremonies and receiving a degree, a student's obligations to the university, such as library fines, tuition, dues and fees, must be met. All athletic equipment must be returned. No caps and gowns will be released unless charges to the university, including tuition and fees are paid.

## The Division of Student Affairs

### Mission

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

### Statement of Belief

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

### Important Student Handbook Information

The Student Handbook is a critical document for SNHU students as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook includes information on the judicial system, academic policies, community expectations, university conduct policies, and health and safety policies. Students may access the handbook by going to the univer-

sity's Web site ([www.snhu.edu](http://www.snhu.edu)) and proceeding to the section entitled "Student Life."

Students are asked to take the time to review the website and to familiarize themselves with the contents of this handbook. It is expected that as members of this university community, all students have taken the necessary time to review the handbook and to seek clarification of that information which is not clear to them.

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

### Athletics

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

The university sponsors a varied intramural program aimed at active student involvement in sports. Men's intramural sports are flag football, basketball, indoor soccer and racquetball. Women's intramural sports include indoor soccer, flag football, basketball and racquetball. Softball, tennis and volleyball are coeducational offerings. Mini-tournaments are sponsored in 3-on-3 basketball, whiffleball and miniature golf.

Recreational offerings available at Southern New Hampshire University include various cardio classes, weight training, wall climbing, swimming, cross country skiing, step-interval training and yoga.

### Athletic Facilities

The university has two gymnasiums. The field house has a wooden floor with a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane, competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include four lighted tennis courts, baseball and softball diamonds, a lighted artificial turf varsity game field and several practice fields.

### Follett Campus Bookstore

The SNHU Bookstore welcomes all students, faculty and staff to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, along with dorm items and sundries. The bookstore is located in the

Student Center on the Manchester campus. Regular semester hours for the bookstore are as follows:

Monday through Thursday 9 a.m. to 8 p.m.  
Friday 9 a.m. to 5 p.m.  
Saturday and Sunday 9 a.m. to 2 p.m.

Please check out our Web site at **[www.snhu.bkstr.com](http://www.snhu.bkstr.com)** for any changes to these hours. Contact Information:

Southern New Hampshire Bookstore  
2500 N. River Rd  
Manchester NH 03106-1045  
phone: 603.645.9618  
fax: 603.645.9755  
email: 0568mgr@fhcg.follett.com

We proudly serve the Manchester Campus, Online programs, and all satellite locations. You can shop 24/7 at **[www.snhu.bkstr.com](http://www.snhu.bkstr.com)** or stop by the store.

## Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students addressing their religious needs and concerns. There is a Campus Ministry Student Association on campus (for Catholic, Jewish and Protestant students). It is through this group that students have an opportunity to come together to share and grow in their faith.

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

## Campus Programming & Leadership

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

Student Affairs, through the Offices of Campus Programming & Leadership and Student Life, strive to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Campus Programming and Leadership helps organize new clubs and coordinates leadership development, helps with the management of major campus pro-

grams and manages the Camp Synergy low ropes course. The office advises the Inter-Greek Council (IGC), Senior Week, the Enterprise Yearbook, and the Coordinators for Activities and Programming Events (CAPE). It provides information and guidance on planning and presenting events and programs, prepares an activities calendar and keeps the roster of organizations. There are more than 50 clubs recognized on campus. Visit the SNHU website for a complete listing.

## Student Government Association

The Student Government Association (SGA) represents all full-time undergraduate and graduate students at Southern New Hampshire University who pay an activities fee.

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

## Coordinators of Activities and Programming Events (CAPE)

The Coordinators of Activities and Programming Events (CAPE) is a student run organization committed to enriching campus life at Southern New Hampshire University. By working with other clubs and organizations, CAPE provides social, recreational, educational, and cultural programming. Major events include: concerts, comedy shows, and Fall, Winter, and Spring Week.

## The Inter-Greek Council

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

## Fraternities and Sororities

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

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

Fraternities: Kappa Delta Phi, Phi Delta Psi, Phi Delta Theta

## **Southern New Hampshire University Ambassadors**

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

## **Commuter Student Council**

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

## **Media Organizations**

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

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

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

## **Center for International Exchange**

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

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

## **Public Safety**

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

Southern New Hampshire University public safety officers are trained in crime prevention, security patrolling, first aid, and general services for the campus community, such as providing an escort service, roadside assistance, and issuing vehicle parking permits. On nights, weekends and holidays, public safety officers provide extra security by staffing a gatehouse on the western part of campus, from which all vehicular traffic and its passengers can be monitored. In addition, the Department conducts public safety education and awareness programs for students on such topics as personal safety awareness, DWI prevention, resident hall security, fire safety, sexual assault, winter driving workshop, and identity fraud.

Public safety officers are on duty 24 hours a day, seven days a week—in marked vehicles, on bicycles, Segways®, and on foot. Emphasis is placed on personal security of students and staff. A spirit of cooperation is maintained as the Department works hand-in-hand to keep the campus and the adjoining communities safe.

The Public Safety Department is located in Belknap Hall. In addition, there are eleven Emergency Call Boxes located strategically around campus, as well as extensive video surveillance campus wide.

In compliance with the Campus Security Act of 1990 (CLERY Act), SNHU's safety, security and crime statistics are found on the university's web site and in brochure form.

## **Residence Life**

The University may provide graduate student housing. One option is a residence hall that consists of mainly double rooms and a limited number of single rooms. The area has a common lounge and single sex bathrooms. The other option is the two level townhouse apartments that consist of two bedrooms each which house two students and a shared bathroom on the second floor. The first floor consists of a small kitchen, dining, and lounge area. The unit is furnished with beds, dressers, desks, couches, kitchen table and chairs. The townhouse apartments are single sex assignments. The university does not provide married student housing.

Graduate students do not have a residency requirement. However, if requested and assigned, they are required to



honor the financial commitment for two terms. To determine if housing is available, a Residence Agreement and Residence Preference form should be submitted to the Residence Life Office 30 days in advance of the start date of the term. Housing assignment priorities are based upon the receipt of the deposit. Housing assignments cannot be made without the deposit and forms.

## **Service and Community Involvement**

Through our programs and initiatives the Center for Service and Community Involvement strives to develop a culture of active citizenship where members of the SNHU community embrace civic engagement, volunteerism and service. By creating partnerships with the Manchester and global communities we offer students, faculty and staff the opportunity to engage in action, change and education, and to foster active citizenship.

Working with students, faculty, staff and local agencies, the Center helps to connect individuals and groups with area needs that meet their interests. The Center supports several programs and initiatives which include: “Alternative Breaks” which provides opportunities for students to participate in a week-long service project off-campus; Service Learning which engages students in service and community projects as part of an academic course where the community service is used as an additional “text”—this is called the 3 + 1 model which allows faculty to teach courses that have additional requirements related to service and which in turn awards students an additional credit upon successful completion of the service experience; the Community Service Work-Study program which encourages students who qualify for work-study to earn their award working at a community organization; bi-weekly volunteer opportunities, which provide the opportunity to serve at a variety of local organizations, and at special interest events such as Service Day, Hunger and Homelessness Week and World Aids Day.

## **Student Life and the Student Center**

The Student Life and Student Center Office is dedicated to supporting the growth and learning that occur in all facets of campus life. This department collaborates with many members of the SNHU community to provide innovative and planned campus programs, activities and services. The office works to provide an attractive and customer focused Student Center that promotes the “living area” of the campus. Finally, the office directly advises the Student Government Association and its related organizations, which include the Student Senate, the Elections Committee and the Budget & Finance Committee.

## **Student Center**

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the “living room” of the campus, and a showcase facility for student life. The facility

houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association). Several offices are also housed in the Student Center which offer numerous services, including the Campus Store/Bookstore, Campus Ministry, Campus Programming & Leadership, the Common Grounds Coffee Shop, Copies Plus (a student run copy center), the Last Chapter Pub, and the Office of Student Life. Other services offered in the facility include a pool table, a 24-hour ATM, mailboxes, the Penmen change machine, large format TV’s, and video game playing systems.

## **Solicitation Policy**

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

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

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

## **Wellness**

The mission of the Wellness Center is to utilize the wellness model to enhance each student’s ability to resolve problems, improve relationships, attain optimum physical health and achieve personal growth and academic success. Through education, medical treatment and counseling services we assist students to develop responsibility for their own well being and learn the skills to maintain a lifelong healthy lifestyle. Our vision is to assure that the wellness model is integrated into the decisions and operations of the institution and each individual’s growth and development.

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

### Counseling Services

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

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

### Health Services

To be eligible for health services, students must submit a completed medical record, their immunization history including evidence of inoculation against measles, mumps and rubella and have completed a physical examination prior to admission. International students cannot complete registration without these documents, as well as a chest X-ray report. Any missing information will result in additional medical services and fees to the student upon arrival.

Health Services staff members handle most common health concerns and are knowledgeable in preventative medicine and alternative treatment strategies. The staff offers treatment of common acute problems (e.g., colds, flu, burns, per-

sonal health counseling, information on birth control, referral for sexually transmitted infection testing, and allergy injections). Any problem the nurses cannot handle is referred to the university physician or another appropriate practitioner in the local community. Charges for health services in the community are usually sent directly to a student. It is the student's responsibility to submit any claim forms required for processing payment to the medical provider. Wellness Center staff members are available to assist students in processing claims covered by university-sponsored health insurance plans.

### Educational Services

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



## Graduate Course Descriptions

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

<b>ACC</b>	<b>Accounting</b>	<b>INT</b>	<b>International Business</b>
<b>CED</b>	<b>Community Economic Development</b>	<b>IT</b>	<b>Information Technology</b>
<b>DEV</b>	<b>Child Development</b>	<b>JUS</b>	<b>Justice Studies</b>
<b>DOC</b>	<b>D.B.A. Doctoral Courses</b>	<b>MBA</b>	<b>Business Administration</b>
<b>ECO</b>	<b>Economics</b>	<b>MBE</b>	<b>Business Education</b>
<b>EDGR</b>	<b>Field-based Graduate Program in Education</b>	<b>MFA</b>	<b>Fine Arts</b>
<b>EDU</b>	<b>Education</b>	<b>MKT</b>	<b>Marketing</b>
<b>EFL</b>	<b>English as a Foreign Language</b>	<b>OL</b>	<b>Organizational Leadership</b>
<b>ESL</b>	<b>English as a Second Language</b>	<b>PCMH</b>	<b>Community Mental Health</b>
<b>FIN</b>	<b>Finance</b>	<b>PSY</b>	<b>Psychology</b>
<b>GLS</b>	<b>Graduate Language Studies</b>	<b>QSO</b>	<b>Quantitative Studies and Operations and Project Management</b>
<b>GSB</b>	<b>Foundation-level courses (no credit)</b>	<b>RDG</b>	<b>Reading</b>
<b>HOS</b>	<b>Hospitality Business</b>	<b>SPED</b>	<b>Special Education</b>
<b>ICD</b>	<b>International Community Economic Development</b>	<b>SPT</b>	<b>Sport Administration</b>
		<b>TAX</b>	<b>Taxation</b>

### Accounting

#### **ACC 500 Managerial Accounting** (3 credits)

Students in this course study the accumulation of accounting information. The internal use of accounting for management planning, control and decision-making is emphasized. Prerequisite: MBA 503 or equivalent.

#### **ACC 550 Cost Accounting** (3 credits)

This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and nonprofit organizations. This course focuses on cost behaviors, alternative cost systems (job, activity-based, and process costing), and accounting tools for planning and control (e.g. budgeting and variance analysis). Additional topics studied would include relevant cost analysis for management decisions, cost/revenue allocation methods, inventory management, and transfer pricing. Prerequisite: MBA 503 or equivalent.

#### **ACC 610 Financial Reporting I** (3 credits)

This course is the first in a sequence of three courses that present a comprehensive study of the theory and practice of financial accounting. These courses explain how to communicate the results of a business's performance through the proper preparation and presentation of financial statements that adhere to Generally Accepted Accounting Principles (GAAP) established in the United States. In Financial Reporting I, students will study the conceptual framework

underlying financial accounting, the standard-setting bodies, the accounting cycle and the proper preparation and presentation of three required financial statements — the income statement, the balance sheet, and the statement of cash flows. It discusses internal control and acceptable procedures for recording, expensing, and valuing short-term assets. Prerequisite: MBA 503 or equivalent, or permission of instructor.

#### **ACC 620 Financial Reporting II** (3 credits)

This course is the second in a sequence of three courses that present a comprehensive study of the theory and practice of financial accounting. These courses explain how to communicate the results of a business's performance through the proper preparation and presentation of financial statements that adhere to Generally Accepted Accounting Principles (GAAP) established in the United States. In Financial Reporting II, students will study the rules and regulations for recording, expensing, and valuing long-lived assets such as property, plant and equipment, and intangibles. Students will also learn how to maintain and present accounting information for liabilities and stockholders' equity. Prerequisite: ACC 610 or equivalent.

#### **ACC 630 Financial Reporting III** (3 credits)

This course is the third in a sequence of three courses that present a comprehensive study of the theory and practice of financial accounting. These courses explain how to communicate the results of a business's performance through the proper preparation and presentation of financial statements

that adhere to Generally Accepted Accounting Principles (GAAP) established in the United States. In Financial Reporting III, students will look at intermediate and advanced topics in financial reporting to include accounting for investments, income taxes, pensions and post-retirement benefits, leases, changes and error analysis, and accounting for partnerships. Prerequisite: ACC 620.

**ACC 640 Auditing** (3 credits)

This course takes a comprehensive look at auditing and assurance services that the accounting profession is expected to provide in a post Sarbanes Oxley environment. Students will review the Public Company Accounting Reform and Investor Protection Act of 2002 and its impact on the professional and ethical standards of audit and assurance services. Participants will learn the audit process from engagement planning and internal control evaluation to performing the financial audit and preparing the audit report. Emphasis will be placed on planning in an electronic environment and the use of computer assisted audit tools and techniques to gather evidence. Prerequisite: ACC 620.

**ACC 646 Introduction to Forensic Accounting and Fraud Examination** (3 credits)

This course in fraud examination, sometimes called forensic accounting, is designed to enable accounting and other business managers to become knowledgeable in fraud prevention, detection, documentation and investigation. It will explore various types of fraud and the consequences of civil versus criminal liability for such offenses. Prerequisites: ACC 620 and ACC 640, or permission of the instructor.

**ACC 660 Controllershship** (3 credits)

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller. Prerequisites: ACC 550 or equivalent and ACC 620 or equivalent, or permission of the instructor.

**ACC 670 Accounting Information Systems** (3 credits)

This course focuses on computer-based financial information systems and their integration into organizations' total information systems. Students examine accounting systems in terms of inputs and outputs from the viewpoints of users, controllers, auditors and designers. Topics include computer hardware and software, systems analysis and design, database management systems, internal control, and specific accounting and auditing computer applications.

**ACC 680 International Accounting** (3 credits)

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. Prerequisite: ACC 500 or 6 credit hours of undergraduate cost accounting or permission of the instructor or the area chair. Note: ACC 680 can be used as an international business elective.

**ACC 689 Introduction to Forensic Accounting and Fraud Examination** (3 credits)

This course will develop the student's understanding of what forensic accounting and fraud examination is and how it per-

tains to both civil and criminal matters. The student will gain a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology in this interesting and growing profession. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required. Cohort version of ACC 646.

**ACC 690 Advanced Topics in Financial Reporting** (3 credits)

This course is an examination of advanced topics in accounting, including SEC reporting, corporations in financial difficulty, multinational accounting and additional consolidation reporting issues not covered in Financial Reporting II. Prerequisite: ACC 630.

**ACC 691 Detection and Prevention of Fraudulent Financial Statements** (3 credits)

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. The objective of this course is to identify common fraud schemes and scams. Participants in this course will learn how to review, detect, and investigate possible financial statement fraud by addressing such topics as income smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities, just to name a few. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required.

**ACC 692 Interview Techniques and Legal Aspects of Fraud** (3 credits)

This third course in forensic accounting and fraud examination will acquaint the participant with interview principles and techniques. Additionally, the participant will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is required.

**ACC 693 Investigating with the Computer** (3 credits)

This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud. Prerequisites: A bachelor's degree in accounting or business with an appropriate amount and type of accounting courses as determined by the program director. At least two years of practical experience in the accounting area is



required, in addition to the successful completion of the first three courses in this graduate certificate program: ACC 689, ACC 691 and ACC 692.

### **ACC 700 Seminar in Accounting Topics** (3 credits)

This is the capstone course for the Master of Science in accounting program. It surveys topics and controversies in accounting literature to help students appreciate the development and status of Generally Accepted Accounting Principles (GAAP). The course requires a research project and a presentation on issues related to the practical application of accounting principles. Prerequisite: ACC 630 or ACC 640.

## **Community Economic Development**

### **CED 400 Fundamentals of Accounting** (0 credits)

(Foundation Course)

This noncredit course will introduce the fundamental concepts of accounting to students who may not have prior or recent academic or business experience in this subject area. Students who have never had an accounting course in their undergraduate studies or who completed their course work with less than a “B” should plan to take this course. *All incoming students must take and pass the placement test to waive CED 400.* The primary objective of this course is to enable students to develop fundamental skills in using and understanding financial information and the accounting tools necessary for the successful operation of any business or organization.

### **CED 507 Housing and Land Policy** (2 credits)

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

### **CED 521 Perspectives in International Development** (1 credit)

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

### **CED 522 Microenterprise Development** (2 credits)

Students will be introduced to the complex field of microenterprise development. There will be an in-depth analysis of the many options for self-employment in communities with high levels of poverty. We will explore the effectiveness of microenterprise programs as asset building strategies, and identify the role of empowerment within these programs. Both domestic U.S. and international models will be explored.

### **CED 523 Topics in CED** (2 credits)

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

### **CED 523A Topics in CED** (1 credit)

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

### **CED 531 Indigenous Economics** (2 credits)

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

### **CED 701 Introduction to Community Economic Development** (3 credits)

This is a foundation course in which we will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). The course starts with an examination of the theoretical and conceptual framework for community economic development. Participants will examine the range of economic challenges confronted daily by residents of underserved communities. The class will examine the practices, policies and strategies of CED. We will look at how CED approaches the challenges of job creation and retention, and community revitalization. An overview of strategies such as asset building with individual development accounts and self-employment, and community building with community loan funds, cooperatives, employment and training initiatives will be provided. Project examples and participants’ own experiences will serve as course materials along with the required readings. Finally, we will review issues and challenges facing the field.

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

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

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

Students will study recent court cases and their effects on community development organizations, tax laws, nonprofit development organizations, legal issues of joint venturing and syndication involving nonprofit development organizations. Prerequisite: CED 702.

### **CED 703 Managerial Accounting for CED** (2 credits)

This course covers issues of fiscal management, financial reporting, management control and internal and external accountability for nonprofit development organizations. Prerequisite: CED 400 or equivalent.

### **CED 704 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.

**CED 705 Financial Management for CED** (2 credits)

This course covers financial statements, ratio analysis, operations planning and making and understanding investment decisions. Prerequisite: CED 703.

**CED 706 Business Development** (2 credits)

The planning and development of small business ventures is a core element of CED strategy. This course covers the preparation of business plans, market analyses, financing sources, basic financial statements in business planning and the impact of business development on community needs. Prerequisite: CED 705.

**CED 707A Organizational Management** (2 credits)

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

**CED 707B Organizational Management** (2 credits)

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

**CED 708 Fundamentals of Cooperatives and Credit Unions** (2 credits)

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

**CED 709 Marketing, Fundraising and Promotion** (2 credits)

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

**CED 710 Housing Development** (2 credits)

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

**CED 712 Information Technologies and 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.

**CED 717 Independent Study** (1 to 2 credits)

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

**CED 718 Nonprofit Management** (2 credits)

A skills course in organizational analysis designed as an integrative experience for advanced graduate students. Approaches Nonprofit Management from the perspective of what effective NGOs do well in core functions: organizational mission and governance; corporate structure and management practices; revenue performance and sustainability; and contributions to CED. Student teams will use a survey instrument to query a client, develop an organizational analysis and prepare a summary report outlining action recommendations. Prerequisites: CED 707A & B or ICD 515 or equivalent.

**CED 722 Negotiation Strategies** (1 credit)

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

**CED 723 Training of Trainers** (2 credits)

This course covers the principles and methods of adult education, in order to equip participants with the ability to become effective trainers in their communities.

**CED 724 Marketing Strategies** (2 credits)

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

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

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

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

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

**CED 728 Development of Cooperatives** (3 credits)

This course seeks to enhance students' understanding of cooperatives through a field based internship with a cooperative organization. Students will have the opportunity to work as an intern in a development project or activity with a regional or national development organization such as the Cooperative Development Institute or the National Cooperative Banks Development Corp. Internships may be practical or entail research for a cooperative or support organization. Prerequisite: CED 708 or ICD 708.

**CED 729 Management in Cooperative Organizations**  
(3 credits)

This course seeks to enhance participants' understanding of the internal structure and governance of cooperatives and build their skills for management and governance roles in the operation of a cooperative. It will also develop their understanding of the external pressures that affect cooperatives due to globalization and regulatory pressures for mergers and management controlled boards, demutualization and consolidations in sectors such as credit unions and agriculture. This course has been designed to review the characteristic organizational and governance features of cooperatives and to examine best practice case models.

**CED 730 Community Organizing and CED** (2 credits)

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

**CED 731 Diversity in Organizations** (1 credit)

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

**CED 732 Research Methods in CED Management**  
(3 credits)

Topics include problem definition; development of research questions with a focus on performance evaluation; literature reviews; quasi and non-experimental research designs; survey research (including sampling, questionnaire design, index construction); qualitative research, case study and systematic observational designs; community needs assessment methods; experimental designs in evaluation research; integrated Multi-Method research designs.

**CED 733 Quantitative Analysis in CED Management**  
(3 credits)

Topics include variable definition, scaling and measurement; descriptive statistics, including rates, ratios, proportions, one-way frequency distribution with grouped data, and how to present and interpret data tables; statistical inference; hypothesis testing; nonparametric techniques including cross-tabulations; correlations; linear and multivariate regression; qualitative data reduction and analysis; integrating qualitative and quantitative data for Multi-Method analysis. Students will learn data management techniques, data set creation, and secondary data analysis using SPSS software. Prerequisite: CED 732.

**CED 734 Managerial 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 managerial economics to be used throughout their careers.

**CED 735 Human Resource Management for CED**  
(3 credits)

This course is a survey of philosophy, approaches, and systems of managing people in government and nonprofit organizations. It includes historical developments, personnel management practices and behaviors, and current issues. It examines job design, recruitment, classification, compensation, training, evaluation, and labor-management relations functions.

**CED 765 Community Development Credit Unions I**  
(3 credits)

In this course students will develop skills for management of a credit union. Credit unions are subject to government regulation. They are also financial institutions. To effectively run a credit union, the management skills include how to manage the loan process, financial ratio analysis, and credit union regulation. This course goes beyond the basics of how to effectively manage a cooperative. The course content will include: credit union history and philosophy, credit union management, credit union regulation, the lending and loan granting process, recruitment of volunteers, asset building, building your credit union.

**CED 766 Community Development Credit Unions II**  
(3 credits)

In this course students will further develop skills for management of a credit union. Credit unions are subject to government regulation. They are also financial institutions. This course builds on skills developed in Community Development Credit Unions I. Advanced topics in this course include: mortgage lending, secondary mortgage markets, best practices in overcoming predatory lending, marketing strategies for serving low and moderate income communities, succession planning, disaster preparedness, serving the disabled and advanced issues in credit union regulation. Prerequisite: CED 765.

**CED 767 Effective Cooperative Business Development**  
(3 credits)

In this course students will develop skills as developers of cooperatives. They will have an opportunity to engage with other practitioners working in the field. In the course we will discuss the skills and key development steps required for the successful development of cooperative businesses. The course will include case studies and tours to local co-ops to detail the practical applications of the development steps and methodologies. The course content will cover: cooperative history, principles and economics; comparative business models; critical development steps; building stakeholder capacity; feasibility analysis and business planning; co-op finance, equity, law; co-op governance and management; and resources and keys to success.



### **CED 791 Project Design in CED (4 credits)**

Community economic development practice relies on effective project planning and management. CED 791 is the first in a 4-course Projects sequence. Over two years, students will define community needs objectively, design a CED project, implement it, document their experience, evaluate impact, and present their work to the academy as a master's thesis. Throughout, students will remain in contact with peers and faculty online, and post and review their work using distance education software; peer learning is a key element of the Projects curriculum. In CED 791 students will identify a community problem or issue, research the issue online and through library methods, analyze the issue in consultation with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include Blackboard,<sup>™</sup> word processing, spreadsheets for budgets and proformas, and graphics programs, library and Internet search engines. Topics covered include; literature reviews, research designs, stakeholder analysis, focus group discussions, surveys, sampling, questionnaire designs and descriptive statistics procedures.

### **CED 792 Project Planning in CED (4 credits)**

This course is the second in a 4-course Projects sequence. In CED 792 students refine their project design skills, and prepare a formal proposal as if to a national foundation or intermediary, and present it to the Academy. Students will objectively identify community needs, set forth a problem statement, propose an intervention strategy objectively supported by analyses and relevant literature on best practices, detail project goals and objectives, set forth the methods and timeline the activities for achieving objectives. Students learn how to incorporate MIS, monitoring and evaluation tools into a project plan. All work is regularly posted and reviewed online by peers. Added computer software competencies include data graphics, organizational charting, Gantt charting, and PowerPoint presentations. Prerequisite: CED 791.

### **CED 793 Project Management in CED (4 credits)**

This course is the third in a 4-course Projects sequence. In this second year participants will implement their project in a community, document their experiences and evaluate their impact. CED 793 addresses the project implementation phase of the sequence, which starts in the summer and extends through the 3rd and 4th terms. Implementation will follow the project goals, objectives and activity timeline set forth in the proposal. Regular progress reports and class presentations are required to monitor and track project implementation and management. All work is regularly posted and reviewed online by peers. Added computer software competencies include project tracking and Gantt charting using Microsoft Project. Prerequisite: CED 792.

### **CED 794 Project Evaluation in CED (4 credits)**

This course is the final course in the Projects sequence. It focuses on impact evaluation and reporting. By the end of the course, participants will complete a project evaluation, prepare and submit a final written report that describes the project, its objectives, methodology and actual activities, and includes in-depth analyses, conclusions and recommendations for further project work. Regular progress reports and

class presentations are required to monitor and track project impact evaluation and closure. All work is regularly posted and reviewed online by peers. Topics covered include: descriptive statistics for data analysis, hypothesis testing, evaluation-conceptual frameworks, prioritizing objectives, hypotheses setting, establishing indicators, and review of selected CED evaluation tools. The final project report is presented to the Academy and becomes the student's master's thesis. Added computer software competencies include Adobe Acrobat Writer. Prerequisite: CED 793.

## **Community Economic Development Doctoral Courses**

### **CED 801 Research Design (3 credits)**

Introduction to research design and methods will focus on critical thinking, research techniques, and adopting a unifying theory for research. Content includes theory of research (concepts, types of validity, design, and an analytic framework to review research findings); the practice of research (formulating researchable questions, operational variables, literature review) including applications to CED theory, policy and practice; sampling, measurement, analysis; critique of CED research design in policy, evaluation and applied studies; and reporting research studies. A parallel CED 801 Lab in Statistics/SPSS is required. Prerequisite: Graduate-level Statistics, or MAT 220.

### **CED 802 Survey Research Methods (3 credits)**

Survey Research Methods covers the quantitative survey process with broad applications to CED theory, policy, assessment and applied research. Content includes project design and sampling, concept operationalization and question formulation, instrument design, piloting and pre-testing survey instruments, interviewer training, manual and computer coding/editing, data processing, sources of error and ways of minimizing error, survey program management, ethics working with human subjects, IRBs, reporting survey research results. A parallel CED 802 Lab in Nonparametric Statistics/SPSS and survey analysis is required. Prerequisite: CED 801.

### **CED 803 Qualitative Research Methods (3 credits)**

This course is designed to familiarize advanced graduate students with a range of qualitative research methods, and prepare them to use these methods in writing dissertations, articles, and funding applications. Qualitative methods are an important tool in community economic development and serve to illustrate best practices, policy, estimate community impact or needs, and evaluate community-based organizations. This course will emphasize the use of qualitative methods, data collection and analysis, and cover topics on case studies, use of secondary sources, focus groups and in-depth interviewing, observational field research, and writing qualitative research reports. Prerequisite: CED 801 or faculty permission.

### **CED 804 Evaluation Research Methods (3 credits)**

ERM covers 2 core models with broad application to CED theory, policy, and practice: Scientific-experimental: experi-



mental and quasi-experimental designs, objectives-based research, econometric cost-benefit and cost-effectiveness analysis, and theory-driven evaluation; Participant-oriented: client, stakeholder, consumer-oriented evaluation. Other models are introduced: Management-oriented systems: PERT (Program Evaluation and Review Technique), CPM (Critical Path Method), Logical Framework (Logframe developed by USAID), General Systems Theory, Operations Research, Applied Program Review (used by NRC). Qualitative/anthropological: observation, naturalistic evaluation (aka Fourth Generation evaluation), qualitative analysis, critical theory, and Grounded Theory. Prerequisite: CED 801 or faculty permission.

#### **CED 805 Demography and GIS in CED Policy & Planning** (3 credits)

Demography & Geographic Information Systems (DGIS) target secondary analyses of large data sets in CED planning and policy development. DGIS supports community needs assessments, development planning, policy analysis, research and evaluation. Demography topics include: population analysis (growth, mortality, fertility, age structure, migration, settlement, density, forecasting techniques); population issues (causes/consequences of population change, assessing population needs); economic demography (economic consequences of demographic change in developing/developed countries); population and CED (poverty, inequality, stratification, mobility). GIS topics include: Research Techniques (data capture, index creation, analysis, presentation); CED mapping (analytical exercises using Census and Labor statistics data to create maps blending layers of information with cartographic boundaries).

#### **CED 810 Urban Development Theory** (3 credits)

This course introduces the emergence of the CED field from 20th century trends in urban development: Urban Renewal, Great Society Programs, War on Poverty, Civil Rights, Model Cities, the Ford Foundation's pivotal intervention in the South Bronx, and the evolution of intermediaries like LISC and NRC. A survey of urban development theory, policy and practice underpins a critical understanding of contemporary CED practice. Topics are addressed within the contemporary intellectual framework of urban planning theory and policy, international development theory, and their regional perspectives. The course examines approaches to understand how development theories translate into CED policy and practice, and encourages debates about CED from the perspectives of urban planning theory, social inequality, and social change.

#### **CED 811 Political Economy** (3 credits)

This course surveys the history of social development as a background of social theory. It introduces students to the historical and theoretical political economy background to graduate studies in community economic development. Topics include the expansion of markets in Europe, agricultural transformation, discoveries, European domination of world trade, colonization, industrialization and urbanization, the church and the community, the state and the nation, and treatment of poverty and related institutions in different periods in history.

#### **CED 812 Social Theory** (3 credits)

This course establishes a foundation in critical theory for exploring the interdisciplinary theoretical domains relevant to the study of community economic development. Drawing on the dualities of agency and structure, micro and macro, and the individual and society, we examine theories of poverty, social capital, democratic organization and civil society, globalization and the social economy. The understanding of theory and its role in the development of policy is also considered. Prerequisite: CED 811.

#### **CED 813 Community Economic Development Theory** (3 credits)

This course builds on the previous theory courses. Participants will begin to formulate a basic theory of community economic development (CED). As part of developing a theory we will define a series of questions that must be addressed in the theory. We will also examine those theories that most closely relate to issues raised in community economic development, including: market theory, theories of poverty, location and space theories, political theories and "organic" theories based on the observation of practice. Given that CED draws on a wide variety of disciplines, the field is not suffering from a lack of theory. Many theories may apply to the field of community economic development. The goal of this course is to examine a variety of theories related to CED and better understand their relationship to the practice of CED. Prerequisite: CED 812.

#### **CED 814 Contemporary Economic Theory** (3 credits)

This is an introductory survey course on economic theory, economic principles, and their application to community economic development policy and strategy. It is designed to equip advanced students with an understanding of applied economics. Students will examine the economic problems faced by communities and explore analysis, policy and practice strategies to address them. Emphasis is given to domestic and international economic development issues affecting underdeveloped and developing countries. Students with a strong graduate-level background in economics and CED may request waiver of this course.

#### **CED 815 Social Inequality** (3 credits)

Social inequality is at the core of community economic development policy and practice. Therefore, this course is designed to make a major contribution to the professional preparation of doctoral and advanced M.A. students. We will achieve this by means of a thorough review of the current literature and an examination of how social scientists, policy makers, and practitioners conceptualize and address (or fail to address) social inequality. The basic premise of this course is that any doctoral dissertation in CED policy and research must address, at some level, social inequality. In this context, students will benefit from a course devoted to the major problems which they will be addressing in their dissertation work.

#### **CED 851 Seminar in CED** (3 credits)

This course involves the development and presentation of students' papers and the quality of discussions in the classroom setting. Occasionally, visitors and faculty will also present papers for discussion.

**CED 858 Policy Analysis and CED (3 credits)**

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

**CED 859 Advanced Policy Analysis and CED (3 credits)**

This is the second of a two-part sequence on policy analysis. This sequence aims to provide a solid theoretical foundation for policy analysis from a CED perspective at national and international levels, and an applied foundation based on the skills for conducting policy analysis and sharpening the analysis of policy choices. It will present a framework that locates policy design within the larger study of politics, policy making and democracy. Students will analyze the role that social constructions have in determining the characteristics of policy designs. Students will also examine rationales for public policy, including market failure, and complementary analysis of government failure. Methods for identifying policy problems, establishing evaluation criteria, and selecting policy alternatives will be advanced. Prerequisite: CED 858.

**CED 860 Transformation of Development Organizations (3 credits)**

This is a foundations course in nonprofit planning for experienced nonprofit managers. This course provides the underpinnings of nonprofit strategic planning and strategic management. It addresses the theory and practice of strategic planning, planned change, and strategic management in the organizational development of nonprofit development organizations, with a particular focus on community-based development organizations (CBOs) in the United States and nongovernmental organizations (NGOs) in the international arena. The connections between political and managerial approaches to organizational development and planned change will be considered. Participants are expected to engage in a strategic planning or planned change program in their work organizations or to support such work in other development organizations.

**CED 861 Nonprofit Management (3 credits)**

This is a foundations course in nonprofit management for experienced nonprofit managers. It approaches nonprofit management from the perspective of what effective community-based development organizations (CBOs, CDCs) and nongovernmental organizations (NGOs) should do well. The course is designed as an integrative experience for advanced graduate students to enhance both theoretical and practical knowledge. It presumes familiarity with nonprofit management, public administration, program planning, the role of volunteer boards, staff and community stakeholders. Prerequisite: M.S. students need CED 707A & B or ICD 515 or its equivalent, and instructor permission.

**CED 862 Organizational Analysis for CED (3 credits)**

This is an advanced skills-based course in quantitative organizational analysis for experienced nonprofit managers. It presumes familiarity with nonprofit management or public administration, and approaches nonprofit management from the perspective of what effective community-based development organizations (CBOs, CDCs) and nongovernmental organizations (NGOs) do well in core functions: organizational mission and governance; corporate structure and management practices; revenue performance and sustainability; and contributions to CED. Student teams will use a survey instrument to query a client; develop an organizational analysis; prepare a professional report outlining action recommendations, and present it to the client. This is an advanced course in the nonprofit management specialization, and acts as an elective in the doctoral methods sequence. Prerequisite: CED 861.

**CED 863 Civil Society, Social Capital and Participation (3 credits)**

This course focuses on the theme of "civil society" and how it relates to social capital and participation in the CED policy and practice arena. The purpose is to locate the concept of civil society in Smith, Marx and Weber, and make extended incursions into their respective studies of civil society. Armed with a familiarity with their original writings, students will be able to evaluate these references as well as draw their own. The course also seeks to historicize the concept of civil society to further the analysis of its current conceptualizations and practice.

**CED 864 Advanced Financial Analysis for CED (3 credits)**

This is an advanced skills-based course in nonprofit management for experienced nonprofit managers. It approaches nonprofit management from the perspective of what effective community-based organizations (CBOs) and nongovernmental organizations (NGOs) do well in core financial functions. It includes financial analysis techniques to assess revenue performance, operational stability and long-term sustainability. This course is part of the nonprofit management specialization. Prerequisite: CED 861.

**CED 865 Advanced Nonprofit Management (3 credits)**

This is a course in strategic management and planned change management. It covers managerial principles and tools used in the development, implementation, and review of strategy for organizations, and the role of organizational leadership in managing continuous and planned change. Topics in strategic management include internal and external environmental analysis; value, competition, and strategic choice; strategic positioning; and implementation and control issues. Topics in planned change management include models and theories of leadership, leading organizational culture, effective leadership models, theories and applications of change management, and leading and sustaining change. Prerequisite: CED 861.

**CED 866 Globalization, States and the Community**

(3 credits)

The ever-changing relationship between globalization, states and communities is addressed in this course, and framed in terms of CED policy and practice.

**CED 881 Independent Study** (3 credits)

Enrollment in this course requires the written permission of the Academic Coordinator or the Associate Director of the School.

**CED 890 Dissertation Seminar Doctoral Continuation**

(0 credits)

CED 890 is a doctoral continuation registration for all doctoral students who have taken the dissertation seminar sequence but have not completed a pre-dissertation proposal nor the comprehensive exams. CED 890 registration is under the student's dissertation seminar faculty. Students generally register for doctoral continuation to remain in status while they prepare a pre-dissertation proposal.

**CED 890A Dissertation Seminar** (3 credits)

This is the first course in a sequence designed to prepare students for the doctoral dissertation proposal. Students are guided to develop a draft dissertation proposal (dissertation pre-proposal) to coincide with completion of their coursework. This approach seeks to move students from coursework and comprehensive exams to dissertation, avoiding a long independent search for a dissertation topic. This seminar helps first year students gain familiarity with doctoral dissertation policy and expectations, identify and define a suitable research problem, begin to frame ideas into researchable questions, and conduct preliminary/exploratory reviews of the literature. It is driven by the interests and needs of participants, who will present and discuss their work, or invite guest researchers to share their experiences in CED research, thereby learning from their own projects and from the problems and solutions of other researchers. The seminar includes readings, presentations and active participation.

**CED 890B Dissertation Seminar** (3 credits)

This is the second course in a sequence designed to prepare students for the doctoral dissertation proposal. This approach seeks to move students from coursework to dissertation, avoiding a long independent search for a dissertation topic. This seminar helps first year students to define a suitable research problem, begin framing their ideas into researchable questions, and to refine their research plans by developing a comprehensive review of the literature and a narrative that clarifies the intellectual history of their research problem in theoretical and methodological terms. It is driven by the needs of participants, who will present and discuss their work, or invite guest researchers to share their experiences in CED research, thereby learning from their own projects and from the problems and solutions of other researchers. The seminar includes readings, presentations and active participation. Prerequisite: CED 890A.

**CED 891 Doctoral Continuation** (0 credits)

CED 891 is a doctoral continuation registration for all doctoral students who have completed comprehensives, and are supervised by a dissertation committee chair. CED 891 registration is under the student's dissertation committee chair, who monitors timely progress of dissertation research. Students generally register for doctoral continuation prior to registering for their dissertation defense (CED 895).

**CED 892 Advanced Dissertation Seminar** (3 credits)

This is the third course designed to prepare students for the doctoral dissertation proposal. These seminars help students integrate the content of methods courses, and acquire the tools for a dissertation proposal: dissertation policy and expectations, analysis of research trends, critical literature review, framing feasible problems and the research question, effective research design, rigorous analysis, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal to coincide with completion of their coursework. CED 892 is designed to help students refine their research ideas by developing a research methodology to address their theory, research questions and hypotheses. It includes readings, presentations and active participation. Prerequisite: CED 890B.

**CED 893 Advanced Dissertation Seminar** (3 credits)

This is the fourth course designed to prepare students for the doctoral dissertation proposal. It also includes a fourth and final Lab in SPSS/Statistics with a focus on multivariate procedures. This seminar helps students integrate the content of methods courses with an emphasis on effective research design, a rigorous analysis plan, the mechanics of reporting research findings, and a 10-page dissertation pre-proposal. Once students complete comprehensive exams, they use the 10-page dissertation pre-proposal to work with a Dissertation Committee Chair and Committee to craft a full dissertation proposal. It includes readings, presentations and active participation. Prerequisite: CED 892.

**CED 894 Dissertation Proposal** (0 credits)

CED 894 is a registration for doctoral students who are supervised by a Dissertation Committee Chair, working with an approved Dissertation Committee, and ready to present and defend their dissertation proposal. This course is registered under the student's Dissertation Committee Chair the semester that the dissertation proposal hearing is planned. Prerequisite: Permission of the Dissertation Committee Chair and the Doctoral Program Chair.

**CED 895 Doctoral Dissertation** (3 credits)

CED 895 is the final required registration for all doctoral students who are supervised by a Dissertation Committee Chair, working with a Dissertation Committee, have an approved dissertation proposal, and are ready to present and defend their dissertation. This course is registered under the student's Dissertation Committee Chair the semester that the dissertation defense hearing is planned. Prerequisite: Permission of the Dissertation Committee Chair and the Doctoral Program Chair.



## Child Development

*(All DEV, EDU, MBE, RDG and SPED courses may require students to complete off-campus field experience.)*

### **DEV 520 History and Philosophy of the Child Study Movement** (3 credits)

The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, among others are examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well integrated perspective.

### **DEV 540 Language and Cognitive Development** (3 credits)

The purpose of this course is to provide students with an understanding and a working knowledge of both the content and processes of cognitive and language development in children from birth through eight years of age. The primary focuses of the course are understanding different theoretical frameworks: (1) examining sequences and variations in the processes of cognitive change; (2) the interaction between the child and the social context; (3) the interaction of cognitive development with children's symbolic representation of knowledge particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings.

### **DEV 543 Cognitive Development of Adolescents and Adults** (3 credits)

This course provides in-depth study of psychological theories and research focusing on learning and development in adolescence and adulthood.

### **DEV 545 Psychosocial Development** (3 credits)

This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, caregivers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school-aged children with relevant theory and research.

### **DEV 547 Personality Development** (3 credits)

This course focuses on the facts and principles of personality study and nature of personality, its structure, development, expression, and measurement. Exposition and evaluation of personality study methods with critical review of traditional and modern theories of personality is required.

### **DEV 550 Administration of Child Development Programs** (3 credits)

This course provides students with skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding and grant writing.

### **DEV 560 Family and Culture** (3 credits)

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

### **DEV 565 Play** (3 credits)

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and a parent/adult, a child within a group, and a child's solitary play. Prerequisite: DEV 560.

### **DEV 570 Developmental Psychopathology** (3 credits)

This course will examine the development of psychiatric disorders in children, adolescents, and adults. Students will become familiar with diagnostic systems and how to use them to inform practice.

### **DEV 601 Child Assessment** (3 credits)

This course provides students with a basic understanding of the assessment of young children from birth to eight years of age. The primary goals for the course are (1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and (2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain understanding of the methods of interview, observation, standardized testing, and alternative assessment approaches for young children. Prerequisite: DEV 560.



**DEV 610 Practicum** (3 credits)

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of concentration. Students complete a detailed proposal or plan of study on their goals, product, audience, follow-up, etc., for this practicum. The purpose of this practicum is to encourage the student as a researcher, clinician, and leader in child development and to encourage the integration and application of course work. This 12-month practicum is completed under the supervision of a field supervisor and the student's advisor.

**DEV 615 Internship** (3 credits)

This 12-month practicum provides advanced counseling experience under supervision in a school setting and through attending an on-campus seminar. Students will continue to gain expertise in planning, implementing and evaluating clinical interventions in the school and community. Prerequisite: DEV 610.

**DEV 650 Mental Health Internship** (3 credits)

Students wishing to continue their studies and pursue licensure as a mental health counselor are required to take a third practicum. During this practicum, students will continue to refine their skills as clinicians working with children, families, and/or adults. The total number of hours required for this practicum will be factored on an individual student basis based on prior course and fieldwork experience.

**DEV 699 Child Development Practicum** (3 credits)

The practicum is a culmination of a student's field experiences. It consists of a minimum of 150 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

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

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

**Economics****ECO 500 Managerial Economics** (3 credits)

Managerial economics involves applying economic theory and using the tools of decision science to examine how an organization can achieve its objectives most efficiently in the face of constraints. Prerequisites: QSO 510 and MBA 502 or equivalent.

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

Students in this course examine the performance of the national economy and its impact on a firm. Students analyze the formulation and impact of monetary and fiscal policies and their relationships with money and capital markets. Prerequisite: MBA 502 or equivalent.

**Field-based Graduate Program in Education  
(On location at regional sites in Vermont,  
New Hampshire and internationally)****EDGR 600 ProFile Seminar** (1 credit)

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

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

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

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

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

**EDGR 603 Action Research Practicum III** (1 credit)

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

**EDGR 604 Action Research Practicum IV** (1 credit)

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

**EDGR 610 Dimensions of Curriculum and Management** (3 credits)

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

**EDGR 615 Curriculum and Management Decision Making** (3 credits)

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

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

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

**EDGR 625 Teaching and Instructional Technology Applications** (3 credits)

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

**EDGR 630 Dimensions of Assessment and Evaluation** (3 credits)

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as assessment portfolios.

**EDGR 635 Applications in Assessment and Evaluation** (3 credits)

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

**EDGR 640 Dimensions of Leadership and Organization** (3 credits)

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

**EDGR 645 Challenges in Leadership** (3 credits)

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other educational settings.

**EDGR 650 Dimensions of Learning and Development** (3 credits)

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

**EDGR 655 Learning and Development Applications** (3 credits)

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in "real life"? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

**EDGR 690 Capstone Seminar** (1 credit)

This seminar is taken in the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete

the Master of Education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

## Education

*(All DEV, EDU, MBE, RDG and SPED courses may require students to complete off-campus field experience.)*

**EDU 501 Methods of Teaching Reading** (3 credits)

This course examines reading process, current procedures and materials, including basal, whole language, language experience, thematic teaching, literature-based instruction, instructional software, strategy instruction for developing students' word analysis/word recognition skills, comprehension and vocabulary abilities, meta-cognitive skills, integration of reading and writing and literacy evaluation strategies for the elementary classroom. Offered as needed only for students who entered the university prior to 2003-2004.

**EDU 502 Methods of Teaching Language Arts** (3 credits)

This course focuses on the role of language as communication in the child's elementary school years. Emphasis is placed on an integrated approach to teaching the language arts: speaking, listening and writing. Field experience in addition to two-and-a-half hours of class each week may be required. Offered as needed only for students who entered university prior to 2003-2004.

**EDU 503 Methods of Teaching Elementary Mathematics** (3 credits)

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials. Prerequisites: EDU 521, EDU 533, PSY 521. This course requires full acceptance into M.Ed. program. Ten hours of field experience is included.

**EDU 504 Integrated Curriculum Methods** (3 credits)

This course presents the elements of course design, such as lesson plans, materials development and the use of methods appropriate for the elementary grades. Emphasis is placed on the theoretical principles and practical skills that serve as a basis of integrating social studies, art, music and physical education instruction in the elementary classroom. Offered as needed only for students who entered the university prior to 2003-2004.

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

This is a required, competency-based course for middle/secondary education majors that focuses on developing teaching effectiveness in instruction, organization and communication. The content and field experiences are designed to develop competencies in lesson planning, questioning techniques, learning styles, cooperative learning, student evaluation, classroom management and the use of AV equipment. Field experiences are required. Offered as needed only for students who entered the university prior to 2003-2004.

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

This course is a subject-specific application of the laboratory approach to teaching in the secondary school. Emphasis is placed on the teacher as a facilitator of learning; the structure of the teaching unit, mini-unit and lesson plan; instructional planning; practice in selecting and organizing content; innovative procedures; the handling of disciplinary problems; and the use and ability to handle audio-visual machines. Includes field experience and a related seminar. Offered for students who entered the university prior to 2003-2004.

**EDU 520 Introduction to Educational Research** (3 credits)

This course provides an introduction to methods of educational research. Students will become familiar with both qualitative and quantitative methods, experimental and non-experimental research designs, and different types of research studies. An emphasis will be placed on understanding, interpreting, and critiquing educational research.

**EDU 521 Exploring the Principles of Education** (3 credits)

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America. Ten hours of field experience is included.

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

This course is an examination of the state of technology in elementary and secondary schools. Students will develop skills in using technology for word processing, database, spreadsheets and desktop publishing and learn how to integrate technology in their classrooms and in curriculum development. Classroom methodologies and management will be discussed. Students will develop lesson plans and goals for classroom implementation. This basic-level course is for those students who have had little or no computer experience. Offered as needed only for students who entered the university prior to 2003-2004.

**EDU 533 Learning Through Technology** (3 credits)

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

**EDU 547 Curriculum Development** (3 credits)

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum planners. Students will develop a working model for implementing a planned change or innovation, based on the ideologies of curriculum design. Prerequisite: EDU 520.

**EDU 550 Educational Assessment** (3 credits)

This course focuses on the forms and appropriate use of educational assessment. Students construct and administer an assessment tool to elementary/secondary students and then analyze the resultant data. Students examine the uses of assessment at the individual, class and school levels, particularly the New Hampshire statewide assessment and published norm-referenced tests used in the special education referral and placement process. This course examines a variety of assessment techniques for evaluating and documenting student performance and progress toward desired outcomes.

**EDU 551 Integrated Elementary Curriculum, Instruction and Assessment** (3 credits)

Using K-4 science education as a context, this course introduces the principles of the integrated curriculum, assessment, strategies, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the early elementary years. Ten hours of field experience is included. Prerequisites: RDG 503 and EDU 503.

**EDU 552 Curriculum, Instruction & Assessment Middle and Secondary** (3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades 4-12. Using social studies education or English education as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Curriculum development, a variety of assessment tools, and instructional strategies will be covered. Ten hours of field experience is included. Prerequisite: RDG 504.

**EDU 555 Student Centered Curriculum and Instruction** (3 credits)

This course will investigate the understanding by design framework used for designing curriculum units, performance assessments and instruction. It will emphasize the teacher's critical role as a designer of student learning, and will address how a curriculum built on the goal of student understanding, delivered using differentiated instruction, can provide teachers with more specific teaching targets and more flexible ways to engage students. Prerequisite: EDU 547.

**EDU 560 Methods of Teaching English in Middle and High Schools** (3 credits)

This course helps prepare students to teach English in middle and high schools. It emphasizes integration of all language arts including reading and literature, speaking and listening, writing, and viewing. Students will learn how to select appropriate reading materials; prepare mini, daily, and unit lessons; organize collaborative learning; and design writing assessment. Students will explore current theories of teaching English, especially theories of teaching writing. Classroom management will also be discussed. Twenty hours of field experience is included. Prerequisites: EDU 521, PSY 521, SPED 501 and all NH State 612 requirements.

**EDU 565 Methods of Teaching Social Studies in Middle and High Schools** (3 credits)

This course helps to prepare students to teach history, civics and government, and social science areas in grades 5 through 12. The course will cover basic teaching models, techniques of implementation, curriculum planning, writing lesson plans, alternative learning models, strategies for classroom control, evaluation, testing and assessment methods, writing across the curriculum, reading and writing for history and/or political science. Twenty hours of field experience is included. Prerequisites: EDU 521 and all NH State 612 requirements.

**EDU 570 Practicum in Curriculum and Instruction** (3 credits)

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc., for this practicum. The purpose of this practicum is to encourage the teacher as a researcher and leader in curriculum development and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor. This course is an option in the Curriculum and Instruction program.

**EDU 571 Student Teaching and Seminar** (6 credits)

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the university. Prerequisites: Students shall be registered for this course upon: 1. Acceptance into Student Teaching, and 2. completion of all degree coursework. Applications to student teach are due one year in advance.

**EDU 575 Teaching Elementary Life Science** (3 credits)

This SNHU Online course is designed to enhance students' understanding and teaching of life science. The eight modules are based on an inquiry/constructivist learning approach that examines multimedia resources through interactive lessons, readings, and multimedia assets drawn from digital libraries and from high-quality media resources. The course is appropriate for K-4 teachers, student teachers, parents and school administrators.

**EDU 582 Risk Factors in Educational Achievement** (3 credits)

This course examines a variety of factors that affect academic achievement for students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socioeconomic status, sexual orientation, and cultural pluralism will be examined.

**EDU 601 Research Seminar** (3 credits)

This course provides a review of research design and methods. Students will develop a research question and design a basic, applied, action or instrumental research project related to their professional interests. Prerequisites: EDU 520, EDU 533 and completion of 9 credits in program.

**EDU 610 Ethical and Legal Issues in Education** (3 credits)

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

## Teaching English as a Foreign Language

**EFL 501 Language Learning and Acquisition** (3 credits)

This course explores contemporary knowledge about first and second language acquisition, including the influences of age, environment and motivation; learning styles and multiple intelligences; and learner language and inter-language.

**EFL 502 Assessment** (3 credits)

This course provides an introduction to proficiency, achievement, diagnostic and placement testing in respect to listening, speaking, reading, writing, grammar, and vocabulary. Principles of test construction, reliability, and validity are examined. The use of student portfolios in the EFL classroom and self-assessment and observation techniques, including checklists and anecdotal reports, also are covered.

**EFL 503 Descriptive Linguistics of American English** (3 credits)

This course covers two major areas. The first is the American English sound system. Students will learn the basics of AE phonetics and phonology, including vowels, consonants, diphthongs, pitch, and stress; place and manner of articulation; and international phonetic alphabet (IPA). The second is American English grammar. Students will learn the basics of AE morphology and syntax, including parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure, and transformational process.

**EFL 504 Introduction to Curriculum Development, Design and Implementation** (3 credits)

Topics include curriculum, syllabus and lesson planning, with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing, evaluating, and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.



**EFL 505 Overview of TESOL Methodology** (3 credits)

While the emphasis will be on “Communicative Language Teaching,” specific methods and approaches to be explained include Grammar Translation, Audio-Lingual Method, Total Physical Response, Natural Approach, Language Experience Approach, Literature-Based Approach, Phonics, Whole Language, Community Language Learning, Suggestopedia, Silent Way, Cognitive Academic Language Learning, Content- and Theme-Based Instruction, and Computer Assisted Language Learning.

**EFL 523 Listening and Speaking Techniques** (3 credits)

This course explains and describes listening and speaking activities and techniques for students with varying proficiency levels in a variety of learning situations, and includes teaching simulations by the instructor and practice teaching by the participants.

**EFL 525 Reading and Writing Techniques** (3 credits)

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels in a variety of learning situations, and includes teaching simulations by the instructor and practice teaching by the participants.

**EFL 527 Strategies and Techniques for Teaching****Grammar** (3 credits)

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

**EFL 530 Methods of Teaching English Through Drama**

(3 credits)

The course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, readers’ theatre, and other genres for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing and development, dramatic reading, play production, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners. Prerequisite: EFL 505.

**EFL 531 Pronunciation Techniques** (3 credits)

The course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/

sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

**EFL 536 Content-based Instruction** (3 credits)

This course focuses on sheltered instruction and methodology for the K-12 environment, but the principles are applicable to other CBI contexts as well.

**EFL 537 Computer-assisted Language Learning** (3 credits)

This course provides an overview of research, practice and critical issues involved in CALL as well as other technology-enhanced environments. Students learn the use of Internet, E-Mail, MS Word, MS PowerPoint, and MS FrontPage as tools for EFL/ESL instruction and constructing portfolios.

**EFL 540 Socio-Cultural Context of Language Teaching**

(3 credits)

Topics include sociolinguistics, regional variation, and cultural diversity as they apply to TEFL/TESL. A unit on the history of the English language is also included.

**EFL 599 Supervised Practice Teaching** (3 credits)

Participants will have the opportunity to teach a wide variety of courses in the Manchester area. Opportunities involve teaching children as well as adults, life skills as well as academic English, etc. Participants will first meet as a class for lesson design, development, and preparation. Requirements for state certification are different from those for Master’s only students.

**ESL Program (Intensive English Program)****ESL 121 Introduction to ESL Listening** (1/2 credit)

This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

**ESL 122 Introduction to ESL Reading** (1/2 credit)

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

**ESL 123 Fundamentals of English Grammar** (1/2 credit)

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125 Introduction to ESL Writing.

**ESL 124 Introduction to ESL Speaking** (1/2 credit)

This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

**ESL 125 Introduction to ESL Writing** (1/2 credit)

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) is also introduced.

**ESL 126 Comparative Cultures I** (1/2 credit)

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

**ESL 131 Development of ESL Listening** (1/2 credit)

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

**ESL 132 Development of ESL Reading** (1/2 credit)

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The students will also become familiar with text structure and organization.

**ESL 133 Fundamentals of English Grammar II** (1/2 credit)

This course helps students develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.

**ESL 134 Development of ESL Speaking** (1/2 credit)

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and expe-

riences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

**ESL 135 Development of ESL Writing** (1/2 credit)

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop topic sentences and supporting details. Students are taught to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

**ESL 136 Comparative Cultures II** (1/2 credit)

The emphasis of the class is the improvement of Basic English communication skills such as listening and speaking while learning about cross-cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

**ESL 141 Introduction to Academic Listening** (1/2 credit)

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

**ESL 142 Introduction to Academic Reading** (1/2 credit)

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

**ESL 143 Understanding English Grammar I** (1/2 credit)

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

**ESL 144 Introduction to Oral Communication**  
(1/2 credit)

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

**ESL 145 Introduction to Essay Writing** (1/2 credit)

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

**ESL 146 Comparative Cultures III** (1/2 credit)

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations and written assignments involving current issues and different cultural perspectives.

**ESL 151 Development of Academic Listening** (1/2 credit)

This is an ESL advanced academic listening course, which integrates the four skills of listening, speaking, reading, and writing, with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend the main idea of the lectures; retrieve important facts and information and separate them from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.

**ESL 152 Development of Academic Reading Course** (1/2 credit)

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading and word analysis. Scanning and skimming practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from text books; find specific data; use dictionary for vocabulary development; determine the objective or subjective nature of statements, and determine whether statements of opinion favor or oppose the given proposal or

postulate; interpret information from tables, charts, graphs, and diagrams; understand referents; understand literal meanings and ability to identify cultural implications or influence; identify and understand topics; identify who, what, where and time period of text and/or author; research, read on topic, gather information, and make questions in margins of texts; interpret connotative meanings and figurative language in context; identify an author's audience, purpose, bias, viewpoint, and tone in extensive college-level material; and increase reading speed, with acceptable comprehension.

**ESL 153 Understanding English Grammar II** (1/2 credit)

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined according to form and discourse usage. The specific focus of the class is determined by the results of a diagnostic grammar test, which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155 Development of Essay Writing.

**ESL 154 Development of Oral Communication** (1/2 credit)

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on an assigned academic topic; support opinions on an abstract or theoretical controversial topic by using general library or the Internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

**ESL 155 Development of Essay Writing** (1/2 credit)

This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

**ESL 156 Comparative Culture Studies** (1/2 credit)

This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

**ESL 161 Advanced Academic Listening** (1/2 credit)

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

**ESL 162 Advanced Academic Reading** (1/2 credit)

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

**ESL 163 Understanding English Grammar III** (1/2 credit)

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/adjective/noun clauses, reduction of adverb and adjectives clauses.

**ESL 164 Advanced Oral Communication** (1/2 credit)

This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

**ESL 165 Essay Writing for Academic Purposes**

(1/2 credit)

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism.

**ESL 166 Comparative Cultures V** (1/2 credit)

This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course.

**ESL 241 Introduction to Academic Listening II** (1/2 credit)

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

**ESL 242 Introduction to Academic Reading II** (1/2 credit)

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

**ESL 243 Further Understanding English Grammar**

(1/2 credit)

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.



**ESL 244 Introduction to Oral Communication II**

(1/2 credit)

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such as shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and to living in American society, sharing opinions, and formally presenting material through Power Point usage.

**ESL 245 Introduction to Essay Writing II** (1/2 credit)

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

**ESL 246 Comparative Cultures IV** (1/2 credit)

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of non-native students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

**Finance****FIN 500 Financial Management** (3 credits)

This course is a study of financial decision-making in a firm, including its relationship to financial markets and institutions. Prerequisites: ACC 500 and MBA 502 or equivalent.

**FIN 610 Short-term Financial Management** (3 credits)

The course covers traditional working capital topics, including liquidity analysis and management, inventory, and receivables and payables management. Additional emphasis is given to core cash management, payment systems and banking relationships. Other topics include cash forecasting, short-term borrowing and risk management. Prerequisite: FIN 500.

**FIN 620 Money and Capital Markets** (3 credits)

This course analyzes processes within the U.S. financial system. Students study the nature of its major participants and their objectives and procedures for assessing opportunities and pricing risk. Students also analyze the role of the financial system in the allocation of credit to different sectors, its responsiveness to economic activity and its continuous adaptation to changing needs. Emphasis is placed on the role and functions of the Federal Reserve System. Prerequisite: FIN 500.

**FIN 625 International Project Finance** (3 credits)

This course is the application of modern financial theories and tools to international project finance. It focuses on differences between corporate and project finance. It discusses issues related to appropriate discount rate for international projects, real option application, project risk analysis, financing structure and governance structure. Prerequisites: FIN 500, INT 610 and INT 620.

**FIN 630 Capital Budgeting and Financing** (3 credits)

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation. Prerequisite: FIN 500.

**FIN 640 Investment Analysis and Portfolio Management** (3 credits)

Students study the techniques used to assess the value of securities and the methods used in the management of investment portfolios. Stocks and bonds are discussed in terms of valuation, risk-return measurement, diversification and other aspects of portfolio theory. Prerequisites: FIN 500.

**FIN 645 Analytical Tools in Portfolio Management** (3 credits)

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others. Prerequisite: FIN 640 (may be taken concurrently).

**FIN 650 Investment Analysis – NASD Series 7** (6 credits)

FIN 650 is a specialty finance course designed for students with a strong interest in the financial services industry. The course will prepare students to write the NASD Series 7 examination, an important credential and requirement to work as a registered representative at a broker-dealer. The course will cover topics related to the investment brokerage field, including securities investments, securities rules and regulations, customer accounts and investment companies. Prerequisite: FIN 500 or permission of instructor.

**FIN 655 International Investment and Portfolio Management** (3 credits)

International money managers are exposed to the complexities of a multicultural, multicurrency environment in which they have to operate at a fast pace. The sheer complexity of the international capital markets calls for familiarity with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes and costs. It calls for familiarity with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques and skills the money manager should be equipped with to operate effectively in a complex global setting. Prerequisite: FIN 640.

**FIN 660 Creating Value Through Mergers and Acquisitions** (3 credits)

This course is a corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in FIN 500 Financial Management. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment. Prerequisites: FIN 500 and FIN 630.

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

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

**FIN 690 Financial Econometrics** (3 credits)

This course focuses upon the fundamental statistical tools used in contemporary financial analysis both in academia and in the real world of finance itself. The course will involve both a theoretical development of the techniques as well as empirical applications. The applications will involve computer printouts with an emphasis on the SPSS statistical package and the EViews statistical package. The course will begin with a review and extension for the classical linear regression model, including its development in matrix form. The remainder of the course will then explore modern time-series econometrics, which is especially relevant for finance. Prerequisites: FIN 500, ECO 500.

**FIN 700 Seminar in Finance** (3 credits)

This is an extensive survey of historic and contemporary finance literature to foster in students an appreciation of the development and current status of finance theory and issues relating to the current financial environment, application and practice. Students will have the opportunity to research topics of interest. This seminar should be taken as one of the final courses in the M.S. program. Prerequisites: FIN 500, FIN 610, FIN 640, INT 620 and FIN 630 or FIN 660.

## **Graduate Language Studies**

**GLS 470 Writing the Research Paper** (3 credits)

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy.

**GLS 471 Mastering English Grammar** (3 credits)

This course focuses on correct usage of complex sentence structures and advanced grammatical forms as required to produce a graduate level paper. Topics addressed include combining ideas using subordination, identifying and correcting common sentence problems, and mastering verb tenses and verb forms. Samples of students' own writing are used to practice proofreading and editing skills. In addition, independent learning strategies such as using resources, self-editing and peer collaboration are practiced.

**GLS 472 Team Work and Oral Presentation Strategies** (3 credits)

In this course, instruction and practice focus on working effectively in teams to analyze cases, and plan and deliver presentations using PowerPoint. Employing topics that include career development, international negotiation, and environmental issues, strategies are introduced to facilitate oral communication in both group discussions and oral presentations. Self-assessment and group dynamics evaluation are practiced as strategies contributing to effective team work.

**GLS 570 Graduate Research Strategies** (3 credits)

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy. This course is currently open to eMBA students only.

**GLS 572 Effective Management Communications** (3 credits)

In this course, students will demonstrate a broad range of communication skills through various forms of media in the business world. Students will participate and practice in working and communicating effectively in teams to analyze case studies, prepare various written forms, prepare for oral presentations, and develop interpersonal communication skills through dialogue. This course will help students plan for all steps that lead to an effective professional presentation but will not include presentation delivery. Topics include career development, international negotiations and environmental issues. Strategies are introduced to facilitate effective communication in group and individual discussions along with oral presentations. Self-assessment and group dynamics evaluations are practiced as strategies contributing to effective teamwork. This course is currently open to eMBA students only.

## Hospitality Business

### **HOS 550 Managerial Role in Hospitality, Tourism, Leisure, and Recreation** (3 credits)

Students are introduced to managerial roles in the fields of hospitality, tourism, leisure and recreation, and will create a personal portfolio of knowledge and skills that focuses on a management career in one of these industries.

### **HOS 640 International Hospitality Operations** (3 credits)

The global nature of the hospitality industry continues to expand due to the development of technology, communication, transportation, deregulation, free markets and the growing world economy. This course expands on competencies and previous experience in hospitality operations through the application of competitive strategies, corporate structures, planning, systems and analysis to international hospitality operations.

### **HOS 680 Hospitality Entrepreneurship and Development** (3 credits)

Students in this course learn about risk and failure in the hospitality industry and grow from the experience. The history, development and present state of different segments of the hospitality industry—lodging, food service and tourism—are studied to facilitate the development of new ideas into feasible business concepts. Students will explore theory and focus on developing a creative and realistic business plan for a new venture in the hospitality industry. Prerequisites: ACC 500, FIN 500, QSO 510, MKT 500, OL 670 and OL 690.

### **HOS 700 Seminar in Services Management** (3 credits)

Past, present and future trends in the lodging, food service and the travel and tourism industry are identified and analyzed. Current research in the hospitality and tourism industry and related disciplines, is presented, reviewed and discussed. Prerequisite: HOS 550 and QSO 510.

## International Community Economic Development

### **ICD 506 Sustainable Responses to Environmental Problems** (3 credits)

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

### **ICD 507 Housing and Land Use** (3 credits)

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

### **ICD 508 Development Finance** (3 credits)

This course explores financial institutions and financial intermediation in developing countries. Special emphasis is placed on the design and operations of development finance institutions and how they can promote community-based economic development initiatives. Prerequisite: ICD 501.

### **ICD 511 Social Planning and Policy for Developing Countries** (3 credits)

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

### **ICD 512 Cooperative Development** (3 credits)

Participants examine a number of producer, consumer, credit, housing and marketing cooperatives, including how they were formed and how they are managed. Discussion will center on the benefits and burdens of using a cooperative as a development tool. Prerequisite: ICD 501.

### **ICD 513 Policy Analysis and CED** (3 credits)

Policy Analysis and CED addresses linkages among public, social and economic policies that shape the CED environment. The government's role in the main domains of social programs, social regulation in consumer protection and protection of civil rights will be analyzed, as will the influence of grassroots politics, social movements, and organizations on the policymaking process and policy outcomes. Case studies will focus on policy issues that CED practitioners face daily, such as poverty, income security, environment, education, health and economic empowerment.

### **ICD 514 Gender Issues in CED** (3 credits)

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

### **ICD 516 Issues in International Cooperatives** (3 credits)

This is a field-based course which entails international travel to visit cooperatives. Meetings will be held with staff and members of cooperatives. The specific destination and cooperatives may vary from year to year. Possible field trip sites are the Mondragon cooperatives in Spain; and/or the Italian cooperative movement. A field trip could take us to Central America in harvest season in coffee country to visit agricultural cooperatives and credit unions. Regardless of the destination, we will look at how the cooperatives were organized; tax and legal issues; and membership's participation. Credit unions are more urban and play an active role in microenterprise development. We will examine a product chain; how a product moves from the field through value-added processing to markets. We will gain a deeper understanding of the fair trade movement, the role of cooperatives in a global economy, and how cooperatives contribute to building civil society. Prerequisite: CED 708 or ICED 708.



**ICD 522 Microenterprise Development** (3 credits)

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

**ICD 525 Practical Microfinance** (3 credits)

The course will cover a range of topics. These will include traditional financial systems, gender issues, the role of groups, 'empowerment', vulnerability and savings and micro-insurance, household cash flow analysis, the need for rates of return and interest charges, sources of funds, management information systems and technologies, impact measurement, institutional choices and the role of government and foreign aid. This course will use case studies, supported by readings and interactive on-line materials. Participants will also be expected to relate their own experiences and preferences as consumers of financial services to their examination of what is and can be offered to disadvantaged communities, not only in so-called 'developing countries', but also in their own neighborhoods.

**ICD 526 Financial Analysis for Management of Microfinance Institutions** (3 credits)

This course will enable participants with limited or non-specialized accounting and/or financial management experience in microfinance institutions to learn fundamental knowledge on how to report, assess and analyze the financial performance of microfinance institutions/projects. The course will also build knowledge about the existing management support tools in this field and will build sufficient skills to use these tools for decision making.

**ICD 527 Performance Evaluation and Client Assessment for Microfinance Institutions** (3 credits)

This course presents a framework for managing and evaluating performance of microfinance institutions. Given the twin goals for these institutions, it is important to look at both financial and social performance as important parts of overall performance. This course focuses on social performance evaluation and management. Social performance management includes a strategy to set clear social goals and objectives, information systems to assess and monitor the progress towards achieving the social goals and objectives, and a system for using the information for operational and strategic decision making. The course also introduces tool-kits (poverty assessment tools, impact assessment tools, product development tools and market research tools) that contribute to helping practitioners gain technical skills and techniques for making their programs more socially responsible and demand-driven. Classes will focus on applying learning to real-world situations and include presentations, case studies and group work. Participants will have an opportunity to focus on specific tools and develop an action plan for implementing those tools for their own institutions. The instructor provides feedback throughout the sessions.

**ICD 533a and 533b Principles, Practices, and Policy of ICD** (2 credits each)

The course will examine the evolution of thinking that has shaped the practice of community-based international development. Students explore development projects, programs, and policies that blend social practice and economic principles. The course exposes members of the class to some of the major scholars in the field through their writings. The first class in the series focuses on three substantive themes: definitions of development; ethics of development; and, hunger, famine and food policy. The second class in the series focuses on five substantive themes: poverty and inequality; international trade policy; environmental sustainability; democracy and globalization; and, participation and global civil society. Students will apply methods of policy analysis to analyze these themes from an ICED perspective.

**ICD 534 Training for Trainers** (3 credits)

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

**ICD 535 Economics for CED** (3 credits)

This course is a survey of basic economic principles and their applications to community and public projects. The course is designed to equip students with a working understanding of economics to be used throughout their careers.

**ICD 536 Economics and Development** (3 credits)

The purpose of the course is to provide students with knowledge of macroeconomic development issues and opportunities facing developing countries with the goal in mind of equipping them with skills in situating grassroots, community economic development approaches and initiatives within the context of national, regional and global economic development concerns. Topics covered include; poverty and inequality, population and development, education and health, the environment, urbanization and rural-to-urban migration, rural development and agricultural transformation, globalization and international trade, and balance of payment, debt and foreign finance. Prerequisite: ICD 535.

**ICD 708 Co-ops and Credit Unions in International Development** (2 credits)

Cooperatives are "democratic economic associations for self help." This introductory course is a hybrid of face-to-face and online meetings. It begins with an online tutorial introduction to cooperatives (Cooperatives 101) developed by the National Cooperative Business Association. This course follows with a field trip to cooperatives and co-op developers in Boston to introduce important examples of successful cooperative development. In subsequent classes we will elaborate on the various forms and applications of cooperatives to the problems of low-income communities, examine the impact of cooperatives as a development strategy, look at each type of co-op to examine the basic structure of ownership and governance of that model, the structure of capital, and



sources of startup finance and ongoing finance. This course will be run as a seminar. There will be opportunities for everyone to share their perspectives on cooperatives and to participate in the presentation of readings on cooperative models.

### **ICD 721 Development as a Tool for Conflict Resolution** (3 credits)

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

## **International Business**

### **INT 600 Multinational Corporate Management** (3 credits)

This course is an introduction to the nature of international operations and issues of management for multinational activities, with particular emphasis on the cultural, political, economic and physical dimensions of foreign nations.

### **INT 601 Global Entrepreneurship** (3 credits)

This course explores the entire process of engaging in entrepreneurial activities in the global arena. The course covers in detail five essential areas of business development in the global market: fundamentals and identifying opportunities, valuation and risk management, mobilizing resources, managing contingencies and changing contexts, and growth, harvesting and exit of businesses. Each of these areas will be covered in detail and supported with actual global case studies to enhance the learning of concepts. Students will test their skills by researching the creation of a global company. Prerequisites: none.

### **INT 605 Introduction to International Business and Information Technology** (3 credits)

Students are introduced to the theories of globalization with emphasis on the impact of information technology. Through case analysis and group research, students will explore the impact of information technology on the operation of the multinational firm.

### **INT 610 Multinational Corporate Environment** (3 credits)

This course is a survey of economic, social and political relationships among and within nations, and their impacts upon corporations that operate in an international context.

### **INT 620 Multinational Corporate Finance** (3 credits)

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

### **INT 621 Advanced Multinational Financial Management** (3 credits)

The course focuses on global company's short and long term financing and investment decisions as well as measurement and management of exchange rate and international interest rate risk. A range of advanced international finance techniques and their institutional setting are introduced throughout the course and students are exposed to practical applications through case studies and other experiential learning techniques. Prerequisite: INT 620.

### **INT 625 International Project Finance** (3 credits)

This course involves the application of modern financial theories and tools to international project finance. It focuses on differences between corporate and project finance. It discusses issues related to appropriate discount rate for international projects, real option application, project risk analysis, financing structure and governance structure. Prerequisites: FIN 500, INT 610, INT 620.

### **INT 640 Multinational Market Strategies** (3 credits)

This course involves the study of the issues involved in identifying and developing relationships with international markets. Prerequisite: MKT 500.

### **INT 650 International Trade and Competitiveness** (3 credits)

Students in this course examine the conceptual and practical aspects of international trade and competitiveness. Theories of international trade, commercial policies and ways to improve international competitiveness are studied.

### **INT 655 Understanding Emerging Markets** (3 credits)

This course is designed to provide a unique international business experience to students through an experiential learning process structured around a required international field trip. The course combines an online preparation stage where students theoretically examine the forces underlying political and economic dynamics in emerging markets with a live case study conducted through a field trip to one or two designated emerging market economies. Through an in depth analysis of cultural, political and economic factors encapsulated in these two stages, students will learn about critical strategic issues and operating challenges as well as business conditions of emerging markets and develop perspectives on managerial issues and gain essential skills for success. Prerequisite: INT 610.

### **INT 660 International Negotiations** (3 credits)

The issues and problems inherent in conducting business across different cultures are examined in this course. Students develop skills and strategies needed for effective negotiation with people from different cultures and societies.

### **INT 675 International Corporate Governance and Control** (3 credits)

Students in this course will develop an expertise in the area of international corporate governance and control and become familiar with the research tools being used in the discipline. Students will have the opportunity to conduct research and present an original research paper in an area of interest within the field. Prerequisite: INT 610.

**INT 695 Seminar in International Business and Information Technology (IB/IT)** (3 credits)

This capstone course is designed to provide a practical application of the concepts and theories of how to apply information technologies to international business problems. Focused on how information technology can be used to solve contemporary global business issues, students will gain a real-world perspective through project work. Prerequisites: IT 550, IT 647, IT 691, INT 605, INT 640, INT 660 and INT 700.

**INT 700 Multinational Business Strategy** (3 credits)

This is a capstone course for the international business certificate. The course integrates various aspects of international business and focuses on the formulation of international business strategy. Case studies that cut across various functional disciplines are emphasized. Prerequisite: INT 610.

**INT 750 Seminar in Multinational Business** (3 credits)

This course focuses on current issues in international business. It provides students with an opportunity to research topics of interest in international business. It is recommended that students take this as one of the last courses in the master of science in international business program. This course is required for the D.B.A. in international business program. Prerequisites: INT 600 and INT 610.

## International Business Doctoral Courses

**INT 800 Foreign Direct Investment** (3 credits)

This course builds on the foundations acquired in financial management and international finance to create an understanding of international capital markets and the process of strategic and financial evolution that accompanies international investment and international financial market participation. Prerequisite: INT 620.

**INT 810 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: INT 610 and INT 700.

**INT 820 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: INT 620.

**INT 830 Theories of Globalization** (3 credits)

This is a doctoral seminar that develops, examines and evaluates competing and complementary theories of globalization. Students taking this seminar should regard it as helping them form the basis of their understanding of globalization as a conceptual and empirical phenomenon for their doctoral dissertation work in the international business department.

**INT 840 Seminar in Multinational Marketing** (3 credits)

Prerequisite: INT 640.

**INT 850 Seminar in Global Business Strategy** (3 credits)

Prerequisite: INT 700.

**INT 880 Advanced Quantitative Analysis in International Business I** (3 credits)

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

**INT 881 Advanced Quantitative Analysis in International Business II** (3 credits)

This is an applied, multivariate statistics course that is applicable to both economics and business environments. It highlights factor analysis, discriminate analysis, cluster analysis, multidimensional scaling, canonical correlation and MANOVA. Prerequisite: INT 880.

## Information Technology

**IT 500 Information Technology** (3 credits)

This course focuses on the many ways information technology is incorporated within contemporary organizations and used to achieve a competitive advantage in the national and international marketplace. The interrelationships between information technology, management and organizations are emphasized. Management of the system development process and the tools and methods used to produce quality information systems also are studied. Note: IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

**IT 501 Object Oriented Application Development** (3 credits)

This course provides a comprehensive introduction to the principles and practices of object-oriented software development and provides a foundation for developing quality software. Students develop skills in applying object-oriented concepts to solve software problems and implement solutions. The course also teaches the concepts and design of algorithms for problem solving and includes the topics of data structures as they are related to the algorithms that use them. The course provides the technical foundation necessary to handle the material covered in subsequent IT courses.

**IT 502 Artificial Intelligence for eBusiness** (3 credits)

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. The topics of study include intelligent agents and data mining. Students learn how to mine data for business intelligence using modern data mining tools. Students learn about the use of collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations. A term project is a major part of the course. Prerequisite: IT 510.

**IT 503 Digital Commerce and eBusiness** (3 credits)

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of

communication and trade among commercial, industrial, institutional, governmental, employee and consumer participants and partners. Important areas such as e-business models, security, privacy and ethics are covered along with the major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site and learn what an organization must do to effectively use e-commerce to achieve a competitive advantage. Prerequisite: IT 500 or IT 510.

#### **IT 510 Advanced Information Technology (3 credits)**

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information systems. Topics include information system development methodologies, systems planning, requirement analysis, systems implementation, software engineering, project management, and interface, database and process design. Prerequisite: IT 501 (may be taken concurrently).

#### **IT 548 Information Security (3 credits)**

This course explores the basic concepts in information security policies, models, and mechanisms for secrecy, integrity, and availability. Topics include approaches in an organization to prevent, detect and recover from the loss of information; cryptography and its applications; and security in computer networks and distributed systems. Prerequisite: IT 500 or IT 510.

#### **IT 550 Management of Information Technology (3 credits)**

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) the interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) the actual management of the IT function within the organization; (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. The course makes extensive use of case studies. The focus is on both national and global perspectives. Students write a research paper on the business impacts of emerging IT trends. Prerequisite: IT 500 or IT 510.

#### **IT 600 Operating Systems (3 credits)**

This course focuses on computer architecture and the operating systems of digital computers. Students learn about the operational methods of hardware; the services provided by operating systems' software; acquisition, processing, storage and output of data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, Linux and UNIX. Prerequisites: IT 501 and IT 510.

#### **IT 601 Web Based Server Programming (3 credits)**

This course focuses on server-side Web programming tools, techniques and technologies for developing Web-commerce solutions. The focus is on Active Server Pages and XML. In addition, students learn to use Perl/CGI and Java2 as well as VBScript to create database, server-side, e-commerce Web sites. Interoperability solutions such as SOAP and BizTalk are studied. A project that builds an e-business solution is a major part of the course. Prerequisites: IT 510, IT 502, IT 600, IT 640, IT 650 and IT 665.

#### **IT 610 Object Oriented Systems Analysis (3 credits)**

This course focuses on the systems analysis tools and techniques that underlie the development of information systems. Object-oriented analysis is emphasized. The course examines approaches for establishing the scope of a system, capturing and modeling information gathered during analysis, and managing and controlling project development. Students will get a working understanding of the methods for developing and specifying application system requirements. CASE tools will be used to develop system models. Prerequisites: IT 501 and IT 510.

#### **IT 616 Systems Implementation (3 credits)**

This course focuses on the techniques and tools necessary to achieve successful system implementation. Topics covered include managing the system implementation process, implementation design issues, how application development is affected/constrained by existing software, techniques for writing quality code, techniques for testing code, understanding the role of proper documentation, and understanding, designing and managing implementation support functions. Students go through all the steps necessary to code, test and develop an actual working system. The course consists of a mix of lectures and laboratory work. Prerequisites: IT 510, IT 610, and IT 650.

#### **IT 620 Object Oriented Systems Design (3 credits)**

This course focuses on the principles required for developing object-oriented information systems. Topics include the principles of object orientation, including objects and classes, encapsulation, inheritance, polymorphism and communication with messages. Also covered are class hierarchies, abstract and concrete classes, model and view separation, design patterns and visual development. The course provides hands-on experience with object-oriented development environments. Prerequisites: IT 501 and IT 510.

#### **IT 625 Information Technology Project and Team Management (3 credits)**

This course introduces students to the principles and practices necessary to be an effective IT project manager. The course covers project scope, time, cost, quality and human resource management techniques as applied to the kinds of project management problems and issues unique to the IT environment. Students learn how to design an actual IT project structure and will obtain hands-on experience using project management software. Emphasis is on the techniques of project management, leadership, teamwork and project risk management as applied to the IT environment. Case work is an important part of this course. Prerequisites: IT 501 and IT 510.

#### **IT 630 Computer Simulation and Modeling (3 credits)**

This course focuses on the theory and practice of discrete system simulation. Topics include simulation/modeling techniques and methodologies illustrated by businesses and industrial applications such as computer and network modeling, manufacturing simulation and queuing systems. Queuing theory and input/output statistical analysis are included. Modeling software is used. Prerequisites: IT 501 and IT 510.



**IT 640 Telecommunications and Networking** (3 credits)

Telecommunications is a business resource that must be well managed. This includes the technical aspects and the application of telecommunications technology to solve specific business problems and enhance the strategic position of a business enterprise. Topics include the importance of telecommunication in today's business environment; the analysis, design and implementation of telecommunications systems; the scope of the telecommunications industry and current trends; telecommunications hardware; the OSI network model; networking technologies; and telecommunications software, protocols and standards. Prerequisites: IT 501 and IT 510.

**IT 641 Telecommunications for Business** (3 credits)

This course is an introduction to telecommunications technology, standards, policy and strategy for business managers in a global environment. Topics covered include the basics of data communications and networking, uses and applications of telecommunications and the convergence of data communications and other types of communications. These include phone, multimedia and other systems. Technology and standards of telecommunications are covered in this course from the perspective of business managers. Prerequisite: IT 500 or IT 510.

**IT 645 Local Area Network Design, Implementation and Management** (3 credits)

This course studies the theory and application of the design and construction of Local Area Networks (LANs); network topology, standards, protocols and media; network operating systems; LAN servers and workstations; LAN application software; and network printing and management. Students learn how to plan, install, troubleshoot and evaluate a LAN. A course project involves building a LAN, installing hardware and software and managing the LAN for best performance. Students also evaluate and compare different network operating systems. Prerequisites: IT 510, IT 600 and IT 640.

**IT 646 Internet and Intranet Systems Architecture** (3 credits)

This course offers an in-depth examination of technologies and architectures used on the Internet and a demonstration of how these technologies can be applied to intranets. Students learn how computer systems interact across the Internet and how protocols, infrastructure and systems are used to provide Internet services, including issues such as access, address, configuration, routing, multicasting, transport, security and quality of service. Factors that affect performance, reliability and security are studied. Prerequisites: IT 510, IT 600, IT 640 and IT 650.

**IT 647 Web Site Construction and Management** (3 credits)

This course is an introduction to the construction and management of interactive Web sites. It involves technical issues such as standards, HTML/XML, scripting, embedded rich media and database connectivity; design issues such as audience analysis, content organization, accessibility, page layout, styling and templates; and management issues such as organizing, branding, managing and marketing the Web

site. The course focuses on designing Web sites with creative interfaces, aesthetic style, functional structure and navigation. There is equal emphasis on technical proficiency, creative comprehension and management concepts. Hands-on labs. Prerequisite: IT 500 or IT 510.

**IT 650 Principles of Database Design** (3 credits)

This course introduces the student into the design, development, and implementation of database management systems (DBMS), emphasizing the relational database architecture. Students work on the development of database applications, theories, and methodologies. Both logical modeling techniques and physical implementation are covered. Students develop hands-on skill competencies in database programming using SQL through a series of training models, in addition to class exercises and cases. Prerequisites: IT 501 and IT 510.

**IT 655 Database Application Development** (3 credits)

Building on the foundation developed in IT 650, students will learn advanced database design and management techniques. The course deepens the knowledge and understanding of database design concepts introduced in IT 650. Prerequisite: IT 650.

**IT 658 Object Database Design and Management** (3 credits)

This course introduces students to the methods and principles of object databases. Students will gain an understanding of the concepts and theories underlying the design and implementation of object database software and ways the technology can be used to develop business applications. Prerequisites: IT 510 and IT 650.

**IT 660 Artificial Intelligence** (3 credits)

Students study the concepts, techniques, applications and implications of artificial intelligence theory and technology. The course also focuses on the applications of rule-based expert systems in business, industry and government. Topics include knowledge representation and acquisition, heuristic search in problem-solving and game-playing, genetic algorithms, fuzzy logic, neural networks, automatic deduction and logic programming. Students create expert systems using Prolog. Prerequisite: IT 500 or IT 510.

**IT 665 Client/Server Systems** (3 credits)

This course focuses on the elements and methodologies used in the development of client-server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object-oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project-oriented, with students implementing projects using a front-end application development language. Prerequisites: IT 510, IT 600, IT 640 and IT 650.

**IT 670 Topics in Information Technology** (3 credits)

This course will cover an advanced topic of current interest in information technology. Students will complete a paper or a project. Prerequisite: IT 500 or IT 510. Additional prerequisites may be required depending upon the course topic.



**IT 675 Data Warehouse Concepts and Design** (3 credits)

This course presents the principles of design, development and implementation of Data Warehouse DBMS based on the dimensional modeling architecture. Data warehouse management issues will also be examined, along with an introduction to data mining as a tool for analytical decision support. Students will design and implement a data warehouse architecture. Prerequisites: IT 650.

**IT 685 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.

**IT 688 Software Testing** (3 credits)

This course offers an introduction to the fundamental theory and concepts of testing computer software, including using a Life Cycle methodology; reviewing the vocabulary, objectives and limits of software testing; defining and reporting software defects; and designing and executing test plans. Students also learn about the challenges facing software testers. The course concludes with a section on managing the software testing process. Prerequisite: IT 510.

**IT 690 Building Knowledge-based Expert Systems**

(3 credits)

This course offers theoretical and practical aspects of artificial intelligence including the design, construction, implementation and evaluation of intelligent systems. Expert systems in business, industry and government are built using expert system shells and artificial intelligence programming languages. Knowledge engineering is studied along with other topics such as state space search, genetic algorithms, fuzzy logic, neural networks and intelligent agents. Prerequisites: IT 510 and IT 660.

**IT 700 Information Technology Strategy and Policy**

(3 credits)

This is the capstone course of the IT master's degree program and is designed to provide in-depth understanding of the central role of information technology in the contemporary business environment. Students develop an understanding of the strategic uses of information technology from a business perspective at the enterprise level. Students also learn how to manage the information technologies in the firm. They learn how to harness the power of these new technologies, enabling them to make better decisions and more effectively manage their organizations. Students conduct an extensive research project on the business impact of emerging technologies. The course also incorporates considerable use of case studies to give the student more experience with the issues and problems faced by IT managers and executives. Prerequisites: IT 510, IT 600, IT 610, IT 625, IT 630, IT 640, IT 650.

**IT 701 Projects in Digital Commerce and eBusiness**

(3 credits)

This is the capstone integrating experience course for the graduate certificate in digital commerce and e-business. Students take a Web-commerce project from conception to completion using the knowledge, skills and tools that they have acquired in the certificate program. As such, a term project is a major part of the course. In addition, students will study how to identify business needs and ways to create Web sites to serve those needs and to add value to the business. Through supplemental readings, students will keep up on emerging Web-commerce technologies. Prerequisites: IT 502, IT 510, IT 600, IT 601, IT 640, IT 650 and IT 665.

**IT 750 Projects in Artificial Intelligence/Expert Systems**

(3 credits)

This is the capstone course in the AI/ES graduate certificate program. Using expert system shells and/or artificial intelligence programming languages, students conduct a major project by taking a knowledge-based problem from conceptualization to design, then to knowledge engineering, and finally to software development and implementation. Students examine the latest developments in the field, such as genetic algorithms, case-based reasoning, fuzzy logic, intelligent agents and neural networks. Prerequisites: IT 500, IT 660 and IT 690.

**Justice Studies****JUS 600 Police in the American Experience** (3 credits)

A comprehensive examination of the role of police as gatekeepers in the justice system with particular attention given to their role, function and responsibilities inside the legal system commences the course analysis. How police and law enforcement carry out their duties in a free society will be the subject of debate and advocacy as will the perennial issues surrounding police behavior—police misconduct, police abuse of discretion and police alienation from communities. An equally important aspect of the course will relate to the legal issues that surround police practice on a day-to-day basis. Police search and seizure, confessions and witness cooperation, identification and investigative field practices, and the law of arrest and detention will be assessed from a professional, statutory and constitutional perspective. Attention will be given to the efficacy of judicially ordered remedies in the conduct of police and whether other methods of intervention may generate better results. A comprehensive view of litigation tactics and strategies in police misconduct cases from initial investigation to appeals, receive significant coverage.

**JUS 601 Correctional Policy and Practice** (3 credits)

Concepts related to correctional law and its applications are the central theme of the course. Aside from the usual review of correctional law issues relating to prison modalities and regimen, discipline and due process, constitutional protections during incarceration, with special analysis of 8th and 14th Amendment claims, the course expends considerable time on the role of function of institutional processes and operations in the correctional sphere—allowing an even-handed discussion of the rights and responsibilities of both the correctional officers and supervisory personnel and the inmates within their custody. Further treatment includes emerging questions in the prison environment including HIV/AIDS in the facility, free expression and political speech, the right to vote, family and conjugal visitation, matters involving parole and furlough as well as the theory of rehabilitation, both medical and mental in prison operations. Lastly, the course evaluates the diverse schools of thought in the matter of punishment including its legitimacy and its condemnation and addresses the more controversial questions in prison practice and therapeutic activity as punishment.

**JUS 602 Courts and Judicial Process** (3 credits)

This course is a study of select issues and problems concerning the judicial function and appellate process in the federal system. Initially, the course is devoted to a study of legal doctrine affecting the appellate process, including: judicial issues of particular interest at the appellate level; final orders and interlocutory appeals; prudential considerations limiting appellate review; issues of federalism affecting relations between federal and state courts; waiver of appealable issues; the proper scope and standard of review (with emphasis on administrative agency appeals); and the remedial authority of the courts. The course ends with a focus on the judicial process from a more reflective and philosophical perspective, including: a critique of the judicial philosophies of some leading jurists; a consideration of the function of courts and judges in a democratic society; and preparation of a short paper dealing with some significant aspect of the judicial process.

**JUS 603 Law, Ethics, and Justice System** (3 credits)

This course will offer an inquiry into the interplay of law, morality, ethical reasoning and Western legal tradition. The course exposes the tradition and foundations of the American legal system with special emphasis on its jurisprudential foundations. Questions of right, justice, equity, law as moral command and order, natural law reasoning and the dignity of the human person are central to the instruction. The course delivers a critical look at how our legal and justice institutions have come about and provides a method for dealing and delving into perennial legal and moral problems that plague cultures. An overview of the major legal theories about the nature of law and its place in the political system will be included. Among the issues considered are the origin of law, its relationship with divine law, obligations of obedience and disobedience, and the relationship between political sovereignty and law.

**JUS 604 Legal and Justice Research** (3 credits)

A review of the American legal system, including the courts and the legislatures, role and functions of its personnel, form and substance of law from a procedural and substantive perspective, and primary and secondary sources of the law. Students will be exposed to federalism, the function of law making, and dispute resolution in the judicial system. The course also surveys the processes of the judicial, legislative, and executive branches and the role of administrative agencies. Another facet of the course is dedicated to the mastery of legal method and the research tools essential to that success including: judicial reports, including federal and state court reports and citation forms; case finding aids, including federal, state, and Supreme Court digests and encyclopedias; citors such as Shepard's Citations; digests; annotated law reports; legal periodicals, including periodical indexes and research procedure; the nature, function and characteristics of treatises; research procedures; state and federal administrative law; federal, state and local court rules; miscellaneous research aids and non-legal research aids. The student will also be exposed to the various types of law including crimes, civil actions, contract and business actions as well as other typologies of law. Course participants will have ample opportunity to hone and develop critical legal skills by argument, advocacy, interpretation, and preparation of legal documents.

**JUS 605 Organized Crime** (3 credits)

A graduate level examination of the dynamic referred to as “organized crime” picking up where the undergraduate course ends. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

**JUS 606 Planning/Tactics: Homeland and WMD**

(3 credits)

A graduate level examination to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze, organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

**JUS 607 Terrorism and Strategic Response** (3 credits)

The course will help “bound the problem” of Homeland Security by examining how terrorism has spurred sharp changes in U.S. strategy, policy and governmental design, and how those changes should continue over the near and longer term. Elements of Threat and Vulnerability Assessments will be thoroughly discussed as well as various pro-

cedures for assessments and the method of tailoring the assessment to the facility/area under study. Manners of protecting the facility/area in question will then be addressed as well as evacuation plans and emergency plans.

#### **JUS 608 Employment Law** (3 credits)

Course content includes the various business entities and the steps necessary for creation and operation, from initial and amended articles of incorporation, state filing requirements, stock certificates and securities, stock ledgers and books, resolutions, dividends and stock splits, employment agreements, as well as introducing other business forms from partnerships to limited liability corporations. In the employment sector, coverage will examine constitutional and statutory protection related to employee rights from benefits and pensions to discrimination remedies. Collective bargaining and other labor questions will be keenly assessed as well as emerging workplace questions involving maternity and family leave, wages and compensation, COBRA, free expression and religious rights and novel forms of disability claims.

#### **JUS 609 Private Sector Justice** (3 credits)

A basic overview of the role of private sector justice in the American experience is the course's chief aim. How security firms deliver services, and how these same entities work with public justice agencies are chief stresses of the course. An overview of private sector justice is provided and includes perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, the debate on professionalization are other areas of major intellectual concern. The course also heavily dwells on how law and legal principles of police practice are central to the delivery with students being exposed to the various regulatory, administrative, statutory and constitutional dynamics of private sector justice.

#### **JUS 620 Emergency Management** (3 credits)

This course is an introduction to the strides made by Federal, State, and local governments to educate the public about natural disasters. It provides a scope of preparedness to prevent the inherent discontinuity of citizens' lives caused by major disasters. The course presents theories, principles, and approaches to emergency management. The philosophy of Comprehensive Emergency Management will be discussed with four attendant steps, which include Mitigation, Preparedness, Response and Recovery. The role, duties, and importance of the Emergency Manager will also be discussed.

#### **JUS 621 Contemporary Issues in Homeland Security** (3 credits)

This course is designed to involve the examination of current issues and concerns with the ever-shifting Homeland Security policy and its impact upon the practice in the field. Innovations and reactions from politicians, citizens, and practitioners will serve to offer students insight into the challenges of implementing and maintaining homeland security.

#### **JUS 699 Practicum in Justice Studies** (3 credits)

This course will offer an independent opportunity for mature and scholarly graduate students to build on and further develop research, writing, and analytical thinking skills by authoring a serious work of scholarship. Student is required to use advanced research and writing skills in the resolution of a current substantive or procedural legal problem. Student works directly under guidance of a graduate faculty member and prepares, executes and submits for departmental review, the proposed course of study.

#### **JUS 700 Justice Studies Thesis** (4 credits)

Intensive production of a graduate level thesis under supervision of a Director and Committee and in accordance with departmental and university policy constitutes the Thesis course. Far more substantive than a research paper, the thesis may either be quantitative or qualitative in design, but in any case need address a pertinent issue of originality in the field of law and public safety. Thesis will be authored under standards promulgated by the Modern Language Association (MLA) or under the rules and guidelines published by the Uniform System of Citation of Harvard Law School. Students need to consult with the Program Director for guidance and instruction on other requirements.

### **M.B.A. Graduate Courses**

#### **MBA 500 Business Research** (3 credits)

This is a course in knowledge and skills relevant to conducting applied business research and analysis. Students will learn the research methodology and qualitative and quantitative research methods used in business research. Students will gain insight into the research process by conducting a research design project on a selected business issue or workplace problem of their choice.

#### **MBA 501 Mathematics and Statistics for Business** (3 credits)

This is an applied course, which will provide students with the mathematical knowledge and skills that underlie many courses offered in the school of business. Students will learn the fundamental concepts and methods of linear algebra, mathematical functions, differential calculus and statistics and their applications to business. They will also sharpen their quantitative, analytical and problem-solving skills that are so important for success in the world of business today.

#### **MBA 502 Economics for Business** (3 credits)

Economics for Business, presented in the traditional in-class or the Online format, is intended to provide the student with a concisely focused yet rigorous introduction to both micro- and macroeconomic theory needed at the foundational level of a graduate degree program. Some of the topics to be addressed include: market behavior; demand theory and related elasticity concepts; production and cost theory; managerial decision-making in perfectly competitive and imperfectly competitive markets; GDP determination; unemployment and inflation; and fiscal and monetary policy. Prerequisite: MBA 501 or equivalent.

**MBA 503 Financial Reporting and Analysis** (3 credits)

This course is designed to help future business leaders across all functional areas appreciate and understand the rules and regulations, processes and procedures, and significance of financial accounting statements and reports. It provides a balanced presentation between how statements are prepared and, more importantly, how to analyze these statements and footnotes to assess a company's performance within the industry and management's performance within a particular company. New government regulations have made the integrity and quality of financial accounting information everyone's responsibility. This course will help future business leaders conduct better internal audits, improve forecasts and valuations, and make better management decisions.

**MBA 610 Business Law** (3 credits)

This course focuses on the theory and application of business regulations and the laws of contracts, agency, property and business organizations.

**MBA 700 Strategic Management** (3 credits)

This capstone course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources. Prerequisites: FIN 500, IT 500, QSO 510 and OL 500.

**MBA 710 Internship** (3 credits)

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

**MBA 740 Thesis Option** (6 credits)

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

**MBA 750 Independent Study** (3 credits)

The school dean may approve an independent study arrangement, in exceptional circumstances. The arrangement requires a written request and justification by the student, identification of a supervising faculty member and the dean's approval.

**Business Education**

*(All DEV, EDU, MBE, RDG and SPED courses may require students to complete off-campus field experience.)*

**MBE 600 Current Literature** (3 credits)

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

**MBE 610 Improvement of Instruction** (3 credits)

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

**MBE 620 Curriculum Development** (3 credits)

This course includes the design and modification of effective business education curricula. Class members will prepare and evaluate secondary and/or post-secondary curricula. Field work experience may be required.

**MBE 630 Administration and Supervision** (3 credits)

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

**MBE 640 Technology for Teachers I** (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.

**MBE 641 Technology for Teachers II** (3 credits)

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students are required to prepare workable programs for courses and evaluate existing software. Prerequisite: MBE 640 or permission of the Associate Dean. Field work experience may be required.

**MBE 642 Computer Teachers Toolbox** (3 credits)

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

**MBE 650 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 New Hampshire State DECA Career Development Conference.

**MBE 660 Mainstreaming in Business Education** (3 credits)

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



**MBE 670 Training and Development in Organizations**  
(3 credits)

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

**MBE 680 Business Education at the College Level**  
(3 credits)

Students study the philosophy and practice of business education at the postsecondary level. This course focuses on issues, teaching approaches and curriculum and is intended for those with an interest in teaching at the postsecondary level. Field work experience may be required.

**MBE 685 Globalization in Education** (3 credits)

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

**MBE 690 Seminar in the Learning Environment**  
(3 credits)

This seminar is aimed at creating an understanding of the learning environment in a profit or not-for-profit organization. It is a required course in the training and development certificate program. Prerequisites: MBE 610, MBE 670 and OL 600 or permission of the instructor.

**MBE 691 Training and Development Seminar** (3 credits)

This course is an experiential seminar that serves as the capstone for the training and development certificate program. The class meets as a group four times during the term. Students work independently on field-based projects. Prerequisite: MBE 690.

**MBE 700 Student Teaching** (6 credits)

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the university. Prerequisites: Students shall be registered for this course upon: 1. Acceptance into Student Teaching, and 2. completion of all degree coursework. Applications to student teach are due one year in advance. Prerequisite: MBE 610.

**MBE 710 Seminar for School Business Administrators I**  
(3 credits)

This course focuses on the management skills required in the complex environment of school business administration. Students develop the skills that school business administrators need. This serves as a prelude to the field experience in the second semester course.

**MBE 715 Seminar for School Business Administrators II**  
(3 credits)

This course focuses on the school law and accounting content needs of the school business administrator. Particular attention is paid to the financial accounting records and procedures that are critical to the performance of the job of business administrator. Prerequisites: MBE 710. Background preparation: 6 credits of accounting.

**MBE 720 Seminar for School Business Administrators III**  
(3 credits)

This course focuses on the practical application of the skills required for certification as a school business administrator. The major focus of the course is on gaining field experience with a practicing school business administrator. Areas of emphasis include budget development, contract bidding, information processing, human resource management and financial reporting. Prerequisites: OL 610 and MBE 715 with a minimum grade of "B."

**M.F.A. Graduate Courses****MFA 510 MFA Workshop: Fiction Writing I** (12 credits)

Fiction Writing I is a course designed to provide the student entering the MFA program in fiction a grasp of the central principles of writing professional quality fiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during the period. By the end of the course the student should have completed between 60 and 120 pages of polished fictional prose (prose well beyond the first or second draft).

**MFA 511 MFA Workshop: Fiction Writing II** (12 credits)

Fiction Writing II is designed to extend a student's grasp of the essential principles of writing professional-quality fiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit a reading journal on the two assigned books and brief critical papers on selected stories and novels they are reading during the semester.

**MFA 512 Graduate Fiction Workshop III** (12 credits)

Fiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 510 and 511). In this course, students will write an extended critical essay on a contemporary author or authors, continue work on their book-length thesis project in fiction, and develop critical literacy by continuing to read in prose fiction genres.

**MFA 513 Graduate Fiction Workshop IV** (12 credits)

Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing, and participation in workshops, lectures, and public readings. By the end of the course students should have a manuscript of prose polished to a level of professional quality to be suitable for submission to agents and editors.

**MFA 520 MFA Workshop: Nonfiction Writing I**

(12 credits)

Nonfiction Writing I is a course designed to provide the student entering the MFA program in nonfiction a grasp of the central principles of writing professional-quality nonfiction. Students will submit to the instructor every four weeks 30 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit on a bi-weekly basis a reading journal covering the reading assignments accomplished during that period.

**MFA 521 MFA Workshop: Nonfiction Writing II**

(12 credits)

Nonfiction Writing II is designed to extend a student's grasp of the essential principles of writing professional quality nonfiction. During the second semester students also prepare to do a substantial critical analysis in their genre through a series of brief critical papers in addition to developing creative manuscripts. By the end of the course the student should have completed a series of short critical essays and between 60 and 120 additional pages of polished nonfiction prose.

**MFA 522 Graduate Nonfiction Workshop III** (12 credits)

Nonfiction Writing Workshop III builds on the foundations laid in the previous year. In this course, students will research and write an extended critical essay (suitable for publication) on a contemporary author or authors, continue working on a book-length thesis project in nonfiction, and develop critical literacy by continuing to read in prose nonfiction genres.

**MFA 523 Graduate Nonfiction Workshop IV** (12 credits)

Nonfiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing, and participation in workshops, lectures, and public readings. By the end of the course, students should have a manuscript of prose polished to a level of professional quality to be suitable for submission to agents and editors.

## Marketing

**MKT 500 Marketing Strategies** (3 credits)

This course is a study of the activity by which organizations discover consumer and other organizations' needs and wants, and then provide satisfaction through a mutually beneficial relationship. Students will explore the topics of selecting a target market, conducting marketing research, and designing product, price, promotional, and distribution strategies through the development of a marketing plan.

**MKT 605 Integrated Marketing Communications**

(3 credits)

This course is concerned with the development, evaluation and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept. Prerequisite: MKT 500 or permission of the instructor.

**MKT 609 Advertising and Public Relations** (3 credits)

This course is concerned with the development, evaluation and implementation of advertising and public relations strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures. Management of integrated advertising and public relations communication strategies are described in topics that include various communication functions, media alternatives and branding initiatives. Prerequisite: MKT 500

**MKT 610 Advertising Management** (3 credits)

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies. Prerequisite: MKT 500.

**MKT 612 Integrated Media Strategies** (3 credits)

This course examines the relationship triad between the media, a company, and its publics. Companies interact with media on multiple levels, from advertising media negotiating and buying, to choosing vehicles for its sales promotion, to public relations. Those interactions are critical, but must be considered in the context of mutual interaction between a medium and its audiences, and the mutual interaction between a company and its targeted market segments, which may be represented by all or some of those audiences. This course also addresses issues such as understanding the strategic nature and goals of media today, identifying media contacts in primary, appropriate media channels and maintaining mutually beneficial relationships with them, and planning and executing media communication strategies that are designed to capitalize on the strength of selected media with their audiences to ensure success of projects on brand, category and corporate levels.

**MKT 615 Relationship Selling Strategies** (3 credits)

This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies. Prerequisite: MKT 500.

**MKT 620 Consumer Behavior** (3 credits)

The course focuses on the consumer market's behavior by investigating the psychological, sociological, economic, and anthropological theoretical and research-based influences. Designing effective marketing strategies and using the knowledge of these influences will be explored. Prerequisite: MKT 500.

**MKT 630 Marketing Research** (3 credits)

This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated. Prerequisites: QSO 510 and MKT 500.

**MKT 640 Business to Business Marketing** (3 credits)

This course focuses on the business customer market: understanding its behavior and developing effective marketing strategies to reach it. Prerequisite: MKT 500.

**MKT 650 Retail Management** (3 credits)

A multi-channel approach is used as students examine the critical factors that shape successful retail companies. The impact of retailing on the global economy is addressed from managerial and consumer perspectives. Many information technology applications are discussed in the contexts of maintaining a competitive advantage and running a highly effective organization. A survey of top global retailers and analysis of the changing retail environment round out this course. Prerequisite: MKT 500.

**MKT 660 Marketing Strategies for Not-for-Profit Organizations** (3 credits)

Students in this course apply marketing concepts and practices to not-for-profit organizations. This course also explores sources of financial support and strategies for their development. Prerequisite: MKT 500.

**MKT 668 Services Marketing** (3 credits)

The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether a firm is marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage. Therefore, understanding the service aspect of business is a requirement for every marketer, in every company, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services. Prerequisite: MKT 500.

**MKT 670 Product Management** (3 credits)

This course addresses the growing role of the product manager within the marketing organization and his or her role in new product development and management. Prerequisite: MKT 500.

**MKT 675 Ethical and Legal Issues in Marketing** (3 credits)

This course examines a range of ethical issues facing marketing managers as seen through the viewpoints of various comprehensive ethical theories. The goal is for students to develop their own ethical framework for making marketing decisions within the knowledge of the various ethical theories and U.S. marketing laws. Traditional topics such as ethics in marketing research, product liability, selling, advertising, and pricing are covered. Emerging ethical issues such as competitive intelligence, socially controversial products, privacy, and corporate policies may also be examined. Topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings. Prerequisite: MKT 500.

**MKT 678 Brand Management** (3 credits)

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging branding theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations. Prerequisite: MKT 500.

**MKT 690 Corporate Communications** (3 credits)

This course 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.

## Organizational Leadership

**OL 500 Human Behavior in Organizations** (3 credits)

This course is a study of individuals and groups and their interaction. Students examine theories of motivation, communication, leadership, power and change with practical relation to contemporary issues. They also study organizations for key design variables and reward systems aimed at improved performance and organizational efficiency through employee motivational programs, participative management and cooperative decision-making. Team intensive course.

**OL 600 Strategic Human Resource Management** (3 credits)

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

**OL 605 Human Resource Certification Course** (3 credits)  
Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. Prerequisite: completion of a non-credit certification program.

**OL 610 Employee and Labor Relations** (3 credits)  
This is a study of public and private labor relations and methods of dispute resolution that stresses labor agreement administration, grievance procedures and arbitration. It includes the examination of the history of union-management relations, bargaining and negotiation strategies. The limitations of the use of power also are studied. Prerequisites: OL 500 and OL 600 are recommended.

**OL 620 Total Rewards** (3 credits)  
This course examines the compensation and benefits functions within the organizational structure and ways they impact the management function. Topics include job analysis, surveys, wage scales, incentives, benefits, HRIS systems and pay delivery administration. Students design a compensation and benefits program as a course outcome. Prerequisites: OL 500 and OL 600 are recommended.

**OL 630 Entrepreneurship and Small Business Management** (3 credits)  
This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real-world project or Small Business Institute consultancy.

**OL 635 Consulting** (3 credits)  
Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts.

**OL 640 Franchising** (3 credits)  
Topics include research, analysis, evaluation, financing and legal requirements of existing and potential franchises. Also included are methodologies of the franchise agreement, the operating manual, the Uniform Franchise Offering Circular (UFOC), and research and marketing theory and practice. Students prepare a research paper based on a real or proposed franchise. The course also examines international franchising.

**OL 660 Redesigning Middle Management** (3 credits)  
This course addresses the 10 management roles defined by Mintzberg and the three skill areas identified by Katz as applied to the middle management role traditionally found in organizations. Based on research and a review of the literature on Total Quality Management, Reengineering, and the Learning Organization, the course will outline and enable students to develop a new role for middle managers in a contemporary organizational setting. Team intensive course. Prerequisites: OL 500 and OL 600 are recommended.

**OL 663 Leading Change** (3 credits)  
Leading Change is a course focusing on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and an analysis of an organization which has effected systemic change. The use of work teams as a key change factor will have special emphasis.

**OL 665 Leading and Managing Not-for-Profit Organizations** (3 credits)  
Students will apply management concepts and leadership practices to not-for-profit organizations and by doing so will gain an understanding of the complexities and challenges present with leading and managing not-for-profit organizations. Practical experience will be derived from actual case studies and required strategic audits.

**OL 670 Organizational Leadership** (3 credits)  
This course combines theory and practice by encouraging students to learn traditional and contemporary leadership theories and apply them to the analysis of the behavior of business managers, entrepreneurs and other recognized individuals. This course includes readings, cases, exercises and numerous examples of effective leadership models. Areas covered include the societal evolution of leadership; the leadership roles of strategy, vision and transformational change; the development of leaders; the leadership responsibilities of creating effective teams, organizations and cultures; the exploration of different leadership styles; and current popular approaches to leadership theory. Team intensive course. Prerequisite: OL 500 or HOS 550.

**OL 675 Leadership and Ethics** (3 credits)  
Leadership and Ethics is a course which focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflection, writing and discussion that students are able to recognize and shape the qualities they see as valuable for their own leadership roles, both personally and professionally.

**OL 690 Responsible Corporate Leadership** (3 credits)  
The focus of the course is on examining the internal and external business environments and how they affect corporate strategy and decision-making. Significant themes throughout the course are: the regulatory process, ethical decision-making, and corporate social responsibility. Cases, handouts and current issues are the primary tools used to evaluate and analyze management decisions. The outcome of the course is to enable students to identify additional alternatives and recommend socially responsible strategies that leaders can use for decision-making, drawing on the advantage of hindsight.



**OL 725 Strategic Leadership** (3 credits)

In this course the focus is on the study, identification and the development of the knowledge and expertise that pertain to the effective execution of strategic leadership. The course also examines contemporary writings, case studies and research that relate to the phenomenon of strategic leadership. Students will analyze case studies within the context of the key components of strategic leadership. Connections will also be made to the historical roots of strategic leadership by examining the writing attributed to Sun Tzu (circa 450 BC), one of the earliest strategists to codify the principles of strategic leadership. The intent is to make the student aware of the specific skills and competencies that have the potential of making the student an effective leader at the strategic level of an organization.

**OL 750 Contemporary Issues in Organizational Leadership** (3 credits)

This is the capstone course for the M.S. in organizational leadership. Students examine contemporary issues challenging leaders of the postmodern organization. Using a case based approach, students will examine specific issues under the broader themes of leadership, teamwork, quality, change, organizational structure and trustworthiness. Within the context of these themes, students will be exposed to the latest trends that have begun and will continue to challenge organizational leaders for the foreseeable future. Students develop environmental scanning techniques that will assist them in the identification of potentially new areas for opportunities as well as develop an understanding of some systems changes already under way in the business environment. Team intensive course. Prerequisites: OL 500, OL 600, OL 670 and OL 690.

**Program in Community Mental Health****PCMH 500 Orientation Weekend**

This weekend introduces students to the community mental health program and includes an overview of the philosophy and content and information about how the program is operated. Students create an Individual Professional Development Plan that outlines their learning and career goals. The IPDP serves as a means of communication between students and their advisors throughout the program.

**PCMH 600 Overview of Behavioral Health Services** (3 credits)

In this course, students gain an understanding of co-occurring psychiatric disabilities and psychoactive substance abuse disorders, severe emotional disturbances affecting children and adolescents and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging policy and practice in behavioral health care, including the historical context in which service systems organize, finance and deliver care; the current approaches to comprehensive treatment and support; the impact of managed care; and commu-

nity- building, advocacy and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families, as well as service providers, policy makers and the community at large.

**PCMH 605 Measurement** (3 credits)

This course will provide students with an overview of the principles and practice of measurement and testing in the helping professions. Students in this course will gain an understanding of the major theories underlying different approaches to psychological measurement, and the ethical and psychosocial issues involved in measurement. This course will focus on selecting instruments for gathering data and information, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and understanding and interpreting the results of clinical measures. Students will gain familiarity with the major measurement techniques for children and adults in the following areas: intelligence and educational testing, personality assessment, vocational and aptitude testing, strength based assessments, substance abuse, and other clinical issues such as mood, eating disorders, adaptive behavior and trauma.

**PCMH 610 Helping Relationships** (3 credits)

Students in this course gain an understanding of the clinical process and begin to develop the communication and consultation skills that are essential for working with individuals with significant mental health and substance abuse problems, their families and other professionals. Skills covered include values clarification, establishing effective relationships, listening, team building, working with natural supports, mediation, negotiation and conflict resolution.

**PCMH 615 Practicum** (1 credit)

Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

**PCMH 621 Community Resources & Rehabilitation** (3 credits)

This course explores the concept of the whole community as a resource. It begins by exploring state-of-the-art approaches to community support services and treatment planning. Within the treatment planning process, it looks at how a wraparound approach to service delivery individualizes and strengthens outcomes in community-based services, by addressing both client skill and support needs. "Traditional" community resources such as entitlement programs, housing, education, vocational rehabilitation, legal, medical and social services are covered. However, the course emphasizes the need for practitioners to go beyond "traditional" resources and to help individuals identify and access non-agency oriented community supports and services in order to promote community integration and membership.

**PCMH 635 Clinical Skills I: Integrated Community Mental Health Treatment for Children, Youth and Families** (3 credits)

The first of two courses designed to develop student knowledge and skills in community-based service approaches for children and adolescents experiencing a severe emotional disturbance and their families. This course is focused on commonly used treatment modalities with children, adolescents, and families that can be used in a variety of settings. Specifically, these treatment modalities include: Behavior and Cognitive Behavior Therapy, Solution Focused Therapy, and Narrative Therapy. Students will learn the theoretical framework and assumptions for each approach, therapeutic techniques associated with each intervention, how each therapeutic approach can be used for specific mental health issues (i.e, depression, anxiety, ADHD, substance abuse disorders, conduct disorders), cultural and developmental considerations, and the existing research on such practices. Students will have opportunities to practice these clinical skills in class and discuss how to apply these practices with children and families in their internship settings.

**PCMH 636 Clinical Skills II: Integrated Community Mental Health Treatment for Children, Youth and Families** (3 credits)

This course is the second of two clinical classes designed to introduce learners to the skills utilized in community mental health practice with children, adolescents and families. It will focus on the youth and families in crisis in the context of the natural community and the community mental health system. It will review history and theory of crisis interventions, proactive planning for individual youth before the crisis occurs or reoccurs and risk assessment strategies. The course will offer techniques for working with children, families and the general community during times of individual, family or community crisis (mental health or health crisis, accident, death, etc). Specific topics of focus will include: self-harm/suicide, trauma, violence, and natural or human caused disasters. Strategies for assessment, planning, and intervention will emphasize family members as partners, solution and strength based treatment planning and interventions, natural and community based supports.

**PCMH 645 Clinical Skills I: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities** (3 credits)

This course will build a clinical and practical foundation for intervening with individuals who have co-occurring mental illness and psychoactive substance use disorders. Essential epidemiological, etiological, assessment, and intervention areas will be covered. A variety of motivational and contextual dimensions will be explored: 1) empowerment, 2) hope, 3) recovery education and symptom self-management, 4) self-help, and 5) therapeutic interventions. We will address family support, involuntary interventions, intervention networks, and integrated clinical services by using a general systems theory approach. Out-of-class reading and project work will be required to demonstrate skill learning and competency.

**PCMH 646 Clinical Skills II: Integrated Community Mental Health and Substance Abuse Services for Adults with Psychiatric Disabilities** (3 credits)

This course will integrate empirical and functional aspects of the therapeutic process when intervening with individuals who have co-occurring mental illness and psychoactive substance use disorders. Students will learn to employ core clinical interventions and treatment modalities. The course will require the demonstration of a high level of student skill and competence in clinical and psychosocial interventions used with individuals with co-occurring mental illness and substance abuse. The complexity and heterogeneity of co-occurring disorders will be closely examined. There will be a special emphasis on how an individual's experience of trauma complicates clinical work. Unique ethical and boundary issues will be addressed. Out-of-class reading and project work will be required to demonstrate skill learning and competency.

**PCMH 650 Internship I** (3 credits)

Students complete a 300-hour clinical internship in a relevant program or agency and under the supervision of a qualified field instructor. Students must develop a learning contract with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

**PCMH 662 Internship II** (3 credits)

Students in the master's program complete an additional 300-hour internship that focuses on the development of advanced clinical and/or leadership and management skills under the supervision of a qualified field instructor. Students must develop learning contracts with their internship providers. Faculty members supervise and serve as liaisons. Internships are offered only on a pass/fail basis.

**PCMH 663 Internship III** (3 credits)

Students in the mental health counseling track may choose an additional 300-hour internship that focuses on the development of advanced clinical and/or leadership and management skills under the supervision of a qualified field instructor. Students must develop learning contracts with their internship providers. PCMH faculty provide individual and group supervision for the students and serve as liaisons to the internship site. Offered on a pass/fail basis only.

**PCMH 665 Program Evaluation and Systems Research** (3 credits)

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

**PCMH 666 Professional Affairs and Ethics (3 credits)**

Students review standards and guidelines developed by counseling and various other human service disciplines for community-based outreach and support services in behavioral health. Students clarify their own values and develop a set of guidelines to resolve ethical dilemmas as they occur. The course includes an overview of professional practice issues for counselors and community behavioral health professionals.

**PCMH 667 Community and Systems: Analysis, Consultation and Change (3 credits)**

Students examine the research on community systems and change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches being used in the field. Students learn the consultation skills critical to promoting collaboration and change in systems and communities and complete a project that integrates the research literature with practical applications and action strategies in this area.

**PCMH 671 Special Topics, Mental Health Counseling for Children and Families (3 credits)**

This course covers emerging issues and trends in mental health counseling for children and families. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

**PCMH 672 Management of Behavioral Health Services (3 credits)**

This course explores aspects of leadership and management roles within behavioral health organizations. It provides an introduction to such topics as personal management and self-awareness, managed care, and organizational dynamics, change and leadership. Students also learn about basic aspects of managing organizations, including financial management, risk management and strategic affiliations.

**PCMH 673 Special Topics Mental Health Counseling for Adults (3 credits)**

This course covers emerging issues and trends in mental health counseling for adults with mental health issues. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

**PCMH 674 Special Topics, Mental Health Substance Use Counseling (3 credits)**

This course covers emerging issues and trends in mental health counseling for persons with substance use disorders. It has a clinical focus and includes applications of new research, emerging clinical practices and/or advanced practice in a specific treatment intervention.

**PCMH 675 Co-occurring Issues for Children and Families (3 credits)**

This course focuses on three issues. The first is understanding families with a member who abuses substances. This includes an understanding of family systems, issues related to culture and ethnicity, the impact of domestic violence and

effects specific to very young children. The second, specific interventions for youth who are abusing substances, includes strategies for providing intensive treatment options in the community, developing pro-social behaviors and legal issues that affect minors. The third, system and community issues, includes ways to address cross-social service system treatment barriers and community education and mobilization.

**PCMH 676 Physiology of Addictions and Psychopharmacology (3 credits)**

This course covers the physiology of addictions and the effects and prevalence of major addictive and abused substances. Students develop an understanding of withdrawal symptoms and detoxification protocols. Students also gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders and basic medical problems for which referrals should be made. Educating individuals and their families on medication benefits and side effects is emphasized.

**PCMH 677 Special Topics, Management and Policy (3 credits)**

This course covers national policy issues (e.g., health care reform) and emerging issues and trends in behavioral health management (e.g., managed care, quality improvement, risk management, and customer and stakeholder involvement) that affect mental health counselors and managers in behavioral health settings.

**PCMH 680 Diagnosis and Assessment (3 credits)**

This course provides an overview of standard assessment and diagnostic methods in counseling. Students develop the capacity to use a systematic inquiry process for obtaining important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-IV and the most critical instruments used to assess mental health and substance abuse problems. Ethical, cultural and other issues related to test bias and the interpretation of test results are discussed.

**PCMH 682 Human Development (3 credits)**

This course reviews significant research findings and theory about human development. Building a multidimensional framework for understanding development processes and dynamics and for predicting challenges associated with life transitions is emphasized. The interplay of the biological, cognitive, social and cultural influences of each aspect of development also is stressed.

**PCMH 683 Group Process (3 credits)**

This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

**PCMH 684 Psychopathology** (3 credits)

This course is an overview of research on risk factors, theories of causation and treatment modalities for major psychiatric disabilities. It builds a model that integrates genetic, physiological, temperamental and environmental variables as factors that contribute to the risk for psychiatric and addictive disorders. The research base for models of causation and treatment effectiveness is emphasized.

**PCMH 685 Social and Cultural Foundations** (3 credits)

This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

**PCMH 686 Career and Lifestyle Development** (3 credits)

This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career-counseling techniques and programs for the general population and for people with disabilities.

**PCMH 687 Marriage and Family Therapy** (3 credits)

This course offers an overview of prominent approaches for working with couples and families, including psychodynamic, behavioral, communication-based, experiential, multigenerational, structural, systemic and strategic approaches. Special attention is given to research-based strategies for working with families in which one or more members have a long-standing disabling condition.

**PCMH 688 Counseling Theory** (3 credits)

This course provides students with an overview of several formal counseling and psychotherapy theories. Students consider the key concepts and applications of many theories, including RET, TA, Gestalt, person-centered, psychoanalytic, Bowen Systems, Adlerian and Narrative Brief-Treatment. A wide range of teaching and learning methods will be utilized, and approaches that actively involve students in the learning process will be emphasized.

**PCMH 689 Early Childhood and Infant Mental Health** (3 credits)

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and developmental disabilities can have on young children. Students will establish a context for working with young children in various community settings.

**PCMH 690 Master's Project** (2 credits)

Students must write an analytical paper that includes a literature review in an emerging area of clinical practice, and may also focus on a review and analysis of a policy issue or trend; a program design, development or evaluation; a sys-

tems change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

**PCMH 692 Elders: Mental Health & Substance Use** (3 credits)

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment and treatment of elders, including attention to: situational concerns such as loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

**PCMH 710 Independent Study** (3 credits)

This course is intended to be designed independently by a program in community mental health graduate student, in concert with an instructor, and with program approval. The independent study may address a clinical, management or research topic, either to meet a specific course category needed for licensure that is not otherwise covered within the curriculum or to allow the student advanced study in an area of interest.

## Psychology

**PSY 515 Adolescent Psychology** (3 credits)

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Ten hours of field experience is included.

**PSY 521 Educational Psychology** (3 credits)

This course studies the principles and theories of learning as they relate to the developmental levels of children and adolescents in the elementary through high school years.

## Quantitative Studies and Operations and Project Management

**QSO 510 Quantitative Analysis for Decision-Making** (3 credits)

This is a survey course in quantitative analysis techniques used to support decision-making. Students will learn several quantitative techniques that are used extensively for decision-making in various business disciplines. Background preparation: MBA 501 or equivalent (6 credit hours in mathematics and 3 credit hours in statistics).



**QSO 520 Management Science through Spreadsheets** (3 credits)

This is an application-oriented course that introduces the students to the most commonly used management science/operations research techniques such as linear programming, integer programming, goal programming, nonlinear programming, network modeling, queuing theory and simulation. The students will learn how to combine the power of the management science and spreadsheets to model and solve a wide variety of business problems. Prerequisite: QSO 510.

**QSO 530 Applied Statistics for Managers** (3 credits)

This course will provide the students with statistical tools and techniques that will enable them to make an immediate impact in their careers. This course will be realistically oriented and numerous business examples and cases will be analyzed. Prerequisites: MBA 501 or equivalent (6 credit hours in mathematics and 3 credit hours in statistics).

**QSO 600 Operations Management** (3 credits)

This course is about the operations function, which is responsible for the creation of goods and services of the organization. This course is intended to be a survey of operating practices and models used in managing the operations in both manufacturing and service organizations. Prerequisite: QSO 510.

**QSO 610 Management of Service Operations** (3 credits)

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations. Prerequisite: QSO 510.

**QSO 620 Six Sigma Quality Management** (3 credits)

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: QSO 510.

**QSO 630 Supply Chain Management** (3 credits)

This course analyzes the role and activities of those involved in supply chain management decision-making. It emphasizes the importance of transportation planning, inventory control, warehouse management, development of customer service standards, and procurement in the design and operation of supply and distribution systems. The importance of information systems and the Internet in supporting such activities, is also discussed. Special attention is given to the close working relationships with managers in other functional areas including information systems, marketing, and international operations. Prerequisite: QSO 510.

**QSO 635 International Supply Chain Management** (3 Credits)

This course would provide a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution. Prerequisite: MBA 501 or equivalent.

**QSO 640 Project Management** (3 credits)

This course will include the study of the concepts, tools and practices of project management. The course will adopt a managerial process approach to project management, which consists of initiating, planning, executing, controlling and closing the project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases will be utilized to integrate the learning in the course and provide decision-making experience for the student. Prerequisite: MBA 501 or equivalent (6 credit hours in mathematics and 3 credit hours in statistics).

**QSO 645 Project Management for PMP Certification** (3 credits)

This course provides a comprehensive knowledge of project management while preparing the students for the Project Management Professional (PMP®) certification exam conducted by the Project Management Institute (PMI®). Students taking this course to prepare for the PMP® certification exam should ensure that they meet all of the eligibility requirements established by the PMI® for the PMP® certification exam. Prerequisite: none.

**QSO 680 Seminar in Project Management** (3 credits)

Project management is a core skill in today's fast-moving business environment. Project managers are required to manage complex, time-pressured projects and programs using advanced tools and techniques for maximum effect. In this course, the students will learn about advanced methods to initiate, plan and control projects. They will gain experience planning a complex project using both manual and PC-based tools. Prerequisite: QSO 640.

**QSO 690 Topics in Operations Management** (3 credits)

This course is designed to prepare students to function as high-impact manufacturing and/or service managers. The course theme is Total Quality Management and focuses on manufacturing systems, quality controls and inventory management with the goal of finding constant approaches to productivity improvement through in-depth investigation of JIT and OPT and their adaptability to manufacturing and service systems. Prerequisite: QSO 600.

## Reading

*(All DEV, EDU, MBE, RDG and SPED courses may require students to complete off-campus field experience.)*

### **RDG 503 Emerging and Early Literacy Development** (3 credits)

Students will analyze several major theoretical perspectives on literacy development from kindergarten through 4th grade. The course will explore classroom literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content. Ten hours of field experience is included. Prerequisites: EDU 521, PSY 521 and EDU 533.

### **RDG 504 Content Area Literacy** (3 credits)

This course focuses on the development of reading comprehension and fluency in grades 5-12. Students will become familiar with effective practices to support the development of reading and language arts for students from middle through secondary school. The course will focus on the reading and writing of literature and expository text as a foundation for learning with an emphasis on reading comprehension, vocabulary development, research and study skills. Students will examine ways to address the needs of diverse and special needs students. Ten hours of field experience is included. Prerequisites: EDU 521, PSY 521 and EDU 533.

### **RDG 531 Literature for Children and Young Adults** (3 credits)

This course will study literary genres and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers. Prerequisites: RDG 503 or RDG 504. NH State requirement for 609.01 (2). This course requires full acceptance into M.Ed. program.

### **RDG 535 Survey of Reading for Junior/Senior High School Teachers** (3 credits)

Content area teachers will examine strategies for enhancing student learning in their classrooms. Strategies for pre-, during and post-reading will be covered, as will strategies for developing vocabulary, comprehension and study strategies directly related to the particular content area discipline.

### **RDG 582 Assessing and Instructing Students with Reading Difficulty** (3 credits)

This course presents methods and materials to assess the needs and plan instructional interventions for student with reading difficulties. Students will learn to analyze and interpret formal and informal reading assessments and use instructional techniques to improve reading in students with a range of reading difficulties (K-12). The course includes an examination of literacy development among diverse learners. Twenty hours of field experience is included. Prerequisites: RDG 503, RDG 504, or current teaching certification.

## Special Education

*(All DEV, EDU, MBE, RDG and SPED courses may require students to complete off-campus field experience.)*

### **SPED 501 The Exceptional Child and Adolescent** (3 credits)

This course is a survey of the various expressions of exceptionality, not limited to learning disabilities. Students consider the recognition of exceptionality in a child; techniques for remediation by the regular classroom teacher, specialists and parents; and approaches to helping the child meet his or her potential. Ten hours of field experience is included.

### **SPED 521 Behavior Management** (3 credits)

This course focuses on helping students design and implement behavior management programs for special needs youths, adolescents and adults. It involves the synthesis of theoretical aspects of behavior modification and implementation in projects that include pinpointing target behaviors, charting baseline and intervention data, using appropriate reinforcement schedules and reinforcers, and evaluating necessary program changes. Prerequisite: SPED 501.

### **SPED 525 Curriculum Integration for Students with Exceptionalities** (3 credits)

This course examines methods and materials, the theories and research underlying various integrated curricular approaches for use with learners with exceptionalities in various education settings. Students will evaluate the effectiveness of those methods and materials. Prerequisites: SPED 501, PSY 521 or equivalent.

### **SPED 561 IEP Assessment, Consultation and Collaboration** (3 credits)

This course familiarizes students with the administration and interpretation of academic achievement tests and other evaluation instruments. Students will develop the skills necessary for IEP development and for consultation, collaboration, and team building. The state, federal, and local laws regarding the education of student with special needs is examined. Twenty hours of field experience is included. Prerequisites: SPED 501, EDU 551 or EDU 552.

**SPED 571 Special Education Student Teaching and Seminar** (3 credits)

8 weeks full-time teaching under the supervision of a Special Education Teacher. Prerequisites: SPED 501, SPED 525, SPED 521, SPED 561 and Elementary or Secondary Certification.

**Sport Management****SPT 501 Research Methods in Sport Management** (3 credits)

This course examines the methods and techniques used in research in the field of sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in sport management. Prerequisites: MBA 501 or equivalent.

**SPT 510 Sport and Society** (3 credits)

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

**SPT 525 Sport Licensing & Strategic Alliances** (3 credits)

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. Students will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so they will be enabled to apply this knowledge in a real business setting. By doing so, a student as a future manager, will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport businesses. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value. Prerequisite: SPT 608.

**SPT 565 Internationalization of Sport Business**

(3 credits)

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

**SPT 600 Management of Sport Organizations** (3 credits)

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

**SPT 608 Sport Marketing and Media** (3 credits)

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

**SPT 610 Sport Law** (3 credits)

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining. Prerequisite: MBA 610 or equivalent.

**SPT 620 Finance & Economics of Sport** (3 credits)

This course will provide students with an understanding of financial and economic theories and principles utilized in the global sport industry. Prerequisites: MBA 501, MBA 502, and MBA 503 or equivalent.

**SPT 700 Seminar in Sport Management** (3 credits)

This course covers the development of sport management principles through analysis of specific issues and problems. A seminar format is used to integrate material from previous courses and allow students to focus on their areas of interest. Prerequisites: SPT 501, SPT 510, SPT 600, and SPT 608.

**Taxation****TAX 650 Federal Taxation of Individuals** (3 credits)

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

**TAX 655 Federal Income Taxation of Corporations and Partnerships; Estate and Gift Excise Tax** (3 credits)

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts. Prerequisite: TAX 650.

**TAX 660 Tax Factors in Business Decisions** (3 credits)

This course is an introduction to tax factors that are relevant in business and personal financial planning decisions. This includes regular and S corporations, partnerships, fiduciaries, tax shelters and tax research. Prerequisite: MBA 503 or the equivalent. This course is not open to M.S. in accounting students.

**TAX 665 Estate and Gift Taxation** (3 credits)

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. A study is made of relevant statutes and regulations. Prerequisite: TAX 650.

# University Directory

## Trustees of the University

**Andrew “Mickey” Green ‘72**  
Chair of the Board of Trustees  
Cape Elizabeth, ME

**Paul J. LeBlanc**  
President and CEO  
Southern New Hampshire University

**Mark A. Ouellette ‘77**  
Vice Chair of the Board of Trustees  
Global Sales Operations  
IBM  
Somers, NY

**Bradford E. Cook, Esq.**  
Secretary to the Board of Trustees  
Attorney  
Sheehan, Phinney, Bass & Green  
Manchester, NH

**Howard Brodsky**  
Chairperson and CEO  
CCA Global  
Manchester, NH

**Cathy Champagne ‘88**  
Owner  
Jutras Signs  
Manchester, NH

**Clayton M. Christensen**  
Professor of business administration  
Harvard University  
Cambridge, MA

**J. Stephanie Collins**  
Professor, Information Technology  
School of Business  
Southern New Hampshire University

**Robert J. DeColfacker ‘78**  
Dover, NH

**Theresa Desfosses ‘72**  
President  
State Manufactured Homes  
Scarborough, ME

**Thomas Dionisio ‘76**  
The Boston Consulting Group, Inc.  
Boston, MA

**Rob Freese**  
Senior Vice President, Marketing  
Globe Manufacturing Company, LLC  
Pittsfield, NH

**Donald R. Labrie ‘71**  
Retired Partner  
Ernst & Young LLP  
Meredith, NH

**David Lee ‘87 ‘93**  
NH Department of Health and Human Services  
Derry, NH

**Frederic Loeffler**  
Owner/CEO  
Shorty’s Management Group  
Bedford, NH

**Robert McDermott ‘81**  
Magnolia, MA

**Kyle Nagel**  
Managing Director  
Sit Back & Relax, LLC  
Bedford, NH

**L. Douglas O’Brien**  
Retired, President/CEO  
Grappone Companies  
Bow, NH

**June Smith**  
Retired, Executive Vice President  
Houghton Mifflin  
New York, NY

**Scott Truncellito**  
Associate Director  
The Procter and Gamble Company  
Cincinnati, OH

**Carol Thurston West**  
Professor and Electronic Resources Librarian  
Shapiro Library  
Southern New Hampshire University

**Kimon S. Zachos, Esq.**  
Attorney  
Sheehan, Phinney, Bass & Green  
Manchester, NH

## Trustee Emeriti

**Jacqueline Mara**  
Dean Emerita  
Southern New Hampshire University

**Raymond Truncellito, C.L.U.**  
Truncellito Life Insurance Planning  
Manchester, NH

## Administration of the University

**Paul J. LeBlanc**  
President  
B.A., Framingham State College  
M.A., Boston College  
Ph.D., University of Massachusetts, Amherst

**Donald Brezinski**  
Vice President for Institutional Advancement  
B.A., Boston College  
M.A., American University

**Pamela Hogan**  
Vice President for Human Resources and Development  
B.A., New Hampshire College

**Scott John Kalicki**  
Vice President for Student Affairs  
B.A., M.A., University of Hartford  
Ph.D., University at Albany

**Patricia A. Lynott**  
Vice President for Academic Affairs  
B.A., Trinity College  
M.A., Northern Illinois University  
Ph.D., Loyola University of Chicago



**William McGarry**

Vice President for Operations and Finance/Treasurer  
B.S., M.B.A., Fairleigh Dickinson University

**Martha Rush-Mueller**

Vice President for Marketing and Communications  
B.A., Bloomfield College

**Associate Vice President**

**C. Richard Erskine**

Associate Vice President for Academic Affairs  
B.A., M.A.T., University of New Hampshire  
Ed.D., Vanderbilt University

**Assistant Vice Presidents**

**Ron E. Biron**

Assistant Vice President for International Education  
B.S., Franklin Pierce College  
M.B.A., New Hampshire College

**Timothy J. Dreyer**

Assistant Vice President for Enrollment Management  
B.F.A., University of Connecticut

**Administration of Academic Schools**

**Deans**

**Karin L. Caruso**

Interim Dean, School of Business  
B.A., Syracuse University  
M.S., University at Albany  
M.B.A., New Hampshire College

**Karen Erickson**

Dean, School of Liberal Arts  
B.A., Stanford University  
M.A., Ph.D., Harvard University

**Ellen Ryder Griffin**

Dean, School of Professional and Continuing Education  
B.A., University of Massachusetts  
M.Ed., Northeastern University

**Kathy Growney**

Dean, Shapiro Library  
B.A., University of Vermont  
M.S., Simmons College

**Mary S. Heath**

Dean, School of Education  
B.A., Notre Dame College  
M.Ed., Rivier College  
M.Ed., C.A.G.S., University of New Hampshire

**Charles M. Hotchkiss**

Dean, School of Community Economic Development  
B.A., Bates College  
M.R.P., Ph.D., Cornell University

**Associate Deans**

**Patricia R. Gerard**

Associate dean, School of Business  
B.S., Franklin Pierce College  
M.B.A., New Hampshire College

**Nicholas Hunt-Bull**

Associate dean, School of Liberal Arts  
B.A., M.A., University of Western Ontario  
M.A., Ph.D., University of North Carolina, Chapel Hill  
2002

**Ellen J. Kalicki**

Associate dean, School of Education  
B.A., M.A., University at Albany

**Deborah R. Wilcox**

Associate dean of the faculty  
B.A., University of New Hampshire  
M.L.S., University of Rhode Island

**Assistant Deans**

**Eric Jacobs**

Assistant dean for administration, School of Community  
Economic Development  
B.A., Queens College  
M.A., Southern New Hampshire University

**Ashley Liadis**

Assistant dean, School of Business  
Director, 3 Year Honors Program  
B.S., M.S., Southern New Hampshire University

**Anthony Poore**

Assistant dean of marketing and admissions, School of  
Community Economic Development  
B.A., Wright State University  
M.S., M.B.A., Southern New Hampshire University

**Judy A. C. Timney**

Assistant dean, School of Education  
A.S., Rivier College  
B.A., University of New Hampshire  
M.S.B.E., Southern New Hampshire University  
M.Ed., Southern New Hampshire University

**Administration Emeriti**

**Richard A. Gustafson**

President Emeritus  
Southern New Hampshire University

**Jacqueline Mara**

Dean Emerita  
Southern New Hampshire University

**Full-Time Faculty**

**Eklou Amendah**

Assistant professor of marketing  
B.S., M.S., University of Lome, Togo  
M.S., Auburn University  
Ph.D., Purdue University  
2008

**Micheline G. Anstey**

Lecturer of marketing  
B.A., Saint Anslem College  
M.B.A., New Hampshire College  
2005

**A.Tosun Aricanli**

Professor of political economy  
B.A., Claremont Men's College  
M.A., Ph.D., Harvard University  
1996

**C. Bulent Aybar**

Professor of international business  
B.S., The Middle East Technical University  
M.A., University of Istanbul  
M.A., Ph.D., Ohio State University  
1998

**Kathrine Aydelott**

Reference coordinator, Instruction librarian  
Assistant professor  
B.A., Colby College  
M.A., Ph.D., University of Connecticut  
M.L.I.S., Simmons College  
2007

**Andrea Bard**

Lecturer of Communication  
B.S., Northern Michigan University  
M.A., Emerson College  
2008

**Paul A. Barresi**

Associate professor of political science and environmental law  
B.S., Cornell University  
J.D., The George Washington University National Law Center  
M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University  
Ph.D., Boston University  
2001

**Robert Begiebing**

Professor of English  
Director of M.F.A. Program  
B.A., Norwich University  
M.A., Boston College  
Ph.D., University of New Hampshire  
1977

**Doug Blais**

Professor of sport management  
B.S., M.B.A., New Hampshire College  
Ph.D., University of Connecticut  
1996

**Kimberly L. Bogle**

Associate professor of sport management  
B.S., Skidmore College  
M.S., Ph.D., Florida State University  
2005

**Steven O. Booth**

Associate professor of business law  
B.S., Franklin Pierce College  
J.D., Ohio Northern University  
2003

**Martin J. Bradley**

Professor of organizational leadership  
B.S., Lyndon State College  
M.Ed., Notre Dame College  
Ed.D., Vanderbilt University

**David R. Bradt**

Professor emeritus of English  
B.A., State University of New York, Binghamton  
M.S., Iona College  
Ph. D., Washington State University

**Charlotte Broaden**

Associate professor of international business and organizational leadership  
B.A., Marquette University  
M.S., D.B.A., Southern New Hampshire University  
2006

**Francis N. Catano**

Assistant professor of sociology  
B.A., St. Anselm College  
M.A., Northeastern University  
Ph.D., Walden University  
2005

**Yoel Camayd-Freixas**

Professor of community economic development  
B.A., Universidad Mundial  
M. Ed., Northeastern University  
M.A., Ph.D., Boston College  
2002

**Gary Carkin**

Professor of TESL  
B.A., University of New Hampshire  
M.A., University of New Mexico  
Ph.D., Michigan State University  
1982

**Karin L. Caruso**

Associate professor of accounting and organizational leadership  
B.A., Syracuse University  
M.S., University at Albany  
M.B.A., New Hampshire College  
1977

**Tom S. Chan**

Professor of information technology  
B.S., M.S., University of Southern California  
M.A., HsiLai University  
M.B.A., Pepperdine University  
D.Ed., Texas Tech University  
2000

**Michael A. Chambers**

Assistant professor of communication  
B.A., Concord College  
M.A., Marshall University  
Ph.D., University of Maryland  
2007

**Christina Clamp**

Professor of community economic development  
B.A., Friends World College  
M.A., Ph.D., Boston College  
1981

**Pamela B. Cohen**

Associate professor of mathematics  
B.S., Boston University  
M.A., Teachers College, Columbia University  
1984

**J. Stephanie Collins**

Professor of information technology  
B.B.A., Ph.D., University of Wisconsin, Milwaukee  
1996

**Vicki Connell**

Associate professor of culinary arts  
A.A.S., University of New Hampshire  
B.S., M.B.A., New Hampshire College,  
CHE  
1985

**Richard Cook**

Lecturer of music  
B.A., M.A., University of New Hampshire  
2008

**Christopher Cooper**

Access services librarian  
Instructor  
B.A., Bates College  
M.A., University of Massachusetts, Amherst  
M.S.L.I.S., Syracuse University  
2005

**Julianne Cooper**

Professor of history  
B.G.S., M.A., Ph.D., University of New Hampshire  
Th.M., Harvard Divinity School  
1997

**David E. Cox**

Associate professor of mathematics  
B.A., Southwest Baptist University  
M.S., University of Oklahoma  
1990

**Patrick Cullen**

Assistant professor of justice studies  
B.S., Cornell University  
J.D., Boston College Law School  
2006

**Allison M. Cummings**

Associate professor of English  
B.A., Reed College  
M.A., Ph.D., University of Wisconsin, Madison  
2002

**Edward W. Daniels**

Off-campus services librarian  
Professor  
B.A., University of New Hampshire  
M.L.S., University of Rhode Island  
1987

**Kevin J. Degnan**

Professor of science and mathematics  
B.S., Manhattan College  
M.S., Ph.D., New York University  
1995

**Ronald DePeter**

Assistant professor of rhetoric/composition  
A.A., Eckerd College  
B.A., St. Petersburg College  
M.A., Ph.D., Florida State University  
2008

**Tej S. Dhakar**

Professor of quantitative studies, operations and project management  
B.S., Indian Institute of Technology  
M.B.A., University of Delhi  
Ph.D., University of Alabama  
1995

**Antimo DiMatteo**

Associate professor of TESL  
B.A., Butler University  
M.Ed., Notre Dame College  
1993

**Francis “Bob” Doucette**

Professor emeritus of psychology  
B.A., Holy Apostles College  
M.Ed., Northeastern University  
Ph.D., Vanderbilt University

**Tracy Dow**

Lecturer of graphic design  
B.A., Notre Dame College  
M.B.A., Plymouth State University  
2008

**David L. Doyon**

Assistant professor of accounting  
B.S., University of Southern Maine  
M.B.A., Southern New Hampshire University  
2001

**Eleanor Dunfey-Freiburger**

University professor of ethics and civic engagement  
B.A., Emmanuel College  
M.A., University of San Francisco  
1984

**Euclid A. Dupuis**

Professor of accounting  
B.A., New Hampshire College  
M.S., Bentley College  
CPA  
1984

**John K. Evans**

Professor of organizational leadership  
B.A., St. Anselm College  
M.A., University of New Hampshire  
Ed.D., Boston University  
1980

**David W. Fehr**

Associate professor of finance and economics  
Director of the Center for Financial Studies  
B.S., Lafayette College  
M.B.A., University of Rochester  
1998

**Philip Vos Fellman**

Professor of international business  
B.F.A., California Institute of Art  
M.B.A., Yale University  
M.A., Ph.D., Cornell University  
1993

**Marilyn Fenton**

Assistant professor of education  
B.A., M.A., University of Rochester  
C.A.G.S., Plymouth State College  
Ed.D., Argosy University  
2007

**Aysun Ficici**

Assistant professor of international business  
B.A., University of Massachusetts at Lowell  
M.A., Harvard University  
M.B.A., New Hampshire College  
M.S., M.B.E., Southern New Hampshire University  
D.B.A., Southern New Hampshire University  
2007

**M. Brigid Flanigan**

Associate professor of culinary arts  
A.A.S., Southern Maine Vocational Technical Institute  
M.Ed., Cambridge College  
CHE  
1998

**Robert H. Fleeson**

Professor emeritus of English  
B.A., Yale University  
M.A., University of New Hampshire  
1967

**John P. Fleming**

Professor of English and communication  
A.B., Merrimack College  
M.A., Southern Illinois University  
M.Ed., Notre Dame College  
M.S., Boston University School of Public Communication  
Ph.D., Bowling Green State University  
APR, CH  
1981

**Peter Frost**

Professor of psychology  
B.A., Framingham State College  
M.A., Ph.D., Baylor University  
2001

**Philip H. Funk, Jr.**

Associate professor of information technology  
B.S., Drexel Institute of Technology  
S.M., Massachusetts Institute of Technology  
1982

**Steven Gallaher**

Assistant professor of finance and economics  
B.S., M.B.A., University of Texas at Austin  
2008

**Brooke E. Gilmore**

Reference and Periodicals Librarian  
Instructor  
B.A., University of New Hampshire  
M.L.I.S., Simmons College  
2009

**Michele Goldsmith**

Associate professor of science  
B.A., State University of New York at Plattsburgh  
M.S., Bucknell University,  
M.A., Ph.D., State University of New York at Stony Brook  
2008

**Betsy Gunzelmann**

Professor of psychology  
B.S., M.Ed. Salem State College  
Ed.D., Boston University  
1996

**Edmund G. Haddad**

Associate professor of education  
B.S., Boston State College  
M.S., Lesley College  
Ph.D., Yeshiva University  
2007

**Denis A. Hall**

Associate professor of TESOL  
B.A., M.A., University of New Hampshire  
1982

**Yvonne C. Hall**

Professor of finance and economics  
B.S.B.A., Florida Technological University  
M.S., Ph.D., Colorado State University  
1981

**Shaikh A. Hamid**

Professor of finance and economics  
B.A., M.B.A., University of Dhaka  
D.B.A., Boston University  
1999

**Richard O. Hanson**

Professor of accounting  
A.S., Burdett College  
B.S., Bellarmine College  
M.B.A., New Hampshire College  
D.B.A., Nova Southeastern University  
CPA, CFE, CMA, CFM  
1983

**Gerald I. Harel**

Professor of quantitative studies, operations, and  
project management  
B.S., Hebrew University  
M.B.A., State University of New York, Albany  
M.A., Ph.D., Temple University  
1984

**Margaret T. Harris**

Associate professor of education  
B.S., Boston State College  
M.A., Boston University  
M.S., Syracuse University  
Ed.D., University of Massachusetts  
2007

**Mahboubul Hassan**

Professor of finance and economics  
B.A., M.A., M.B.A., University of Dhaka  
M.A.P.E., Boston University  
D.B.A., Nova Southeastern University  
1985

**Mark Hecox**

Professor of sport management  
B.S., M.B.A., University of Miami  
D.B.A., Southern New Hampshire University  
2004

**Carolyn Hollman**

Professor emeritus of English and education  
A.B., University of Michigan  
M.A., University of New Hampshire  
Ed.D., Vanderbilt University

**Ernest H.S. Holm**

Professor emeritus of government  
A.B., Dartmouth College  
M.A., Boston University  
M.A.T., University of New Hampshire  
Ph.D., Tufts University

**Alec Ingraham**

Professor of mathematics  
B.A., M.A., University of Massachusetts, Boston  
1978



**Gerald E. Karush**

Professor of information technology  
B.A., University of Pennsylvania  
M.A., Brown University  
Ph.D., University of Pennsylvania  
1981

**J. Desmond Keefe III**

Associate professor of culinary arts  
A.S., Johnson & Wales University  
M.Ed., Cambridge College  
CHE  
1996

**Fran Kelly**

Associate professor of TESL  
B.A., St. John's University  
M.A., Boston University  
M.A., Notre Dame College  
1992

**Aušra M. Kubilius**

Professor of English  
B.A., Boston University  
M.A., California State University at Los Angeles  
Ed.D., Boston University  
1973

**Louis B. Lanzillotti**

Associate professor of accounting  
B.S., M.B.A., Northeastern University  
CPA  
1975

**Diane Les Becquets**

Assistant professor of English  
B.A., Auburn University  
M.F.A., University of Southern Maine  
2006

**Lundy Lewis**

Professor of information technology  
B.A., B.S., University of South Carolina  
M.S., Rensselaer Polytechnic Institute  
Ph.D., University of Georgia  
2003

**Frederick Lord**

Assistant professor of English and creative writing  
Director of Honors Program  
B.S., M.B.A., New Hampshire College  
M.F.A., New England College

**Susan N. Losapio**

Assistant professor of organizational leadership  
B.S., Plymouth State College  
M.S., Antioch University New England  
2003

**Robert Losik**

Professor of organizational leadership  
B.S., University of Wisconsin  
M.A., University of North Carolina  
Ed.D., Vanderbilt University  
1980

**Andrew Lynch**

Associate professor of marketing  
B.S., Southeast Missouri State University  
M.S., Southeast Missouri State University  
Ph.D., Southern Illinois University  
2007

**Andrew Martino**

Associate professor of English  
B.A., M.A., Ph.D., SUNY Binghamton  
2005

**G. David Miller**

Professor emeritus, community economic development  
B.A., Brown University  
M.S.W., University of Michigan  
M.A., Northeastern University

**Kimberly Monk**

Professor of hospitality business  
B.S., Florida International University  
M.B.A., New Hampshire College  
C.A.G.S., Plymouth State College,  
Ed.D., Argosy University  
CHE  
1999

**Keith Moon**

Associate professor of organizational leadership  
Director of the Center for Social Entrepreneurship and  
Sustainability  
B.S., Niagara University  
M.B.A., Southern New Hampshire University  
J.D., Franklin Pierce Law Center  
2007

**Shahriar Movafaghi**

Professor of information technology  
B.S., Louisiana State University  
M.S., Ph.D., Northwestern University  
2002

**Nicholas Nugent**

Professor of international business  
B.A., M.B.A., University of South Florida  
Ph.D., Florida State University  
1990

**Rosemary Orlando**

Associate professor of TESL  
B.A., Providence College  
M.Ed., Rhode Island College  
1994

**Stephen D. Owens**

Associate professor of culinary arts  
B.S., Rochester Institute of Technology  
M.S., New Hampshire College  
CHE  
2000

**Helen Packey**

Associate professor of English  
B.S., Morehead State University  
M.A.L.S., State University of New York  
Ed.D., Argosy University  
2001

**Megan Paddack**

Assistant professor of mathematics  
B.A., Plattsburgh State University of New York  
M.S., University of New Hampshire  
Ph.D., University of New Hampshire  
2009

**Maria E. M. Painchaud**

Assistant professor of organizational leadership  
B.S., University of New Hampshire  
B.S., Franklin Pierce College  
M.B.A., New Hampshire College  
Ed.D., Argosy University  
2003

**Steven R. Painchaud**

Professor of organizational leadership  
B.A., St. Joseph's College  
M.S., University of Southern Maine  
D.Ed., Boston College  
1985

**Puneetha Palakurthi**

Assistant professor of community economic development  
B.S., M.S., Ph.D. Andhra Pradesh Agriculture University  
2006

**Ravindra V. Pandit**

Professor of hospitality business  
B.A., St. Xavier College, University of Bombay  
A.A., Essex Community College  
M.S., Rochester Institute of Technology  
Ph.D., Pennsylvania State University  
CHE  
1999

**Lorraine Patusky**

Assistant professor of education  
B.S., Southern Connecticut State University  
M.Ed., Washburn University  
2007

**Laurence J. Pelletier Jr.**

Professor of accounting and business education  
B.S., M.B.A., New Hampshire College  
Ed.D., Nova Southeastern University  
1980

**Elise N. Pepin**

Assistant professor of psychology  
B.A., Brandeis University  
M.A., M.S.T., Ph.D., University of New Hampshire  
2007

**Kishore Pochampally**

Assistant professor of quantitative studies,  
operations and project management  
B.E., National Institute of Technology  
M.S., Ph.D., Northeastern University  
2005

**Diana H. Polley**

Assistant professor of English  
B.A., Dartmouth College  
M. Phil., and Ph.D., Graduate Center of the City of New York  
(CUNY)  
2006

**Greg Randolph**

Assistant professor of Economics  
B.A., Grove City College  
M.A., West Virginia University  
Ph.D., West Virginia University  
2007

**Burt C. Reynolds**

Assistant professor of organizational leadership  
B.S., M.B.A., Golden Gate University  
Ed. D., Boston University  
2008

**Lyra Riabov**

Associate professor of TESL  
B.A., M.A., Volgograd University  
1982

**Catherine Rielly**

Professor of community economic development  
B.A., Stanford University  
M.P.A., Ph.D., Harvard University  
2002

**Jolan Rivera**

Assistant professor of community economic development  
B.A., University of the Philippines College Baguio  
M.A., M.S., Ph.D., Southern New Hampshire University  
2006

**Steve Robichaud**

Technical services librarian  
Assistant professor  
A.S., Mount Wachusett Community College  
B.A., Fitchburg State College  
M.L.I.S., Simmons College  
2008

**Audrey P. Rogers**

Assistant professor of education  
B.A., Tufts University  
M.Ed., University of Lowell  
M.A., University of New Hampshire  
2007

**Ralph Rojas, Jr.**

Assistant professor of justice studies  
B.A., Fordham University  
M.S., M.P.A., Long Island University  
2008

**Marc A. Rubin**

Associate professor of marketing  
B.A., Boston University  
M.B.A., Northeastern University  
1982

**Stefan Ryll**

Lecturer of culinary arts  
B.A.S., Southern New Hampshire University  
2009

**Paul Schneiderman**

Professor of finance  
B.B.A., M.B.A., University of Massachusetts  
M.A., Ph.D., Clark University  
1976

**Massood V. Samii**

Professor of international business  
B.S., University of Hartford  
M.B.A., Western New England College  
Ph.D., State University of New York  
1988

**Susan Schragle-Law**

Professor of organizational leadership  
B.A., M.Ed., Ed.D., University of Massachusetts, Amherst  
1988

**Robert Seidman**

Professor of information technology  
B.S., Rutgers University  
M.S., Ph.D., Syracuse University  
1981

**Dennis Shea**

Lecturer of accounting and taxation  
B.S., St. Peter's College  
A.B.S., C.P.A., McIntosh College  
M.S., New Hampshire College  
2007

**Beth Sheehan**

Assistant professor of sport management  
B.A., Mount Saint Mary's College  
M.S., Ph.D., University of Massachusetts, Amherst  
2005

**Don W. Sieker**

Professor emeritus of English  
A.B., M.A., San Francisco State University  
Ph.D., University of California

**Silvia Spence**

Associate professor of TESL  
B.A., Pfeiffer University  
M.Ed., Notre Dame College  
1989

**Pat Spirou**

Professor of marketing  
B.S., Keene State College  
M.B.A., New Hampshire College  
D.B.A., Nova Southeastern University  
1993

**Catherine Stavenger**

Associate professor of education  
B.A., M.Ed., University of New Hampshire  
2007

**Karen Curry Stone**

Professor of marketing  
B.A., Wake Forest University  
M.A., University of Kentucky  
Ph.D., Boston College  
1983

**Sarah L. Strout**

Assistant professor of psychology  
B.A., Assumption College  
M.A., Ph.D., Clark University  
2006

**David W. Swain**

Assistant professor of communication  
B.A., Eastern Nazarene College  
M.A., Pennsylvania State University  
Ph.D., University of Massachusetts  
2007

**Michael T. Tasto**

Assistant professor of economics  
B.S., St. John's University  
M.A., Georgia State University  
Ph.D., Georgia State University  
2007

**Jeannemarie Thorpe**

Assistant professor of marketing  
B.S., University of Bridgeport  
M.Ed., Rivier College  
M.B.A., New Hampshire College  
2002

**Susan A. Torrey**

Associate professor of hospitality business  
A.S., Endicott College  
B.S., M.S., Lesley University  
CHE  
1999

**Christopher Toy**

Professor of mathematics  
B.A., M.A., San Francisco State University  
1971

**Gary P. Tripp**

Associate professor of finance and economics  
B.S., B.A., Nichols College  
M.A., Penn State University  
Ph.D., Clark University  
1996

**Harry Umen**

Professor of communication  
B.F.A., Temple University  
M.F.A., Indiana University, Bloomington  
2002

**John C. VanSantvoord**

Professor of accounting  
B.S., New Hampshire College  
M.B.A., University of New Hampshire  
1980

**Deborah S. Varat**

Associate professor of art history  
B.A., University of Rochester  
M.A., Ph.D., Boston University  
2004

**James D. Walter**

Professor of sociology  
B.A., Kent State University  
M.A., Indiana State University  
Ph.D., Ohio State University  
1981

**Carol Thurston West**

Electronic resources librarian  
Professor  
B.S.H.S., New Hampshire College  
M.S., Simmons College  
1977

**Charles V. A. White**

Professor of finance and economics  
B.A., M.S., University of Connecticut  
Ph.D., Ohio State University  
1979

**Steven Widener**

Associate professor of economics  
B.A., Xavier University  
M.A., Ph.D., University of New Hampshire  
1987

**Charles L. Wilbert**

Professor of English  
B.A., University of Pennsylvania  
M.A., Ohio University  
1968

**Justine Wood-Massoud**

Associate professor of communications and digital media  
B.F.A., University of Texas  
M.F.A., Syracuse University  
2004

**Susan I. Youngs**

Professor of English  
B.A., Luther College  
M.A., Washington State University  
Ph.D., University of Wisconsin  
1998

**Ally A. Zhou**

Assistant professor of TESOL  
B.A., Central China Normal University  
M.Ed., University of Central Oklahoma  
Ph.D., University of Toronto  
2009

**Walter L. Zimmermann**

Professor of psychology  
B.S., M.Ed., Springfield College  
1968

**Adjunct Faculty**

**Charles Adie**

B.S., University of Notre Dame  
M.A., Boston College

**Maurice Allen**

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

**Patrick Allen**

B.S., M.Ed., University of Massachusetts

**George Anthes**

B.A., College of the Holy Cross  
L.L.M., Boston University  
J.D., Boston College

**Caren Baldwin-DiMeo**

B.A., University of New Hampshire  
M.F.A., Emerson College

**Patricia Barbour**

B.A., University of New Hampshire  
M.S., University of Colorado

**Berly Battle**

B.A., M.A., Central Missouri State University

**Lila Bharatula**

B.S., University of Delhi  
M.B.A., New Hampshire College  
M.S., University of Toledo

**Camille Biafore**

B.A., University of Massachusetts  
M.Ed., University of Maine

**Wendy Bibeau**

B.S., University of Massachusetts  
M.S., Southern New Hampshire University

**John Black**

B.A., Quincy College  
M.A., M.Ed., Bowling Green University

**Douglas Blake**

B.S., University of Southern Maine  
M.A., University of New Hampshire

**Thomas Boudin**

B.S., University of Maine  
M.B.A., University of Southern Maine

**Lori Boulay**

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

**Brooke Bourassa**

B.A., Cornell University  
M.S., Simmons College  
M.S., M.B.A., Southern New Hampshire University

**Irwin Bramson**

B.A., M.S., Northeastern University

**Michael Brien**

B.A., Boston College  
M.F.A., University of Iowa

**Nancy Brome**

B.A., Saint Leo University  
M.B.A., Rivier College

**Maurice Brooks**

B.A., University of Maine  
J.D., Franklin Pierce Law Center

**Mary Brown**

B.A., Smith College  
M.Ed., Harvard University

**Margaret Burke**

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

**Kevin Burke**

B.A., University of Vermont  
M.B.A., Babson College

**Kara Burton**

B.A., Hofstra University  
M.A.T., University of New Hampshire

**Thomas Caouette**

A.S., New Hampshire Technical Institute  
B.C.E., Keene State College  
M.S., Fitchburg State College

**Bonnie Carter**

B.S., Franklin Pierce University  
M.B.A., New Hampshire College

**David Cecere**

B.A., Northeastern University  
M.A., University of New Hampshire

**Madonna Ciocca**

B.S., University of Missouri  
M.S., University of New Hampshire

**Grace Collette**

B.S., M.B.A., Southern New Hampshire University

**Robert Cote**

B.S., Pennsylvania State University  
M.B.A., Lehigh University

**Herbert Coursen**

B.A., Amherst College  
M.S., Wesleyan University  
Ph.D., University of Connecticut

**Kevin Coyne**

B.A., Keene State College  
M.P.A., University of New Hampshire



**Russell Crevoiserat**

B.S., University of Massachusetts  
M.S., M.B.A., New Hampshire College

**Laura Crosby-Brown**

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

**Shahrokh Dalpour**

B.S., Shahid Beheshti University  
M.B.A., University of Northern Colorado  
M.P.A., State Management Training Center

**Robert Dalton**

B.S., Providence College  
M.B.A., Syracuse University

**David Daly**

B.S., Fitchburg State College  
M.A., Anna Maria College

**David Danielson**

B.A., Saint Anselm College  
M.B.A., Rivier College

**James Delaney**

B.S., M.B.A., Northeastern University

**Terri Demaine**

B.S., Keene State College  
M.Ed., University of New Hampshire  
M.Ed., Notre Dame College

**Walter Derrenbacher**

B.S., Syracuse University  
M.S., Lesley College

**William Dickson**

B.A., M.C.D., University of Liverpool

**Susan Donar**

B.S., University of Maine  
Ed.D., Nova Southeastern University  
M.B.A., Thomas College

**Lester Donovan**

B.S., University of New Hampshire  
M.S., Florida Institute of Technology

**Philip Downs**

B.A., M.A., University of Maine  
Ed.D., Vanderbilt University

**Richard Ducharme**

B.S., New Hampshire College  
M.S., Suffolk University

**Patrick Duffy**

B.A., College of the Holy Cross  
J.D., New England School of Law  
M.B.A., Babson College

**Richard Dumais**

B.S., M.Ed., Plymouth State University

**Robert Dupre**

B.S., Lowell Technological Institute  
M.B.A., Western New England College

**William Eckel**

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

**Sharon Eggleston**

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

**Elizabeth Ferns**

B.S., Westfield State College  
M.Ed., Worcester State College

**Thomas Fidrych**

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

**Daniel Foster**

A.A., University of New Hampshire  
B.S., New Hampshire College  
M.S., Regis University

**Lawrence Frates**

B.S., Massachusetts College of Art  
M.Ed., University of Massachusetts

**John Freeman**

B.A., Kean College  
M.A., Seton Hall University  
M.Ed., University of North Dakota  
Ph.D., University of New Hampshire

**David Gonthier**

B.A., University of New Hampshire  
M.S., Boston University  
M.F.A., Goddard College

**Juan Gonzalez**

B.S., University of San Carlos, Guatemala  
M.S., University of Minnesota

**Kathleen Gordon**

B.A., College of the Holy Cross  
M.B.A., Babson College

**James Gosselin**

B.A., University of New Hampshire  
M.B.A., New Hampshire College

**Lisa Gosselin**

B.A., University of New Hampshire  
M.S., Springfield College

**Daniel Guliano**

B.A., State University of New York  
M.B.A., New Hampshire College

**Robert Hamilton**

B.S., Bryant College  
M.B.A., Plymouth State College

**Constance Hardin**

B.S., University of Maryland University College  
M.S., Bowie State University

**William Harley**

B.S., Daniel Webster College  
M.B.A., New Hampshire College

**John Hayes**

B.A., West Chester State College  
M.A., University of Rhode Island  
Ph.D., Chicago School of Professional Psychology

**John Hayward**

B.S., Slippery Rock University  
M.A., University of New Hampshire

**Paul Hitchings**

B.A., M.S.T., University of New Hampshire

**Daryl Hoitt**

B.A., University of New Hampshire  
M.B.A., Fairleigh Dickinson University

**Dorothea Hooper**

B.A., M.A., Montclair State College

**Peter Hosker**

B.B.A., Salem State College

M.S., Bentley College

**Michael Hotchkiss**

B.S., University of Pennsylvania

M.B.A., New Hampshire College

**Jerry Hunter**

B.S., University of Maine

M.S., New Hampshire College

**Mark Jackson**

A.S., University of Southern Maine

B.S., Husson College

M.S., New Hampshire College

**Rodney Jean-Baptiste**

A.S., Quinsigamond Community College

B.S., Worcester State College

M.B.A., Anna Maria College

Ph.D., Capella University

**Paula Jones**

B.S., Franklin Pierce College

M.A., Antioch University

**Thomas Juenemann**

B.S., United States Naval Academy

M.B.A., University of Maine

**Rimas Kalvaitis**

B.S., Drexel University

M.S., California State University

M.S., University of Southern California

**Jeffrey Kent**

B.Ed., Plymouth State University

M.Ed., University of New Hampshire

M.L.S., University of Rhode Island

**Catherine Kobell**

B.A., Fordham University

M.S.W., Arizona State University

**William Kratochvil**

B.S., University of Wisconsin

M.B.A., Indiana University

**James Lacey**

B.A., Merrimack College

M.S., Lesley College

**Donald Ladd**

B.S., M.S., Husson College

**Marilyn Lairsey**

B.A., Antioch University

Ph.D., Union Institute

**Andrew Laverdiere**

B.A., Plymouth State College

M.S.T., University of New Hampshire

**John Lemire**

B.S., Worcester State College

M.B.A., Thomas College

**Colleen Lent**

B.A., M.S., Clark University

**Brian Levasseur**

A.S., Northern Essex Community College

B.S., Franklin Pierce College

M.B.A., New Hampshire College

Ed.D., Argosy University

**Christine Liebke**

B.S., Merrimack College

M.S., Salem State College

**Michael Lynch**

B.S., Rensselaer Polytechnic Institute

M.B.A., Babson College

**Paul Lynskey**

B.A., Clark University

M.A., Assumption College

**Patricia Maher**

B.A., Antioch College

M.S.W., Hunter College

**Tia Juana Malone**

B.A., Albany State College

M.S., Northeastern University

**Scott Maltzie**

B.S., Plymouth State College

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

**James Marino**

B.A., M.A., Salem State College

**Eva Martel**

B.S., New Hampshire College

M.B.A., Plymouth State College

**Pamela Mayo**

B.Ed., University of Miami

M.Ed., George Mason University

**David McBride**

B.A., University of New Hampshire

M.Ed., Northeastern University

**Jonathan McCosh**

B.S., Merrimack College

M.B.A., Babson College

**March McCubrey**

B.A., Colby College

M.A., Bowling Green State University

**Cathleen McGrevey**

B.S., University of New Hampshire

M.S., New England College

**Thomas McGrevey, Jr.**

B.S., University of New Hampshire

M.B.A., New Hampshire College

**John McWilliams**

B.A., University Massachusetts

**Gary Miller**

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

**Kevin Miller**

B.S., Drake University

M.B.A., New Hampshire College

**Emily Moll**

B.A., Massachusetts College of Art

M.A., New York University

**Cindy Naiditch**

B.S., M.B.A., City University  
J.D., Franklin Pierce Law Center

**Alvin Nix**

B.A., Saint Anselm College  
M.B.A., Plymouth State College  
J.D., Franklin Pierce Law Center

**James Noonan**

B.S., M.B.A., M.S., Suffolk University  
Ph.D., Southern California University for Professional Studies

**Charles North**

B.S., Black Hills State University  
M.Ed., Notre Dame College

**Daniel O'Leary**

B.A., Boston College  
M.Ed., University of Massachusetts

**Paula Paris**

B.S., University of Hartford  
M.Mgt., Brandeis University

**Mark Sailer Patrick**

B.S., New Hampshire College  
M.B.A., National University

**Randall Pinsonneault**

B.B.A., Marquette University  
M.B.A., New Hampshire College

**Carroll Piper**

A.S., Andover College  
B.S., M.S., Husson College

**Lynda Plante**

B.S., University of New Hampshire  
M.B.A., New Hampshire College

**Jonathan Posner**

B.A., Boston University  
J.D., Suffolk University  
M.B.A., University of Denver

**Andreas Reif**

B.A., University of Maryland  
M.D.V., Gordon Conwell Theological Seminary

**Nancy Reilly**

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

**Linda Remillard**

B.A., Glenville State College  
M.S., University of New Hampshire

**James Rike**

B.S., University of Southern Maine  
M.S., Antioch University

**William Robertson**

B.S., Saint Francis College  
M.A., Fordham University  
M.B.A., New York University

**Keith Sabella**

B.A., Bethany College  
M.A., Duquesne University  
M.A., University of Chicago

**Mariealana Salamone**

B.A., Regis College  
M.A., Rivier College

**Guy Sammartano**

B.A., M.B.A., Anna Maria College

**Neil Savage**

B.A., Middlebury College  
M.A., University of Massachusetts  
Ph.D., University of Long Island

**Susan Saveikonis**

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

**Jason Schneiderman**

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

**Deborah Shaw**

B.A., Clark University  
M.S., Rivier College

**Cathy Silverman**

B.A., Mary Washington College  
M.F.A., California Institute of Arts

**James Smalley**

B.A., Fordham University  
M.B.A., Clark University

**Stephen Soreff**

B.A., Tufts University  
M.D., Northwestern University

**Jo Ellen Space**

B.A., Southern New Hampshire University  
M.Ed., Plymouth State University

**Andrew Stangel**

B.A., Ph.D., University of California  
M.A., University of Wisconsin

**Richard Stevens**

B.S., University of New Hampshire  
J.D., Suffolk University

**James C. Sullivan**

B.S., Boston University  
M.B.A., Clark University

**Charles Swinford**

B.A., M.A., University of Georgia

**Gregory Therrien**

B.S., Parsons School of Design  
M.B.A., Barry University

**David Thrope**

B.A., New York University  
M.B.A., Babson College

**Elizabeth Tillar**

B.A., University of New Mexico  
M.A., Colgate University  
Ph.D., Fordham University

**Salvatore Torrisi**

B.S., Northeastern University  
M.B.A., Babson College

**Gordon Tuttle**

B.S., University of New Hampshire  
M.B.A., New Hampshire College

**Michael Van Uden**

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

**Kay Frances Wardrope**

B.A., University of Vermont  
M.S.W., University of South Carolina

**William Webb**

B.A., New York University  
M.B.A., New Hampshire College  
M.Ed., University of New Hampshire  
M.P.A., Golden Gate University

**Robert Wheeler**

B.A., M.A., University of New Hampshire

**Candice Whitesel**

A.A.S., University of Akron  
B.A., Rivier College  
M.S.W., Boston University

**Alan Edward Wilkinson**

B.S., Harvard College  
M.S., Southern New Hampshire University

**Georgine Williams**

B.A., Good Counsel College  
M.Ed., Plymouth State College

**Kathryn Williams**

B.A., Pennsylvania State University  
J.D., Suffolk University  
M.B.A., Boston College

**Deborah Wood**

B.A., M.A., Ph.D., University of California

**Stephen Wood**

B.S., University of Maine  
M.B.A., Northeastern University

**Julie Zink**

B.A., University of Mississippi  
M.A., University of South Carolina  
Ph.D., University of South Alabama

**Michael Zulauf**

B.A., Nasson College  
M.A.T., Manhattanville College

**School of Professional and Continuing Education**

**Brandi Lyn Biagiotti**

Director, SNHU Manchester  
B.A., Franklin Pierce College  
M.A., Antioch New England

**Kevin Coyne**

Academic Advisor, SNHU Nashua  
B.A., Keene State College  
M.P.A., University of New Hampshire

**John Gonsalves**

New Student Advisor/Recruiter, SNHU Manchester  
B.A., New England College  
M.A., Notre Dame College

**Karen Goodman**

Director, SNHU Nashua  
A.S., University of Maryland  
B.S., University of the State of New York-Regents  
M.A., University of the Incarnate Word  
M.S.L.I.S., Syracuse University

**Gilda Guttman**

Academic Advisor, SNHU Salem  
B.S., New York University  
M.S., Long Island University  
Ph.D., New York University

**Karen James**

Associate Director, SNHU Seacoast  
B.S., Rochester Institute of Technology  
M.Ed., Colorado State University  
M.B.A., University of Colorado

**Charles Kalinski**

Academic Advisor, SNHU Nashua  
B.A., Saint Anselm College  
Ed.D., International Graduate School  
M.A., University of Akron  
M.A., Rivier College  
M.B.A., New Hampshire College  
M.Ed., Notre Dame College  
M.Ed., Suffolk University  
M.S., Sanford University  
M.S.I.S.M., Marlboro College

**Christie Lenda**

Academic Advisor, SNHU Manchester  
A.S., B.S., M.S., Southern New Hampshire University

**Anne F. McCubrey**

Academic Advisor, SNHU Manchester  
B.S., University of New Hampshire  
M.B.A., New Hampshire College

**Maria Minickiello**

Director, SNHU Seacoast  
B.A., Plymouth State University  
M.S., Antioch University New England  
C.A.G.S., Plymouth State University

**Jill Pettengill**

Academic Advisor, SNHU Seacoast  
B.A., Keene State College

**Ronald Poulin**

Academic Advisor, SNHU Maine  
A.A., B.A., University of Maryland University College  
B.A., University of the State of New York-Regents

**Linda Richelson**

Director, SNHU Salem  
B.S., Emerson College  
M.B.A., Southern New Hampshire University  
M.S., Boston University

**Susan Taylor**

Academic Advisor, SNHU Salem  
B.A., Boston University  
M.B.A., Southern New Hampshire University

**Sheila Wenger**

Academic Advisor, SNHU Maine  
B.S., M.S., Southern New Hampshire University

**William Bo Yerxa**

Director, SNHU Maine  
B.S., University of Maine  
M.R.P., University of Massachusetts  
M.S., Southern New Hampshire University



## SNHU Online

### Yvonne Simon

Chief Executive Officer, SNHU Online  
B.A., Bowdoin College  
M.Ed., Harvard University

### Irina Bailey

Manager of Online Inquiry and Marketing, SNHU Online  
B.S., Krasnoyarsk Teachers Training University, Russia  
M.S., Minsk Linguistic University, Belarus  
M.S., New York University

### Kevin Bell

Chief Academic Officer, SNHU Online  
B.Sc., Manchester University, England  
M.A.T., Marlboro College

### Chris Berez

Content Architect, SNHU Online  
B.A., Marlboro College

### Suzanne Brown

Senior Outreach Specialist, SNHU Online  
B.S., United States Naval Academy  
M.B.A., Pepperdine University

### John E. Calvert, Jr.

Assistant Director, Military Education, SNHU Online

### Barry Cardin

Assistant Director of Financial Aid, SNHU Online  
B.A., George Washington University

### Kimmeth Cusson

Transfer and Prior Learnings Assessment Coordinator,  
SNHU Online  
A.S., Daytona Beach Community College  
B.S., M.B.A., Southern New Hampshire University

### Christian Devoe

Transfer & Prior Learning Assessment Coordinator,  
SNHU Online  
B.S., M.Ed., University of New Hampshire

### Trisha Dionne

Instructional Designer, SNHU Online  
B.S., M.S., Southern New Hampshire University

### Prakhong (Mawn) Goolbis

Student Services Team Leader, SNHU Online  
B.A., Chiangmai University, Thailand  
M.Ed., Srinakarinwirot University, Thailand  
M.B.A., Southern New Hampshire University  
M.S., Southern New Hampshire University

### Michelle Gumbrecht

Instructional Designer, SNHU Online  
B.S., Stony Brook University  
M.A., Ph.D., Stanford University

### Anne Hammer

Manager, Faculty Support, SNHU Online  
B.S., Rensselaer Poly Institute  
M.A., Boston University

### Mary Higgins

Chief Implementation Officer, SNHU Online  
B.S., Western New England College  
M.S., Central Connecticut State College

### Kristin Koepke

Manager of Instructional Design, SNHU Online  
B.S., University of Wisconsin  
M.S., Ithaca College

### Christine Javery

Director of Military Initiatives, SNHU Online  
B.S., New Hampshire College  
M.S., Southern New Hampshire University

### Christine Lee

Military Academic Advisor, SNHU Online  
B.S.W., Arizona State University  
M.B.A., University of Phoenix

### Denise Littlefield

Instructional Designer, SNHU Online  
B.S., University of New Hampshire

### Amelia Manning

Director of Advising and Enrollment Services, SNHU Online  
B.A., Saint Michael's College  
M.A., University of New Hampshire

### Cynthia Migliori

Administrative Manager, SNHU Online  
B.A., M.Ed., University of New Hampshire

### Jennifer Owens

Academic Advisor, SNHU Online  
B.S., M.S., Southern New Hampshire University

### Allison Tufts

Faculty Support Specialist, SNHU Online  
B.A., University of Maine

### Keri Sayer

Academic Advisor, SNHU Online  
B.S., Plymouth State University  
M.S., Southern New Hampshire University

### Sarah Stearns

Academic Advisor, SNHU Online  
B.A., University of New Hampshire  
M.A.T., Sacred Heart University

### Jennifer Varney

Assistant Director of Academic Advising, SNHU Online  
B.S., University of New Hampshire  
M.S., Southern New Hampshire University

## University Administrative Staff

### Jason E. Allgire

Assistant director of web services  
Marketing and Communications  
B.A., Albion College

### Lauren Andresen

Instructional Technology Specialist  
B.S., University of San Francisco  
M.Ed., University of New Hampshire

### Rebecca Arno

Residence Director  
B.S., Southern New Hampshire University

### Maria Ashton

Manager, Benefits  
B.A., University of New Hampshire

**Traci Belanger**

Coordinator, Counseling Services  
B.A., Duquesne University  
M.S., Northeastern University

**Stephanie Bergeron**

Assistant Director of Alumni Communications, Institutional  
Advancement  
B.F.A., New Hampshire Institute of Art

**Bryan Bouchard**

Business tutoring coordinator, The Learning Center  
B.S., M.B.A., M.S., Southern New Hampshire University

**Stephanie Bouley**

Assistant Director of Development  
B.S., M.S., Southern New Hampshire University

**Sharen Brady**

Colleague Systems Administrator  
B.S., Rivier College  
M.B.A., New Hampshire College

**Kris Bristol**

Accountant/Financial Analyst  
B.S., University of Maine  
M.S., M.B.A., Southern New Hampshire University

**Linda L. Broome**

Manager, Payroll  
B.S., M.B.A., New Hampshire College

**Jaime Brown**

Compliance Coordinator  
B.S., St. Francis College  
M.A., Adelphi University

**Ellen Cady**

Associate director, Graduate Admissions  
B.A., Plymouth State College  
Ed.M., University of New Hampshire

**Julie Callahan**

Assistant Director, Undergraduate Admission  
B.S., Southern New Hampshire University

**Reginald Chapple**

Director, Los Angeles Center, School of CED  
B.A., University of Southern California  
M.A.U.P., UCLA

**Annamarie Cioffari**

Director, Graduate program in Community Mental Health  
B.A., University of Bridgeport  
Ph.D., University of Vermont

**Anna Clifford**

Assistant director, Financial Aid  
B.S., Green Mountain College

**Chance Clutter**

Assistant director, Career Development Center  
B.A., Fort Hays State University

**Rev. Bruce W. Collard**

Director, Campus Ministry/Catholic Chaplain  
B.A., Providence College  
Master of Divinity, Mt. St. Mary College, Maryland  
Cert. of Philosophy, St. Mary College, Kentucky  
National Certification Campus Ministry  
CCMA

**Richard Colfer**

Associate Director, Academic Advising  
Assistant professor  
B.A., M.A., Glassboro State College  
M.H.S., New Hampshire College

**Nicholas Collins**

User Liaison  
A.S., Full Sail College

**Olivia S. Cooper**

Assistant director, Financial Aid  
A.S., New Hampshire Technical Institute  
B.S., University of Maine  
M.S., Southern New Hampshire University

**Beverly Cotton**

Bursar  
B.S., New Hampshire College  
M.B.A., M.B.E., Southern New Hampshire University

**Tobey Davies**

Director, Center for CED and Disability, School of Community  
Economic Development  
M.S., New Hampshire College

**Michael DeBlasi**

Director, Alumni and Donor Relations  
B.S., New Hampshire College  
M.A., Rider University

**Christopher DeCloux**

Culinary Arts Program Manager  
B.S., University of New Hampshire

**Lori DeConinck**

Director, The Learning Center  
Assistant professor  
A.S., Notre Dame College  
B.S., New Hampshire College  
M.A.C.P., Rivier College

**Chad Detjen**

Peer mentoring coordinator, The Learning Center  
B.A., M.Ed., Southern New Hampshire University

**Gail Dexter**

Director of Development, Institutional Advancement  
B.S., M.B.A., Union College

**Deborah Donnelly**

International Student Advisor  
B.A., Smith College  
M.Ed., Northeastern University

**Daryl Dreffe**

Director, Computing Resources  
B.S., Michigan State University  
M.B.A., Eastern Michigan University

**John Dufour**

Assistant Men's Basketball Coach  
B.Ed., Keene State College  
M.Ed., Suffolk University

**Michelle E. Dunn**

Associate director, Communications & Media Relations  
Marketing and Communications  
B.A., University of New Hampshire

**Scott Durand**

Director, Graduate Admission and Enrollment Services  
B.A., Southern New Hampshire University  
M.Ed., University of Tennessee

**Kristi Durette**

Associate Director of Development  
B.A., M.A., Michigan State University

**Sharon Dyer**

University Nurse, Wellness Center  
L.P.N., Shepard-Gill School of Nursing, Massachusetts General Hospital

**Frank Eaton**

Director, Purchasing/Risk Manager  
B.S., New Hampshire College

**Suzanne Faulkner**

Assistant director, Financial Aid  
A.A., New Hampshire College

**Adam Fitzgerald**

Graphic Designer  
Marketing and Communications  
B.A., Keene State College

**Aaron Flint**

Manager, Instructional support, Computing Resources  
B.A., Saint Anselm College  
M.H.A., University of New Hampshire

**Monique Fonner**

Director, Database Management  
B.S., New Hampshire College

**Laurence Franco**

Director, Media Services  
B.S., New Hampshire College

**Marilyn Frederick**

Director, Institutional Advancement  
B.A., Boston University

**Jared Gabrey**

Residence Director  
B.S., Southern New Hampshire University

**Robin Gagnon**

Associate director, Financial Aid

**Jessica Garcia**

Academic Advisor  
B.A., Western New England College  
M.S., Miami University

**James Gassman**

Equipment and Operations Manager  
B.S., Springfield College  
M.S., Southern New Hampshire University

**Domenic Gioioso**

Assistant Director, Facilities

**Carey W. Glines**

Director, Academic Advising  
B.A., M.Ed., University of New Hampshire  
M.S., Southern New Hampshire University

**Jet Goldberg**

Director, Wellness Center  
B.A., Brandeis University  
M.A., Rivier College, L.C.M.H.C.

**Micheline Goodno**

Director, Institutional Research  
B.S., Southern New Hampshire University

**Karen A. Gosselin**

Assistant registrar  
A.S., B.S., M.S., Southern New Hampshire University

**Linda R. Goyette**

Assistant Controller  
B.S., Plymouth State College

**Richard Groleau**

Assistant director, International Admissions  
B.A., University of New Hampshire  
M.Ed., Notre Dame College

**Brad Hachez**

User Liaison, Computing Resources  
B.S., M.Ed., Plymouth State University

**Constance Harvey**

Associate director, International Admission  
B.S., New Hampshire College

**Steven Harvey**

Director, International Admission  
B.S., University of Maine  
M.A., Ph.D., Boston University

**Tom Helm**

Manager, AV Services  
B.S., New Hampshire College

**Liz Henley**

Disability Specialist  
B.A., M.Ed., Southern New Hampshire University

**Pamela Henley**

Colleague Training, Documentation coordinator  
B.S., Southern New Hampshire University

**Marc Hubbard**

Head Coach, Men's Soccer  
B.A., Colgate University  
M.S., University of New Hampshire

**Kathy Ireland**

System administrator, Telecommunications  
A.S., Berkshire Community College  
B.S., Franklin Pierce College

**Sarah Jacobs**

Director, Community Involvement  
B.S., Fitchburg State College  
M.S., Northeastern University

**Hyla Jaffe**

Director, Office of Disability Services  
B.S., Boston University  
Certificate in learning disabilities, Boston College  
M.M.H.S., Brandeis University

**William B. Jenkins**

Assistant director, Career Development Center  
B.S., Clemson University  
M.Ed., University of New Hampshire  
O.D., Indiana University

**Susan Kantargis**

Programmer Analyst, Computing Resources  
A.A.S., Mount Wachusett Community College

**Kathleen H. Kennedy**

Assistant director of marketing and admissions, School of Community Economic Development  
B.S., M.S., Southern New Hampshire University

**Curtis Kimball**

Director of web services, Marketing and Communications  
B.S., University of Miami  
M.Ed., University of Georgia

**Matthew Krones**

Assistant Director of AV Services  
B.S., Valparaiso University

**Darrell J. Krook**

Controller  
A.S., NHVTC, Nashua  
B.S., New Hampshire College

**James M. Kuras**

Director, Teacher Education and Certification  
B.A., Eastern Connecticut State University  
M.Ed., Springfield College

**Brenda Labrie**

Associate Director of HR&D/Compensation Analysis  
B.S., New Hampshire College

**Catherine LaForge**

Director, Foundation and Corporate Relations  
B.A., Columbia University

**Sheila Lambert**

Coordinator of Wellness Education  
B.S., Plymouth State College  
M.S., LaSalle University

**Jennifer L. Landon**

Director, Career Development Center  
B.A., M.Ed., Notre Dame College

**Diane Lavoie**

Assistant Payroll Manager/Timepro Administrator  
B.S., Southern New Hampshire University

**Tammy Lenski**

Special Assistant to the President  
B.A., Middlebury College  
M.Ed., D.Ed., University of Vermont

**Woullard Lett**

B.S., Northeastern Illinois University  
M.S., Southern New Hampshire University

**Cynthia Levandowski**

Data Retrieval Analyst  
B.S., Southern New Hampshire University

**Scott Loiseau**

Head Men's Baseball Coach  
B.S., M.B.A., Franklin Pierce University

**Heather Lorenz**

Assistant Dean of Students for Rights and Responsibilities  
B.S., University of Massachusetts, Lowell  
M.B.E., New Hampshire College

**Tiffany A. Lyon**

Director, Campus Programming and Leadership  
B.S., New Hampshire College  
M.B.A., Southern New Hampshire University

**Amy MacDonald**

Associate director, Graduate Admissions  
B.A., M.A., Assumption College

**William Maddocks**

Director, Off-site Programs  
School of Community Economic Development  
B.A., Southeastern Massachusetts University, North Dartmouth  
M.S., Southern New Hampshire University

**Sam A. Mahra**

Associate Director, Undergraduate Admission  
B.A., University of New Hampshire  
M.S., Southern New Hampshire University

**Nicholas Marks**

Associate registrar  
A.S., McIntosh College  
B.S., Southern New Hampshire University

**Louisa M. Martin**

Director, Financial Aid  
B.Th., Teamer School of Religion

**Susan Maslack**

Graduate coordinator, Site development  
Graduate Program in Community Mental Health  
B.S., University of Vermont  
M.S.W., Boston University

**Chad Mason**

Assistant director, Athletics  
B.S., M.S., New Hampshire College

**Jennifer D. Matthews**

Project manager  
Marketing and Communications  
B.S., M.S., Southern New Hampshire University

**Jason Mayeu**

Director of Creative Services  
Marketing and Communications  
B.F.A., The College of Saint Rose

**Gregg Mazzola**

Director, Communications and Media Relations  
B.A., University of Dayton  
M.S., Southern New Hampshire University

**Linda McCabe**

Instructional Support Specialist, Academic Computing  
B.S., New Hampshire College

**Thomas Mersereau**

Manager, Systems Administration  
A.S., Hesser College  
B.S., Daniel Webster College

**Nancy Miller**

Assistant director, Graduate Admissions  
B.A., Pennsylvania State University  
M.Ed., Rivier College

**Kimberly Monical**

Assistant Bursar  
A.S., Kaplan University

**Debbie J. Moore**

Administrative Manager, Finance and Operations

**Jeremy Morel**

Programmer Analyst, Computing Resources

**Denise Morin**

Conference and Events Manager  
A.S., New Hampshire College

**Karen S. Nahary**

Residence director  
B.A., Keene State College

**Kierstin Newcombe**

Assistant Director, Undergraduate Admission  
B.A., University of Vermont  
M.S., Southern New Hampshire University

**Joanne M. Normand**

Associate director, Justice Studies  
B.S., University of New Hampshire  
M.Ed., Southern New Hampshire University



**James Olkovikas**

Assistant director, Computing Resources  
B.S., New Hampshire College

**Richard Ouellette**

Registrar  
B.T., M.A., Appalachian State University  
Ed.D., Vanderbilt University

**Trixy Palencia**

Residence director  
B.S., M.B.A., Quinnipiac University

**Jasmine Pandit**

Director, Enrollment Operations  
B. Com., Bombay University  
M.S., Southern New Hampshire University  
M.B.A., Southern New Hampshire University

**Mark Paradis**

Hospitality Center purchasing coordinator  
A.O.S., Johnson and Wales University

**Melinda Parker**

Credit manager  
B.S., New Hampshire College

**Jeffrey Penta**

Assistant director, Financial Aid  
B.S., Southern New Hampshire University

**Bethany Perkins**

Assistant Director, Undergraduate Admission  
B.A., Georgia Southern University

**Karen Pinkos**

Head Coach, Women's basketball  
B.S., University of New Hampshire

**Alice Platt**

Digital Initiatives Librarian, Shapiro Library  
B.A., University of South Carolina  
M.S., Florida State University

**Joseph R. Polak**

Director, Athletics  
B.A., Fordham University

**Anthony Polito**

Residence director  
B.A., Hiram College, OH  
M.S., Canisius College, Buffalo, NY

**Ana C. Poore**

Assistant director, Graduate Enrollment Services  
B.S., Esumer University

**Raymond Prouty**

Budget Manager  
B.S., New Hampshire College

**Terry M. Prouty**

Senior Women's Administrator, Athletics  
Head coach, Women's soccer  
B.S., New Hampshire College

**Lara K. Quiroga**

Community outreach coordinator, School of Education  
B.S., Granite State College  
M.Ed., Southern New Hampshire University

**Darleen Ratté**

Senior Assistant director, Financial Aid  
A.S., Northern Essex Community College

**Kelly Reardon**

University counselor, Wellness Center  
B.A., University of New Hampshire  
M.Ed., University of New Hampshire

**Nancy Richardson**

Executive assistant to the President

**Cindy Rickard**

Assistant director, Financial Aid  
A.A.S., Salvation Army School for Officer Training

**Joseph Rivera**

Admission Counselor  
B.A., Tufts University

**Colin Roach**

Manager, PC Services  
A.S., Wyoming Technical Institute

**Michael Roux**

Assistant Coach, Women's Basketball  
B.A., M.A., Assumption College

**Sheila Roy**

Systems analysis & planning in HR  
A.S., B.S., New Hampshire College

**Gregory Royce**

Director, Sports Information  
B.S., Southern New Hampshire University

**Robert P. Schiavoni**

Director, Residence Life  
B.S., New Hampshire College  
M.Ed., Springfield College

**Phaedra Schmidt**

Integrated Marketing Project Manager  
B.A., St. Anselm College

**Dawn Sedutto**

International Student Advisor  
B.S., University of Connecticut  
M.S., University of Bridgeport

**Paula Shapazian**

Assistant director, Residence Life  
A.S., Hesser College  
B.S., New Hampshire College  
M.S., Southern New Hampshire University

**Mark Skelding**

Assistant program coordinator  
Field-based Graduate Program in Education  
B.S., Pennsylvania State University  
M.Ed., St. Michael's College

**Steve Soba**

Director, Undergraduate Admission  
B.A., M.S., Salve Regina University

**Stanley C. Spirou**

Head coach, Men's basketball  
B.S., Keene State College  
M.Ed., Antioch University

**Lisa St. Hilaire**

Director of development operations  
B.S., Plymouth State College

**Pauline Y. St. Hilaire**

Director, Dual Enrollment  
B.S., M.S., New Hampshire College

**Norman H. St. Onge, Jr.**

Assistant director of Public Safety  
B.S., New Hampshire College  
M.B.A., Southern New Hampshire University

**Michelle Strout**

Director of Alumni Programs and Benefits, Institutional  
Advancement  
B.S., M.B.E., Southern New Hampshire University

**G. Allen Swisher**

Senior Programmer Analyst

**Jill Teeters**

Senior associate director, Undergraduate Admission  
B.A., Ithaca College  
M.A., Emerson College

**Gavin Telfer**

Assistant Director of Student Life & Student Center  
B.S., M.P.A., Northern Michigan University

**Scott A. Tierno**

Director, Student Life & Student Center  
B.S., Plymouth State College  
M.Ed., Northeastern University

**Robert Vachon**

Director of Facilities  
B.A., St. Anselm College

**Barbara Vazquez**

Credit Administrator, Collections  
A.A.S., James Rumsey Vocational Technical College

**DeVaughn Vincent-Bryan**

Residence Director  
B.A., University of Vermont

**Julie Welkowitz**

Assistant academic coordinator  
Graduate programs in Community Mental Health  
B.A., Cornell University  
Ph.D., University of Vermont

**James Whitcher**

P.C. Services Specialist/Lab Technician Supervisor

**Nancy White**

Coordinator, Health Services  
L.P.N., Moore General Hospital School of Practical Nursing  
B.S.H.S., New Hampshire College

**James A. Whitmore**

Director, Human Resources  
B.A., University of New Hampshire  
M.B.A., New Hampshire College

**Kathy Willis**

Math tutoring coordinator, The Learning Center  
B.S., University of Maine  
M.Ed., University of New Hampshire

**Sara Wilson**

Director, Training and organizational development  
B.A., University of Virginia  
M.S.H.S., Springfield College

**James J. Winn**

Director of Public Safety  
B.A., Notre Dame College  
M.P.A., University of New Hampshire

**Robert Witmer**

Information Security Officer  
A.S., New Hampshire Technical College  
B.S., Franklin Pierce College  
M.B.A., Southern New Hampshire University

**Joseph Zaleski**

Lead Systems Programmer, Computing Resources  
A.A.S., George Washington University  
B.S., University of New Hampshire

**Vanessa Zerillo**

Program director, Field-based Graduate Program in Education  
B.A., State University College of New York  
M.S., University of Vermont  
Ed.D., Nova Southeastern University

**Jeanne Zimmerman**

Recruitment and admissions specialist  
Graduate Program in Community Mental Health  
B.S., Trinity College of Vermont

**Vincent J. Zuccala**

Head trainer  
B.S., Salem State College  
M.S., Eastern Illinois University

## Honorary Degree Recipients

1971	Mrs. Gertrude Shapiro, Doctor of Humane Letters	1994	David Van Note, Doctor of Laws John F. Swope, Doctor of Laws
1972	Col. John H. Glen, Doctor of Science		
1973	Julian Bond, Doctor of Laws	1995	Elizabeth Hanford Dole, Doctor of Laws Norman C. Payson, Doctor of Science Bedrettin Dalan, Doctor of Laws
1974	Stewart L. Udall, Doctor of Laws		
1975	Louis Rukeyeser, Doctor of Humane Letters	1996	Kenneth D. Van Kleeck, Doctor of Laws Katharine Delahayne Paine, Doctor of Laws Juan Manuel Santos C., Doctor of Laws
1976	Nikki Giovanni, Doctor of Humane Letters William S. Green, Doctor of Laws		
1977	Martin Agronsky, Doctor of Laws Rev. Placidus H. Riley, Doctor of Humane Letters	1997	Franklin Abraham Sonn, Doctor of Laws Dean Kamen, Doctor of Science Donald Murray, Doctor of Humane Letters
1978	Newell S. Paire, Doctor of Laws		
1979	Eugene S. Mills, Doctor of Laws Charles S. Stanton, Doctor of Laws John F. Sterling, Doctor of Laws	1998	Jacqueline Mara, Doctor of Laws Lewis M. Feldstein, Doctor of Laws Walter Peterson, Doctor of Laws Selma R. Deitch, Doctor of Science
1980	Jack L. Bowers, Doctor of Laws Norris Cotton, Doctor of Laws Philip S. Dunlap, Doctor of Laws	1999	Jeanne Shaheen, Doctor of Laws Malcolm S. Forbes, Jr., Doctor of Laws
1981	John A. Beckett, Doctor of Laws Richard A. Fulton, Doctor of Laws	2000	Jan C. Scruggs, Doctor of Laws Sr. Carol J. Descoteaux, Doctor of Humane Letters
1982	Lotte Jacobi, Doctor of Humane Letters Robert Rosenberg, Doctor of Laws	2001	Joan Corcoran, Doctor of Laws J. Bonnie Newman, Doctor of Laws Raymond Wiczorek, Doctor of Laws
1983	Henry R. Bloch, Doctor of Laws		
1984	Ralph W. Farmer, Doctor of Laws Victor K. Kiam II, Doctor of Laws Warren B. Rudman, Doctor of Laws	2002	William E. Green, Doctor of Laws Georgie Thomas, Doctor of Laws Seham Razzouqi, Doctor of Laws Ismail Serageldin, Doctor of Science
1985	Curtis L. Carlson, Doctor of Humane Letters		
1986	Christopher Forbes, Doctor of Humane Letters Sakip Sabanci, Doctor of Laws	2003	Jules Olitski, Doctor of Humane Letters Dorothy S. Rogers, Doctor of Laws
1987	Joachim W. Froelich, OSB, Doctor of Humane Letters	2004	A. A. Moody Awori, Doctor of Laws
1988	Kenneth J. Rowley, Doctor of Laws Thomas V. Vanderslice, Doctor of Science	2005	Florence Reed, Doctor of Humane Letters Jeffery D. Sachs, Doctor of Humane Letters
1989	Thomas A. Corcoran, Doctor of Laws	2006	John Lynch, Doctor of Laws
1990	Raymond F. Truncellito, Doctor of Laws Patricia Gallup, Doctor of Science	2007	Barack Obama, Doctor of Laws Richard Gustafson, Doctor of Laws Edward Shapiro, Doctor of Laws
1991	Christos Papoutsy, Doctor of Laws Hedrick L. Smith, Doctor of Humane Letters Elton See Tan, Doctor of Laws	2008	Bilger Duruman, Doctor of Laws John Miles, Doctor of Laws Mtangulizi Sanyika, Doctor of Humane Letters William Shore, Doctor of Humane Letters
1992	Sophia Collier, Doctor of Laws Gary Hirshberg, Doctor of Science Kimon S. Zachos, Doctor of Laws Alirio Parra, Doctor of Laws	2009	Dr. Clayton Christensen, Doctor of Humane Letters Rob Finlay, Doctor of Business Wes McNair, Doctor of Humane Letters
1993	Andrew W. Green, Doctor of Laws Yelena Khanga, Doctor of Humane Letters		

## Distinguished Achievement Citations

### Alumni Association Distinguished Service Award

*1979	Kenneth E. Preve, 1971
1980	Christos Papoutsy, 1957
1981	Richard Courtemanche, 1973
1982	David D. Myler, 1969
1983	Maurice Raymond, 1970
1984	Robert K. Morine, 1971
1985	Michael Brody, 1973
1986	Russell Pelletier, 1970
*1987	Dr. Gertrude Shapiro, Honorary, 1971
1988	Thomas Space, 1974
1989	William S. Green Esquire, Honorary, 1976
1990	Dale (Plavnick) Trombley, 1983
1991	Michael DeBlasi, 1970
1992	Dr. George Larkin
*1993	Dorothy S. Rogers
1995	Rene LeClerc, 1971
1996	Peter Perich, 1976, 1985
1997	Doug Blais, 1988, 1990
1998	Dr. Richard A. Gustafson
1999	Paula Reigel, 1987, 1992
2000	Janice (Somers) Fitzpatrick, 1993
2001	Bianca Holm
2002	Joseph Panaro, 1972
2003	Raymond Prouty, 1977
2004	Norton (Tuffy) Phelps, 1985
2005	Rob Grenus, 1987
2006	David H. Bellman 1992

\*Deceased

### Alumni Hall of Fame Recipients

*1991	Tony Lambert, 1968
1992	Dr. Judith Bouley, 1974, 1979
1993	Dr. Christos Papoutsy, 1957
1994	Richard Courtemanche, 1973
1995	David Myler, 1969
1996	Michael DeBlasi, 1970
1997	Robert Garneau, 1977
1998	Edward Ithier, 1987
1999	Thomas Tessier, 1974
2000	Bea (Worden) Dalton, 1973
2001	Donald Labrie, 1971
2002	Rene LeClerc, 1971
2003	Doug Blais, 1988, 1990
2004	Peter Perich, 1976, 1985
2005	Ann Lally, 1979, 1995
2006	Andrew W. "Mickey" Greene 1972

\*Deceased

### Young Alumni Award

2000	Michelle (Lamontagne) Strout 1996, 1998
2001	Chad Mason 1998, 2000
2002	Robin Sorenson 1997
2004	Meghan (Cotton) Dalesandro 2000
2005	Kristina Kintzer 2001, 2003
2006	Tiffany A. Lyon 2000, 2002

### Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski
1990	Robert R. Craven
1991	Marc A. Rubin
1992	Nicholas Nugent
1993	Robert Losik
1994	Aušra M. Kubilius
1994	Camille Biafore
1995	Karen Stone
1995	Beverly Smith
1996	Eleanor Dunfey-Freiburger
1996	Nicholas Cameron
1997	Robert Begiebing
1997	Mary Healey
1998	Patricia Spirou
1998	John Aylard
1999	Jeanette Ritzenthaler
1999	Helen Packey
2000	Mahboubal Hassan
2000	Eva Martel
2001	Martin J. Bradley
2001	Gary Baker
2002	Perrin H. Long
2002	Daniel O'Leary
2003	Doug Blais
2003	Dorothea Hooper
2004	Donald Sieker
2004	John Hayward
2005	Pamela B. Cohen
2005	Micheline Anstey
2006	Helen M. Packey
2006	Robert T. Wheeler
2007	Peter J. Frost
2007	Andrea L. Bard
2008	Catherine Stavenger
2008	Kathy J. Willis
2009	Robert Craven
2009	James Duffy
2009	Irwin Bramson



# Index

<b>A</b>	
Academic Calendar – Graduate School .....	4
Academic Calendar – School of Professional and Continuing Education and SNHU Online .....	4
Academic Complaint .....	68
Academic Honesty .....	63, 67
Academic Responsibility .....	22
Academic Standards and Regulations.....	66
Accreditation and Membership .....	7
Active Duty Military .....	16
ADA Compliance .....	21
Admissions.....	9, 47
Admissions Requirements.....	9
Alternative Loans .....	19
Application Deadlines .....	10
Application Fee .....	10
Application Process .....	9
Associate of Applied Science (A.A.S.) .....	8
Associate of Arts (A.A.) .....	8
Associate of Science (A.S.) .....	8
Athletic Facilities .....	70
Athletics .....	70
Attendance Policy.....	68
Audio Visual Center .....	22
<b>B</b>	
Bachelor of Applied Science (B.A.S.) .....	8
Bachelor of Arts (B.A.) .....	8
Bachelor of Business Administration (B.B.A.) .....	8
Bachelor of Science (B.S.).....	8
Bibliography and In-text Citation Styles .....	69
Bookstore.....	70
Business Administration .....	50
<b>C</b>	
CAEL.....	16
Calendars .....	4
Campus Ministry .....	71
Campus Programming & Leadership .....	71
Career Planning .....	21
CED Fund .....	17
Center for Financial Studies .....	39
Center for International Exchange .....	72
Certificate in Community Mental Health (PCMH) .....	59
Certificate Programs .....	9, 46
Certificate Programs – Graduate .....	9
Certificate Programs – Undergraduate .....	9
Certification in Business Administration .....	52
Certification in Computer Technology Educator .....	52
Certification Program Requirements .....	50
Child Development Programs .....	52
Class Audit.....	63
Class Cancellations.....	64
Commuter Student Council .....	72
Computer Technology Educator.....	50
Computing Resources .....	22
Conversion Programs .....	52
Coordinators of Activities and Programming Events (CAPE) .....	71
Copyright Policy .....	68
Counseling Services .....	74
Course Drop.....	64
Credit Policy.....	15
<b>D</b>	
Degree Requirements .....	13
Degrees Offered and Academic Programs.....	8
Delta Mu Delta Honor Society .....	40
Deposits.....	15
Direct Third Party Billing .....	16
Disabilities .....	21
Disciplinary Dismissal .....	69
Distinguished Achievement Citations .....	136
Division of Student Affairs .....	70
Doctor of Business Administration (D.B.A) in International Business .....	30
Doctor of Philosophy (Ph.D.) in Community Economic Development .....	42
Doctoral Degrees .....	9
Doctoral Program .....	30, 42
Dorothy S. Rogers Career Development Center .....	21
Dr. Jacqueline Mara Scholarship .....	17
<b>E</b>	
Early Childhood Education .....	52
Educational Services.....	74
Elementary Education.....	50
English as a Second Language Program (ESL) .....	24
English for Speakers of Other Languages (ESOL) .....	52
ESL Term Dates .....	4
<b>F</b>	
Federal Stafford Loans .....	18
Field-based Graduate Programs in Education .....	54
Finance Charges .....	15
Financial Aid .....	16
Financial Aid Application Process .....	17
Financial Obligations .....	15
Finlay Family Scholarship .....	17
Follett Campus Bookstore .....	70
Forensic Accounting and Fraud Examination .....	39
Foundation Courses .....	31
Fraternities and Sororities .....	71
<b>G</b>	
General Special Education.....	51
Global M.B.A.....	31
Global Master of Business Administration Degree Program .....	31
Goals of the University .....	6
Grade Change Policy.....	66
Grades and Grading .....	66
Grades and Scholastic Standing (M.F.A. Program Only) .....	67
Graduate Certificate in Business Administration.....	53
Graduate Certificate in Computer Technology Educator .....	53
Graduate Certificate in Terrorism and Homeland Security .....	65
Graduate Certificate in Training and Development .....	54
Graduate Certificates.....	35, 53
Graduate Course Descriptions .....	75
Graduate Program in Community Mental Health and Mental Health Counseling .....	58

Graduate Programs.....	8
Graduate Programs available at SNHU Online .....	27
Graduate Registration Process .....	12
Graduation Information .....	69
Grievance Procedure.....	22
Guiding Principles .....	29

## H

Harry A. B. and Gertrude C. Shapiro Library .....	20
Hassa Jadvani Memorial Scholarship.....	17
Health Services .....	74
History of the University.....	5
Holy Day Policy .....	68
Honorary Degree Recipients .....	135
Housing deposit .....	15

## I

ICED Program offered in Manchester, NH and the Philippines .....	44
ID Cards.....	20
Initial Enrollment .....	13
Institute for International Business of Southern New Hampshire University .....	39
Institute for Language Education (ILE) .....	24
Inter-Greek Council .....	71
International Students and Financial Aid .....	19
Internships .....	13, 21
Interviews .....	11

## J

Jane's Trust Scholarship Fund .....	17
Justice Studies Graduate Certificate Program .....	65

## L

Leave of Absence and Reactivation .....	13
Level of Achievement Expected .....	66
Library.....	20
Loans and Employment .....	18

## M

M.B.A. ....	8
M.S. in Accounting .....	31
M.S. in Accounting/Finance .....	8
M.S. in Finance .....	31
M.S. in Marketing .....	31
M.S. in Operations and Project Management .....	31
M.S. in Organizational Leadership .....	31
M.S. in Sport Management .....	31
Master Degree Programs .....	30, 43, 57
Master of Arts (M.A.) .....	8
Master of Arts in Community Economic Development Policy .....	45
Master of Business Administration (M.B.A.) .....	8
Master of Education (M.Ed.) .....	8
Master of Education (M.Ed.) and Certificate of Advanced Graduate Study (C.A.G.S.) .....	54
Master of Education Degrees .....	49
Master of Fine Arts (M.F.A.) .....	8, 57
Master of Science (M.S.).....	8
Master of Science Degree in Accounting .....	32
Master of Science Degree in Accounting/Finance .....	33
Master of Science Degree in Business Education.....	51
Master of Science Degree in Finance .....	33

Master of Science Degree in Information Technology .....	33
Master of Science Degree in International Business .....	34
Master of Science Degree in Marketing .....	34
Master of Science Degree in Operations and Project Management .....	35
Master of Science Degree in Organizational Leadership .....	35
Master of Science Degree in Sport Management .....	35
Master of Science in Community Economic Development.....	43
Master of Science in Community Mental Health .....	60
Master of Science in International Community Economic Development .....	44
Master of Science in Justice Studies.....	64
Master of Science in Teaching English as a Foreign Language .....	57
Matthew Stuart Van Kleeck Memorial Scholarship .....	18
Media Organizations .....	72
Mental Health Counseling Track .....	60
Michael Swack Scholarship .....	18
Mission .....	5
Morton E. Goulder Fund for Community Economic Development .....	17

## N

National CED Weekend Program .....	43
NCED Program offered in Manchester, NH and Los Angeles, CA .....	43
Network Acceptable Use Policy .....	23
Non-Certification Programs .....	52
Non-English Documents .....	9

## O

Off-campus Employment .....	19
Office of Disability Services .....	21
Online Consortium .....	26

## P

Part-time Students .....	16
Payment Policy .....	15
PCED Program .....	45
Personal Computer Software .....	23
PLUS Loans for Graduate Students .....	18
Policies .....	67
Practicum .....	14, 43
Privacy of Student Records .....	66
Professional Training Institutes .....	46
Program Requirements .....	11
Programs Leading to Initial Certification .....	49
Programs Leading to New Hampshire State Certification .....	49
Provisional Admissions.....	12
Public Safety .....	72

## Q

Qualitative Measure .....	20
Quantitative Measure .....	19

## R

Registration .....	63
Repeating Courses .....	67
Required Tests .....	10
Research Paper Citation Guidelines .....	40
Residence Life .....	72
Room & Board .....	15

## S

Scheduling .....	63
Scholarships.....	17

Scholastic Standing.....	66
School of Business .....	28
School of Business Graduate Certificate Programs .....	31
School of Business Graduate Programs .....	29
School of Business Master Degree Programs .....	30
School of Business Scholarship Fund.....	17
School of Community Economic Development .....	41
School of Community Economic Development Graduate Programs .....	42
School of Education .....	48
School of Education Graduate Programs .....	49
School of Liberal Arts .....	56
School of Liberal Arts Graduate Programs .....	57
School of Professional and Continuing Education.....	62
Second Degrees .....	13
Secondary Education .....	51
Section 504 Compliance and ADA Compliance .....	21
Service and Community Involvement .....	73
Service Learning.....	73
Services To Students With Disabilities .....	21
SNHU Center for Financial Studies .....	39
SNHU Online .....	25
SNHU Online Enrollment – International Students .....	16
Solicitation Policy.....	73
Standards of Satisfactory Academic Progress for Financial Aid .....	19
Statement of Belief .....	70
Student Center .....	73
Student Government Association.....	71
Student Life and the Student Center .....	73
Student Teaching .....	14
Summer-Intensive Master of Science in CED .....	44
<b>T</b>	
Technical Requirements for Online Courses .....	27
Time Limitations .....	13
Transcript Request .....	67
Transfer Credits .....	12, 68
Transitional Bridge Program .....	24
Tuition and Fees.....	14
Tuition deposit .....	15
Tuition Withdrawal Policy.....	16
<b>U</b>	
Undergraduate Programs available at SNHU Online .....	26
Undergraduates Taking 500-level Courses .....	69
University Directory .....	116
<b>V</b>	
Veterans' Benefits .....	19
<b>W</b>	
Wellness .....	73
Withdrawal from Class .....	68
Withdrawal from Southern New Hampshire University.....	68
Women's Faculty Scholarship .....	18

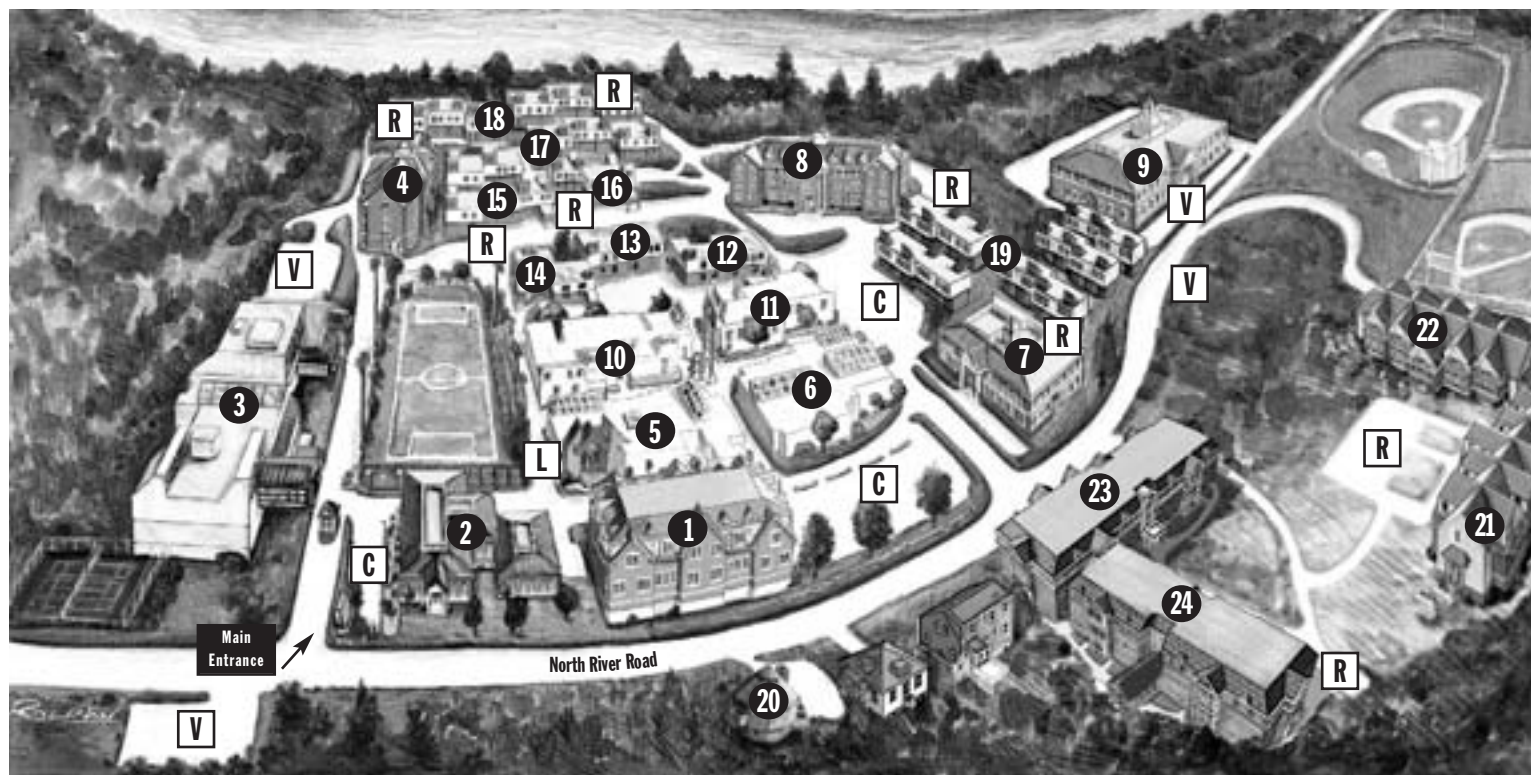


### **A Note on the Purpose of a University Catalog**

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

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





- 1 Robert Frost Hall (Academic Center)
- 2 Belknap Hall (Admission Office/Public Safety)
- 3 Athletic/Recreation Complex
- 4 New Castle Residence Hall
- 5 Student Center (Cafeteria/Bookstore)
- 6 Shapiro Library
- 7 Hospitality Center
- 8 Washington Residence Hall
- 9 Webster Hall (Graduate Programs)

- 10 Exeter Hall (Mail Room/SAS/CLASS)
- 11 Stark Hall (Honors)
- 12 Chocorua Hall (Wellness/Residence Life/Wellness Housing)
- 13 Winnisquam Residence Apartments
- 14 Spaulding Residence Apartments
- 15 Whittier Residence Apartments
- 16 Kearsarge Residence Apartments
- 17 Greeley Residence Apartments

- 18 Lower Suites
- 19 Westside Apartments
- 20 Campbell House (Marketing & PR)
- 21 Conway Apartments
- 22 Lincoln Apartments
- 23 Hampton Residence Hall
- 24 Windsor Residence Hall

#### Parking

C—Commuter Students, Staff/Faculty, Visitors Only

L—Handicap Parking

G—General

V—Visitor Parking Only

R—Residential Students Only

## How to get to Southern New Hampshire University

### From I-93 (Boston area)

Take exit 9N, follow road (US 3/RT 28) to first set of lights. Take a left at the lights onto West Alice Drive, which becomes Donati Drive at the sharp curve. Follow Donati Drive to the end, and then take a right at the stop sign onto Bicentennial Drive. Follow Bicentennial Drive to the stop sign, and then take a right onto North River Road. The university is located 1/4 mile on the left, after the overpass.

### From Hartford, CT (2 1/2 hours)

Take I-84E to I-90E to I-290E to I-495N to I-93N.  
(Follow directions from I-93)

### From Worcester, MA (1 1/4 hours)

Take I-290E to I-495N to I-93N. (Follow directions from I-93)

### From Bangor, ME (5 hours)

Take I-95S (Maine Turnpike) to exit 2 (Exeter/Hampton) to RT 101W. Pass exit 1 and bear right (toward Concord) onto I-93N.  
(Follow directions from I-93)

### From New Jersey and New York City (4-6 hours)

Take the George Washington Bridge in New York City to I-95N to I-91N to I-84E in Hartford, CT. Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

### From the North (I-93)

Take I-93S, bear right after the Hooksett tolls; continue onto I-93S to exit 9N. (Follow directions from I-93)

### From the Everett Turnpike/RT 3 (Nashua, NH; Lowell, MA)

Take RT 3N to I-293N to exit 6. Bear right off the exit, go through one set of lights and move to the left lane as you cross over the Amoskeag Bridge. Turn left at next set of lights (Elm Street); turn left at next set of lights (Webster Street); then turn right onto River Road. Follow River Road, which becomes North River Road, for 2 miles to the university.



**Southern New Hampshire University**  
2500 North River Road  
Manchester, NH 03106  
[www.snhu.edu](http://www.snhu.edu)

Bound Printed Matter

**snhu.edu**  
on campus. on location. online.