

Southern
New Hampshire
University

**academic
catalog**

Southern New Hampshire University

**2017
2018**

Table of Contents

Table of Contents	2
Welcome	11
Message from the President	11
University Mission	12
The Purpose of a University Catalog	12
Catalog Content Subject to Change	13
Department Chairs 2017-2018	14
Financial Aid Eligibility and Enrollment Criteria	15
School of Arts and Sciences	18
School of Business	26
School of Education	30
Special Programs	34
University Directory	41
Policies	55
About SNHU	55
Academic Program Improvement	55
Accreditations, State Authorization and Program Approvals	55
History of the University	59
On Campus	61
Required Written Arrangements	61
The SNHU Community	61
Academic Calendars	62
Academic Calendar	63
Academic Program Policies	63
22 Credit Maximum for Students Enrolled in Business Three Year Programs, Degree in Three	63
Academic Requirements for Sport Management programs	63
Degree in 5	63
English as a Second Language Program	64
Individualized Major/Minor Program	65
Minimum Grade in School of Business Courses, Degree in Three	67
Academic Standards	67
Academic Honors	67
Academic Renewal	70
Amendment of Degree Requirements	71
Ceremonial and Latin Honors	72
Credit Hour Definition	73
Scholastic Standing	74
Admissions	76
Academic Articulation Agreements	76
Admission Requirements, Graduate	76
Admission Requirements, International Students	81
Admission Requirements, Undergraduate	84
Admission Statuses	89
Provisional Acceptance	90
Readmission	91
Course and Program Enrollment	91
Absence and Withdrawal Due to Military Service	91
Academic Year	92
Attendance, Graduate	92
Attendance, Intensive English Program	92
Attendance, Undergraduate	93
Change of Program or Major and Second Major	93

University College 2017-2018

Concurrent Program Enrollments	94
Course Add and Drop	95
Course-by-Arrangement	95
Course Load	96
Course Load and Restrictions, International Students	97
Credit Overload	97
Criminal Background Check	98
Dissertation Status	98
Enrollment Statuses	98
Freshman Course Requirements	98
Independent Study, Graduate	99
Independent Study, Undergraduate	99
Leave of Absence	100
Religious Observance	101
Transfer Among SNHU Colleges	101
Undergraduate Internships	102
Undergraduates Taking Graduate Courses	102
Unearned F	103
Withdrawal from Class	103
Withdrawal from SNHU	104
Financial Aid and Resources	105
Applying for Financial Aid	105
Awarding Financial Aid	107
Disbursement of Financial Aid Funds	108
Educational Loans	109
Federal Work-Study (FWS)	110
Financial Aid Enrollment Status Criteria	111
Grants	111
Loan Counseling and Federal Student Loan Repayment Options	112
Military Benefits	114
Return of Title IV Funds	116
Scholarship Opportunities	118
Standards for Satisfactory Academic Progress (SAP)	126
Student Rights and Responsibilities	128
Grades and Credits	130
Audit a Course	130
Awarding of Credit by Examination	130
Credit for Courses in Other Postsecondary Settings	130
Credit for Prior Learning through Portfolio Assessment	130
General Education Transfer Policy	131
Grade Change	131
Grade Dispute	132
Grade Scale and GPA	132
Incomplete Grades	134
IP Grade	135
Repeating Courses	135
Transfer Classification-Credit Hours	136
Transfer Credit	136
Transfer Policy for SNHU-202	139
Waiver Eligibility for SNHU-303	139
Graduation and Commencement	140
Commencement Participation	140
Degree and Certificate Conferral	142
Degree and Certificate Requirements	144
Degree Revocation	146
Institutional Credit Requirements	149
Non-Conferred Completer (NCC)	150
Posthumous Degree	151
Miscellaneous	151
Class Cancellations	151

Definition of Terms	151
Final Exam	158
General Education, Anti-Encroachment	158
Institutional Research Review Board Summary	158
Program Minimums and Maximum Overlap	159
Records and Right to Privacy	162
Academic Record Retention	162
Change of Student Name, SSN or DOB	170
FERPA Student Right to Privacy	170
Releasing Academic Records of Deceased Students	172
Request for Transcript	173
Students Forwarding SNHU Email to Personal Email	173
Transcripts from Other Institutions	173
Rights and Responsibilities	173
Disability Access Statement	173
Nondiscrimination/Equal Opportunity	173
Sexual Misconduct	174
Student Academic Complaint	195
Student Account and Fees	195
Course Withdrawal Refund, Graduate	195
Non-Matriculated, Part-Time Students	197
Payment Information	198
Printing on Campus (PenmenPrint)	201
Refund Policy	201
Tuition and Fees	205
Withdrawal and Proration of Fees	209
Student Affairs	210
Athletics	210
Barnes & Noble Bookstore	211
Campus Ministry	211
DeColfmacker Veteran's Lounge	212
Deborah L. Coffin Women's Center	212
Dining Center	212
International Student Services (ISS)	214
Office of Diversity Programs	214
Public Safety	214
Residence Life	215
Robert A. Freese Student Center	216
Student Affairs Mission and Vision	217
Student Handbook	217
Student Involvement	218
Wellness	220
Student Code of Conduct	221
Academic Honesty Policy	221
Copyright Guidelines	229
Copyright Policy	231
Disciplinary Dismissal	233
Disciplinary Suspension	233
File Sharing	233
Inclusivity & Non-Discrimination	235
Network Acceptable Use	237
Online Course Etiquette	238
Online Services	238
Personal Computer Software	239
Support Services	239
Academic Advising Office	239
ADA/504 Grievances	240
Campus Accessibility Center	245
Dorothy S. Rogers Career Development Center	247

University College 2017-2018

Harry A.B. and Gertrude C. Shapiro Library	248
Institute for Language Education (ILE)	249
Media Services Center	250
Technology Resources	250
The Learning Center	250

Programs 252

Academic Affairs 252

General Education	252
Individualized Major (BA)	262
Individualized Major (BS)	263
Military (Minor)	266

College of Engineering, Technology, and Aeronautics 266

Aeronautical Engineering (BS)	266
Aeronautical Engineering (BS) - Composite Materials (Concentration)	269
Aeronautical Engineering (BS) - Mechanical Systems (Concentration)	269
Aeronautical Engineering (BS) - Robotics (Concentration)	270
Aeronautical Engineering (BS) - Thermal-Fluid Systems (Concentration)	270
Aeronautical Engineering (BS) - Unmanned Aerial Vehicle (Concentration)	270
Air Traffic Management (BS)	270
Aviation Management (BS)	272
Aviation Operations and Management (BS)	274
Computer Science (BS)	276
Construction Management (BS)	278
Electrical and Computer Engineering (BS)	280
Electrical and Computer Engineering (BS) - Control Systems (Concentration)	282
Electrical and Computer Engineering (BS) - Network Security (Concentration)	283
Electrical and Computer Engineering (BS) - Programming (Concentration)	283
Electrical and Computer Engineering (BS) - Robotics (Concentration)	283
Electrical and Computer Engineering (BS) - Wireless (Concentration)	284
Mechanical Engineering (BS)	284
Mechanical Engineering (BS) - Composite Materials (Concentration)	287
Mechanical Engineering (BS) - Propulsion Systems (Concentration)	287
Mechanical Engineering (BS) - Robotics (Concentration)	287

School of Arts and Sciences 287

American Studies (Minor)	288
Anthropology and Geography (Minor)	289
Applied Mathematics (Minor)	290
Art History (Minor)	291
Behavioral Neuroscience (Minor)	292
Biology (BS)	292
Biology (Minor)	295
Clinical Mental Health Counseling (MS)	295
Communication (BA)	297
Communication (Minor)	299
Creative Writing and English (BA)	299
Creative Writing and English (BA) - Fiction Writing (Concentration)	301
Creative Writing and English (BA) - Non-Fiction Writing (Concentration)	302
Creative Writing (Minor)	302
Crime and Criminology (Certificate)	303
Digital Media Video Production (Minor)	304
English Language and Literature (BA)	304
English Language and Literature (Minor)	307
Environmental Science (BS)	307
Environmental Science (BS) - Compliance and Sustainability (Concentration)	309
Environmental Science (BS) - Energy and Natural Resources (Concentration)	310
Environmental Science (BS) - Wildlife and Conservation Biology (Concentration)	310
Environmental Studies (Minor)	311
European Culture (Minor)	312
Fiction (MFA)	313
Game Art and Development (BA)	314

University College 2017-2018

Game Art and Development (Minor)	316
Game Programming and Development (BS)	316
Game Programming and Development (Minor)	318
Gender Studies (Minor)	319
Graphic Design and Media Arts (BA)	319
Graphic Design (Minor)	321
History (BA)	321
History (Minor)	324
Interactive Storytelling for Games (Minor)	324
Justice Studies (AS)	324
Justice Studies (BS)	326
Justice Studies (BS) - Crime and Criminology (Concentration)	329
Justice Studies (BS) - Law and Legal Process (Concentration)	330
Justice Studies (BS) - Policing and Law Enforcement (Concentration)	332
Justice Studies (BS) - Terrorism and Homeland Security (Concentration)	334
Justice Studies (Minor)	336
Law and Legal Process (Certificate)	337
Law and Politics (BA)	337
Law and Politics II (BA)	340
Law and Politics Pre J.D. (BA)	342
Leadership in Public Service (Graduate Certificate)	345
Liberal Arts (AA)	345
Liberal Arts (BA)	347
Mathematical Modeling (Minor)	349
Mathematics (BA)	349
Mathematics (Minor)	352
Middle School Mathematics (Minor)	353
Modern Society (Minor)	354
Music (Minor)	354
Non-Fiction (MFA)	356
Philosophy (Minor)	357
Policing and Law Enforcement (Certificate)	358
Political Science (Minor)	359
Pre-Law (Certificate)	359
Professional Writing (Minor)	361
Psychology (BA)	361
Psychology (BA) - Child and Adolescent Development (Concentration)	364
Psychology (BA) - Forensic Psychology (Concentration)	364
Psychology (BA) - Mental Health (Concentration)	365
Psychology (Minor)	365
Public Health and Wellness (Minor)	366
Public Relations (Minor)	367
Race and Ethnicity (Minor)	367
Social Media and Mental Health (Minor)	368
Sociology (BA)	368
Sociology (Minor)	370
Statistical Modeling (Minor)	371
Sustainability (Certificate)	371
Teaching English as a Foreign Language (MS)	373
Teaching of Composition (Graduate Certificate)	375
Terrorism and Homeland Security (Certificate)	376
World Language and Culture (Minor)	377
School of Business	377
Accounting and Finance (BS)	377
Accounting and Finance - Degree in Three (BS)	379
Accounting (BS)	380
Accounting (Certificate)	382
Accounting - Degree in Three (BS)	382
Accounting (Minor)	385
Business Administration (AS)	385
Business Administration (BBA)	386

University College 2017-2018

Business Administration Bradley Honors Program (BS)	388
Business Administration (MBA)	390
Business Administration (MBA) - Business Analytics (Concentration)	392
Business Administration (MBA) - Finance (Concentration)	392
Business Administration (MBA) - International Business (Concentration)	393
Business Administration (MBA) - Operations and Supply Chain Management (Concentration)	393
Business Administration (MBA) - Project Management (Concentration)	394
Business Analytics (BS)	394
Business Analytics - Degree in Three (BS)	395
Business Analytics (Minor)	398
Business Information Systems (Certificate)	399
Business Management - Plus One (MS)	399
Business Management - Plus One (MS) - Marketing - Plus One (Concentration)	401
Business Management - Plus One (MS) - Operations and Supply Chain Management - Plus One (Concentration)	402
Business Management - Plus One (MS) - Project Management - Plus One (Concentration)	403
Business Management - Plus One (MS) - Sport Business - Plus One (Concentration)	404
Computer Information Systems (BS)	404
Computer Information Technology (Minor)	406
Culinary and Baking Arts (AS)	406
Economics and Finance (BS)	408
Economics and Finance - Degree in Three (BS)	409
Economics and Math (BS)	410
Economics (Minor)	412
Entrepreneurship (Minor)	413
Fashion Merchandising and Management (BS)	413
Fashion Merchandising and Management - Degree in Three (BS)	415
Fashion Merchandising (Minor)	417
Finance (Minor)	418
Finance (MS)	419
Hospitality Business (BS)	420
Hospitality Business - Degree in Three (BS)	422
Human Resource Management (Certificate)	425
Information Technology (MS)	426
Integrated Business Core	427
International Business (BS)	427
International Business (BS) - Accounting (Concentration)	429
International Business (BS) - Entrepreneurship (Concentration)	430
International Business (BS) - Finance (Concentration)	430
International Business (BS) - Information Technology (Concentration)	430
International Business (BS) - Management (Concentration)	431
International Business (BS) - Marketing (Concentration)	431
International Business (BS) - Supply Chain Management (Concentration)	431
International Business - Degree in Three (BS)	431
International Business II - Degree in Three (BS)	433
International Business (PhD)	434
International Sport Management (Minor)	436
Intl Business (Minor)	437
Marketing (BS)	437
Marketing - Degree in Three (BS)	439
Marketing (Minor)	441
Operations and Project Management (BS)	441
Operations and Project Management - Degree in Three (BS)	443
Operations and Project Management (Minor)	445
Operations and Project Management - Plus One (MS)	446
Operations and Supply Chain Management (Minor)	447
Organizational Leadership (Minor)	448
Professional Accountancy - Plus One (MS)	449
Professional Sales (Concentration)	450
Professional Sales (Minor)	451
Project Management (Minor)	452

University College 2017-2018

Retailing (Minor)	453
Social Media Marketing (Minor)	454
Sport and Special Event Management (Minor)	455
Sport Management (BS)	455
Sport Management - Degree in Three (BS)	457
Sport Management (Minor)	460
Technical Management (BS)	460
School of Education	462
Advanced Graduate Studies in Curriculum and Instruction (Certificate)	462
Advanced Graduate Studies in District Leadership (Certificate)	463
Advanced Graduate Studies in Educational Leadership (Certificate)	464
Advanced Graduate Study (Graduate Certificate)	465
Early Childhood and Special Education (MEd)	465
Early Childhood Education (BA)	467
Education (BA)	469
Education with BA Degree (Minor)	470
Educational Leadership (EdD)	470
Educational Studies (MEd)	473
Elementary and Special Education (MEd)	474
Elementary Education (BA)	475
Elementary Education with General Special Education (BA)	477
English Education (BA)	479
Field Based Education (MEd)	481
Leadership (MEd)	484
Leadership (MEd) - Curriculum Administration (Concentration)	485
Leadership (MEd) - Curriculum Administrators and Principals (Concentration)	486
Leadership (MEd) - School Administration (Concentration)	487
Middle School Mathematics Education (BA)	487
Middle School Science Education (BS)	489
Middle School Science Education (Minor)	491
Music Education (BA)	491
Professional Study (Graduate Certificate)	494
Professional Study (Post Master's Graduate Certificate)	495
Secondary Mathematics Education (BA)	495
Social Studies and Education (BA)	498
Special Education (BA)	500
Special Education (Minor)	502
Courses	503
Accounting	503
Advertising	518
Aerospace Studies	519
Air Traffic Management	534
American Sign Language	540
Anthropology	541
Arabic	542
Aviation	543
Aviation Management	551
Biology	558
Business	567
Certificate Advanced Graduate Study	569
Chemistry	576
Communication	580
Community Mental Health	592
Computer Information Systems	608
Computer Science	611
Construction Management	624

Culinary	632
Data Analytics	636
Development	636
Doctoral	639
Early Childhood Education	639
Economics	641
Education	648
Education Certificate of Advanced Graduate Study	695
Education-Field Based Ed	699
Electrical Engineering	708
Engineering	715
English	736
English As a Foreign Language	747
English As a Second Language	752
Environmental Studies	775
Fashion Merchandising	789
Fashion Merchandising Management	789
Finance	794
Fine Arts	803
Fine Arts-Masters	810
First Year Seminar	817
French	817
Game Design & Development	819
Gender Studies	829
Geography	829
Graduate Business Administration	830
Graduate Language Studies	836
Graphics	839
Healthcare Management	850
History	851
Honors	863
Hospitality Administration	865
Humanities	877
Individually Designed	878
Information Technology	880
Integrated Health Profession	900
Integrated Studies	901
International Business	901
Justice Studies	921
Language	933
Learning Strategies Seminar	934
Literature	934
Mandarin Language/Culture	952
Marketing	954
Mathematics	976
Military (NHCUC)	996
Music	1002
Music Education	1007
Organizational Leadership	1013

University College 2017-2018

Personal and Professional Communication	1030
Philosophy	1030
Physics / Atomic Physics	1034
Pilot	1037
Political Science	1044
Psychology	1058
Public Administration	1072
Quantitative Studies & Operations Management	1073
Reading	1091
School Business	1092
Science	1101
Social Science	1104
Society Human Resources Management	1106
Sociology	1106
Southern New Hampshire University	1116
Spanish	1119
Special Education	1120
Sport Management	1131
Taxation	1143
The Culinary Institute	1143

Welcome

Message from the President



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

It's certainly an exciting time to be a student at SNHU. Fast Company has named us the 12th most innovative organization in the world in its World's 50 Most Innovative Companies. We ranked with such heavy-hitters as Apple, Google and HBO and were listed ahead

of such industry giants as the National Football League, Starbucks and LinkedIn. We achieved such accolades on the basis of our innovative pathways to a degree and our core mission of providing access. Our campus-based Degree-in-Three program, which uses a competency-based model to reduce time to graduation and the cost of a degree by 25 percent. Students studying with us online are part of the second largest non-profit program in the country.

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

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

A handwritten signature in black ink, reading "Paul L. Zyglidopoulos". The signature is written in a cursive, flowing style.

Sincerely,

University Mission

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

The Purpose of a University Catalog

The purpose of a university catalog is to be of use to present or potential students and family members, to serve as a historical document and to let others know the nature and scope of programs available, as well as university policies. Every effort has been made to ensure accuracy at the time of publication.

The online catalog contains the most current information. Sections of the online catalog may be printed as needed. Archived versions of catalogs (PDF format) are also available.

Students have the responsibility to become familiar with catalog content as they pursue their educational goals. The students, administration, faculty and staff have the mutual responsibility of bringing the words to life by making the learning experiences as pleasant and productive as possible. The catalog should be used as a guide in conjunction with the student's program evaluation and academic advisor in ensuring that the necessary requirements are met for graduation.

The university reserves the right to change any part of the catalog and to make any changes retroactive for students currently enrolled.

Catalog Content Subject to Change

These publications are certified as true and correct in content and policy as of the date of publication. The university however reserves the right to make changes of any nature in programs, calendar, or academic schedules whenever these are deemed necessary or desirable including changes in policies and procedures, course content, class rescheduling, and the cancelling of scheduled classes or other academic activities.

Department Chairs 2017-2018

School of Business			
Bryan Bouchard	Accounting	Webster 219C	644-3186
Lisa Gerrish	Accounting	Webster 214B	644-3185
Jon Posner	Business Adm/Org Leadership	Webster 116E	626-9100 x2343
Chris Blais	Business Adm/Org Leadership	Webster 116C	626-9100 x3331
Michael Tasto	Finance/Economics	Webster 216	626-9100 x3327
Ravi Pandit	Hospitality Business	Hospitality 313A	629-4614
Charlotte Broaden	International Business	Webster 213C	644-3189
Patricia Spirou	Marketing	ACC 211H	644-3170
Tej Dhakar	Management Science	Webster 218A	644-3106
Mark Hecox	Sports Management	Webster 201D	626-9100 x2318
Vicki Connell	Culinary	Hospitality 216	629-4606
School of Education			
Cathy Stavenger	Elementary Education	Belknap 109	626-9100 x2484
Audrey Rogers	Secondary Ed./Leadership Programs (M.Ed.)	Belknap 106	626-9100 x2492
School of Arts and Sciences			
Tracy Dow	Communication and Media Arts	Frost 309	626-9100 x2471
David Swain	English	Frost 313	626-9100 x2547
Megan Paddack	Mathematics	Frost 312	626-9100 x2077
Michelle Goldsmith	Science	Frost 323	626-9100 x2354
Frank Catano	Social Sciences	Frost 303	626-9100 x2273
Mike Hendery	Psychology	Frost 337	626-9100 x2535
Lleij Schwartz	Interim, Intensive English Program	Belknap 122	626-9100 x2667
Rosemary Orlando	Interim, MS-TEFL	Belknap 108	626-9100 x3376
Deborah Varat	Humanities	Frost 304	626-9100 x2004
Patrick Cullen	Justice Studies	Frost 107	626-9100 x3075

Financial Aid Eligibility and Enrollment Criteria

Financial Aid Eligibility and Enrollment Criteria

As mandated by the U.S. Department of Education, only courses that are required for completion of a student's program may be included when determining a student's enrollment status for financial aid purposes. In addition, federal student aid regulations permit only one retake of a previously-passed course when determining a student's enrollment status for financial aid purposes.

If you register for a course that does not apply toward your current degree program (i.e. a course that falls into the 'other' category on your program evaluation), the credits associated with it may compromise your ability to receive financial aid, Veteran Affairs (VA) benefits or Tuition Assistance (TA) benefits.

If you are enrolled in less than the average estimates below, then your aid will be adjusted accordingly (including possible cancellation). Non-credit classes are not eligible for financial aid. It is your responsibility to notify Student Financial Services of any change to your enrollment status.

Financial aid is initially awarded based on the following average enrollments:

Online (COCE) Undergraduate Students	Half time per trimester
College for America (CfA) Undergraduate Students	Full time per term
University College (UC) Undergraduate Students	Full time per semester
Advantage Undergraduate Students	Full time per term
Online (COCE) Graduate Students	Half time per term
University College (UC) +1 and School of Business Graduate Students	Full time per trimester
University College (UC) Master of Fine Arts (MFA) Students	Full time per term
University College (UC) M.ED Graduate Students	Full time per semester
University College (UC) ED.D Graduate Students	Full time per term
Other University College (UC) Graduate Students	Full time per trimester

**If your program type is not listed, please contact your advisor for enrollment status criteria*

Online (COCE) Undergraduate Students

Each trimester includes two 8-week terms

Full Time	12 or more credits per trimester
Three Quarter Time	9-11 credits per trimester
Half Time	6-8 credits per trimester
Less Than Half Time	5 or less credits per trimester

College for America (CfA) Undergraduate Students

Full Time	24 or more competencies per term
Three Quarter Time	18-23 competencies per term
Half Time	12-17 competencies per term
Less Than Half Time	11 or less competencies per term

University College (UC) Undergraduate Students

Full Time	12 or more credits per semester
Three Quarter Time	9-11 credits per semester
Half Time	6-8 credits per semester
Less Than Half Time	5 or less credits per semester

Advantage Undergraduate Students

Full Time	12 or more credits per term
Three Quarter Time	9-11 credits per term
Half Time	6-8 credits per term
Less Than Half Time	5 or less credits per term

Online (COCE) Graduate Students

Full Time	6 or more credits per term
Three Quarter Time	N/A
Half Time	3-5 credits per term
Less Than Half Time	2 or less credits per term

University College (UC) +1 and School of Business Graduate Students

Full Time	9 or more credits per trimester
Three Quarter Time	N/A
Half Time	5-8 credits per trimester
Less Than Half Time	4 or less credits per trimester

University College (UC) Master of Fine Arts (MFA) Students

Full Time	12 or more credits per term
Three Quarter Time	N/A
Half Time	6-8 credits per term
Less Than Half Time	5 or less credits per term

University College (UC) M.ED Graduate Students

Full Time	12 or more credits per semester
Three Quarter Time	N/A
Half Time	6-8 credits per semester
Less Than Half Time	5 or less credits per semester

University College (UC) ED.D Graduate Students

Students enrolled in their dissertation are considered full time at 1 credit per term

Full Time	6 or more credits per term
Three Quarter Time	N/A
Half Time	3-5 credits per term
Less Than Half Time	2 or less credits per term

Other University College (UC) Graduate Students

Full Time	6 or more credits per trimester
Three Quarter Time	N/A
Half Time	3 credits per trimester
Less Than Half Time	2 or less credits per trimester

School of Arts and Sciences

Dean: Dr. Steven K. Johnson
Robert Frost Hall
603.645.2799
Fax: 603.645.9779

Mission

"...and learn by going where I have to go." - Theodore Roethke

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

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

School of Arts and Sciences

At Southern New Hampshire University, the School of Arts and Sciences serves students in their pursuit of a productive education, meaningful work, and a life that takes account of the common good. The School of Arts and Sciences is founded on the fundamental notion that a comprehensive education encourages curiosity, develops critical and creative inquiry, elevates conscience, and responds to community needs. The broad scope of the liberal arts opens many paths to life and work, and helps students to understand the deepest forms of human expression.

By connecting the humanities, sciences, fine arts, mathematics, and technology, students engage creative energies and develop problem-solving capacities. Each major requires an additional nine credits, or three courses, in the arts and sciences to be taken outside the disciplinary fields of the major. These are noted as "required SAS courses" for each major. Thus, Arts and Sciences majors are able to explore the relevant disciplines in depth as well as broader implications to prepare students for any number of career choices.

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

- **Communications & Media Arts**

The Department of Communication, Media Arts and Technology offers several majors, including Communication, Graphic Design and Media Arts, Game Art and Development, and Game Programming and Development. All majors emphasize the development of critical-thinking skills necessary for analyzing problems, creating solutions, and making responsible decisions in a professional context. Students are encouraged to participate in internships and many receive hands-on training with real-world clients. The majors all combine theory and practical skills with a thorough grounding in the liberal arts.

- **English**

The English Department offers two majors, one in English Language and Literature and the other in Creative Writing. Students will find courses offered by the department listed under ENG and LIT.

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

- **Humanities**

The Humanities Department encompasses art history, music, philosophy, and history and the relationship between these disciplines and the humanistic legacy. Courses in the arts and humanities help students develop their powers of reasoning, speaking, writing, and creativity, thus equipping them for the challenges of contemporary life. Ultimately, work in the arts and humanities instills in students a lifelong thirst for learning and capacity for aesthetic growth. Students with a particular interest in Philosophy may declare a minor

that underwrites them as deep, logical, and exacting thinkers when paired with any major.

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

By declaring a minor in World Languages and Culture, students have the potential to expand career opportunities both in the US and abroad. The minor also enhances participation in study abroad programs and provides students with a deeper understanding of diverse cultures.

- **Justice Studies**

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

- **Mathematics**

Employers seek college graduates with quantitative, analytical and problem-solving skills. The SNHU Mathematics Department offers a Mathematics Major for students interested in pursuing careers in quantitative fields such as finance, economics, computer programming, or statistics, or pursuing graduate studies in mathematics or other quantitative fields. A Secondary Mathematics Education Major for students interested in earning certification to teach mathematics in grade seven to twelve, Middle School Mathematics Education Major for students interested in earning certification to teach mathematics in grades five through eight. SNHU also offers minors in Applied Mathematics, Mathematics and Middle School Mathematics Education for students majoring in fields other than mathematics, but interested in documenting advanced abilities in mathematics and provides general education mathematics classes that meet the needs of students of varying abilities and academic interests.

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

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

- **Psychology**

The Psychology program at SNHU stands out from those at other four-year institutions of higher education in that we put students in a position to start engaging in professional activities while they learn. Students are encouraged to participate in field experiences at

mental health clinics and social service agencies, publish in psychological journals and books, present professional papers, administer psychological tests, simulate therapy sessions and/or lead student organizations. Our program includes faculty who have won state and university teaching awards, written books, and published articles in peer-reviewed journals.

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

- **Science**

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

- **Social Sciences**

The Social Science Department is home to three majors: Sociology, Environmental Management, and Law and Politics. The department and majors are interdisciplinary; while each stands alone, they share many courses including the capstone course that all seniors take. The department's focus is on experiential learning, including service, internships, and learning projects. Diversity, globalization, and sustainability are timely and practical themes across each major.

Students in these majors can look forward to careers in public policy and service, as teachers, in law and sustainable community development across a host of positions in the public and private sectors.

- **History and Social Studies**

The History Major at Southern New Hampshire University is designed to be both comprehensive and flexible when compared to undergraduate programs throughout the country.

Students receive a broad foundation in United States history and Western Civilization. Students may choose a general course based in United States, European, or world studies, or may organize their degree around a specific theme such as religion, African-American, political, social, intellectual, or economic topics to name a few. All history majors complete required courses in historical methods and a senior colloquium where they write a senior thesis. In addition, the student may pursue a secondary interest in more depth

since the major allows for 21 credits in electives.

Master of Fine Arts (MFA)

Mountainview Low-Residency MFA in Fiction and Nonfiction

Mission

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

Our Two-Year Program

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

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

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

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

Application Guidelines

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

How to apply:

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

Submit documents to:

Mountainview MFA Admissions
School of Arts and Sciences
Southern New Hampshire University
2500 North River Road Manchester, NH 03106
You may also submit documents electronically to mfa@snhu.edu.

Clinical Mental Health Counseling

Master of Science in Clinical Mental Health Counseling

Contact: Dr. Annamarie Cioffari

Mission

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

The program combines face-to-face instruction and distance-learning activities geared to adult learners. Intensive weekend instruction (classes meet one weekend per month) is provided for cohorts "on location" in several states across the country, including New Hampshire, Maine, Vermont, Wisconsin, and Alaska. The program's primary focus is clinical mental health counseling. It also offers a unique emphasis in integrated clinical mental health and addictions counseling and also emphasizes clinical and leadership skills in counseling, community-based behavioral health and other social service settings. Faculty are scholar/practitioners who bring national and local expertise in clinical mental health and addictions counseling, integrated service delivery, research and administration to the program.

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

Specializations:

Integrated Mental Health and Addictions Treatment for:

- Children, Youth, and Families
- Adults

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

Weekend Format and Field Experience

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

Students complete a 100-hour Practicum that combines a seminar with field experience, and a minimum of two or three 300-hour internships that are taken concurrently with other course work. Students complete an integrative Masters Project as a culminating learning experience on a topic of their choice, toward the end of the course sequence.

Curriculum

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

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

The Master of Science Degree Program

Students seeking the Master of Science must earn a minimum of 63 or 66 credits with a GPA of 3.0 or better on the 4.0 scale, including completion of an approved 100 hours of practicum and two to three 300-hour internships. No grades below a "C" will be accepted for graduation and no more than two grades of "C+" or below. Students must complete the M.S. within eight calendar years of acceptance. No more than six graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval by SNHU.

Non-degree Students

Non-degree students who have earned baccalaureate degrees are permitted to undertake limited graduate coursework in the program for purposes other than that of earning a degree. Such students may enroll for a maximum of nine credits. Non-degree students may register for courses by submitting a non-degree registration form at times specified in the current course schedule. Selections are subject to university approval. Students matriculated in the degree program will receive priority during course registration. Non-degree students who later decide to seek a degree through the M.S. in Clinical Mental Health Counseling must follow the regular admission procedures.

School of Business

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

Mission

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

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

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

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

Laptop Computer Requirement

As of 2005, all incoming undergraduate day freshman students majoring in business have been required to own a laptop computer. The university has partnered with a manufacturer to offer our students affordable technology. Please see the SNHU website for more information.

Research Paper Citation Guidelines

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

Guiding Principles

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

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

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

The School of Business is committed to design, develop, evaluate, 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.

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

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

Institute for International Business of Southern New Hampshire University

Mission

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

Objective

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

Research Objective

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

Training Objective

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

Speaker Series and Conferences

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

Partners

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

School of Education

Dean: Raymond McNulty

Belknap Hall
603.629.4675
Fax: 603.629.4673

Undergraduate Mission

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

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

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

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

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

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

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

their journey toward becoming professional educators.

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

The School of Education is committed to developing in its students a depth of academic knowledge that weaves theory into practice. Through a collegial culture of teaching and learning, faculty, staff, and students work collaboratively in the study of content that enables inquiry, critical thinking, and problem solving.

Education students at SNHU choose from one of the following programs. All certification programs meet the requirements for New Hampshire teaching certification.

Requirements for NH Teacher Certification

Teacher Certification Program

The quality of elementary and secondary schools depends on the character and caliber of our teachers, therefore the State of New Hampshire has set requirements for teacher certification. SNHU has designed the Teacher Certification Program (TCP) to ensure that its graduates meet the academic, professional, and personal standards that the state has set for teacher certification. Students usually apply to the Teacher Certification Program in the first semester of their sophomore year, or for transfer students their first semester. Applicants will be considered for acceptance to the TCP program based on the following criteria:

- Achievement and maintenance of a cumulative GPA of 3.0
- Passing Praxis Core Academic Skills scores or approved equivalent
- Faculty recommendations

Only School of Education courses with a grade of "C" or better may be used toward NH teacher certification requirements. Any School of Education courses with a grade lower than a "C" may be used for graduation credits, but will need to be repeated with an earned grade of "C" or higher to be applied toward State of New Hampshire teacher certification.

Education Programming Disclosure Information

Professional licensure, certification, endorsement, and salary benefit requirements for educators vary from state to state and district to district. Southern New Hampshire University (SNHU) cannot guarantee licensure, certification, endorsement, or salary benefits. It is the students' responsibility to understand and comply with requirements in the state where they intend to work as an administrator or teacher. Students seeking licensure in states other than New Hampshire are solely responsible for determining whether they are eligible for licensure, and before beginning the program, confirming the precise requirements that must be satisfied to be licensed in that state. Students

specifically seeking a New Hampshire certificate must meet all of the requirements, policies, and protocols included in the program approval(s) granted to Southern New Hampshire University by the State Department of Education under the auspices of School of Education and Certification Officer.

In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education.

Field Experiences

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The New Hampshire Department of Education requires that students participate in relevant and varied field experiences. Therefore, participation in applied learning situations is a required component of many DEV, EDU and SPED courses. Students will complete a minimum of 100 hours of field experience during their programs prior to student teaching. Student records will be evaluated to confirm all field experience requirements have been met upon applying to student teaching.

Student Teaching

Student teaching provides a valuable learning experience for the pre-service teacher through an internship under the direct supervision of a certified mentor. During this placement, the student teacher gradually assumes the role of the teacher. All degrees leading to initial teacher certification culminate in this two full semesters of student teaching. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements of the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students must pass the PRAXIS II in their subject area prior to being considered for a student teaching placement. Additional testing may be required for specific certification areas.

Graduate Mission

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

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

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

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

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

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

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

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

School of Education Graduate Programs

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

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

Special Programs

Air Force Reserve Officer Training Corps (ROTC)

Students may enroll in Air Force ROTC courses at the University of Massachusetts-Lowell. The Air Force ROTC program is a leadership program that qualifies men and women for a commission as a Second Lieutenant in the United States Air Force. Air Force ROTC is designed to run concurrent with a student's degree curriculum. Students do not enter active duty until after they graduate from college, with a four year undergraduate degree. Although the environment is somewhat fraternal in order to promote military structure and culture, it is not a club or activity. Rather, it is a bona fide academic program, through which scholarships and stipends are available. It is a four-year program but accelerated one-, two-, and three-year programs are available. Details, including information on how to enroll in Air Force ROTC classes, can be obtained by calling Air Force ROTC Detachment 345, UMass Lowell, at 978-934-2252 or via email afrotc345@uml.edu. For general Air Force ROTC information, please visit www.afrotc.com.

AS 101, "The Foundations of the U.S. Air Force I"

AS 102, "The Foundations of the U.S. Air Force II"

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

AS 201, "The Evolution of USAF Air and Space Power I"

AS 202, "The Evolution of USAF Air and Space Power II"

AS 200 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of

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

AS 301, "The United States Air Force Leadership Studies I"

AS 302, "The United States Air Force Leadership Studies II"

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

AS 401, "National Security Affairs/Preparation for Active Duty I"

AS 402, "National Security Affairs/Preparation for Active Duty II"

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

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

Center for Community Engaged Learning

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

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

The Center's co-curricular opportunities vary in commitment and scope. They focus on

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

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

The University Honors Program

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

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

The University Honors Program curriculum is adaptable to each student's individual needs and interests and will work with nearly all full-time undergraduate program offered at Southern New Hampshire University. University Honors Students receive a \$2,000 scholarship renewable each year they remain in the program. They are also offered opportunities for trips, conferences, meetings with visiting speakers, special programs, volunteerism, retreats and other enriching activities. The academic achievement of University Honors Program members is also documented on their diploma and transcript. The program further encourages a dynamic peer learning environment by maintaining a comfortable honors lounge and holding regular honors social events.

Students usually enter the program at the beginning of their freshman year, but transfer students may also be accepted if they have fewer than 60 transfer credits. Current Southern New Hampshire University freshmen and sophomores will similarly be considered for entrance into the next year's University Honors class on a space-available basis.

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

NHCUC (New Hampshire College & University Council) Exchange

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

NHCUC Participating Colleges and Universities:

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

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

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

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

Student Costs:

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

The SNHU Experience

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

SNHU 101 - First-Year Seminar

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

Minimum Credits: 1

FSNH

SNHU 202 - SNHU Experience: Transition to SNHU

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses ([SNHU 101/202](#), [SNHU 303](#), [SNHU 404](#)) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU 202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of academic and personal opportunities, as

well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Minimum Credits: 1

FSNH

SNHU 303 - SNHU Experience: Life after SNHU

This is the second general education course of a three-course sequence ([SNHU 101/202, 303, SNHU 404](#)). The course will build upon the SNHU 101 experience focusing students on preparing for their post collegiate life. Topics include: Goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, and topics of personal finance.

Prerequisite(s): UC: [SNHU 101](#) or [SNHU 202](#) and 45 credits; COCE: 60 credits

Minimum Credits: 1

FSNH

SNHU 404 - SNHU Experience: Gen Ed Capstone

This capstone course enables all SNHU learners to apply and reflect upon their general education experiences. This process culminates with the presentation of a professional portfolio that highlights and demonstrates their academic, personal and professional development throughout the SNHU 3-course sequence of SNHU Experience courses.

Prerequisite(s): [SNHU 101](#) or [SNHU 202](#) and [SNHU 303](#)

Minimum Credits: 1

FSNH

E-Portfolio

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

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

SNHU Study Abroad

The mission of the Southern New Hampshire University Study Abroad Program is to enable students to expand their global perspectives, allowing them to become well-

rounded, global citizens. SNHU is dedicated to providing students with an academic program of study that will not merely expand their cultural knowledge, but significantly enhance their learning. Our carefully chosen partner institutions offer SNHU students the opportunity to take courses at all levels and in numerous majors-along with options for experiential education, internships or service learning.

Semester-long study abroad programs are open to all UC Undergraduate Day eligible SNHU students on a full time basis, allowing a full semester overseas. For full-time university college students, a semester abroad won't cost any more than a semester in Manchester. The housing overseas may even be less expensive. Summer programs are also available.

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

University Directory

University College Campus

2500 North River Road
Manchester, NH 03106

603.668.2211

College of Online and Continuing Education

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

Online Programs: online@snhu.edu
Current students: onlinestudent@snhu.edu

888.327.SNHU

On Locations

University College 2017-2018

Locations	Address	Email	Phone Number	Fax
SNHU Maine	10 Tibbetts Drive, Suite 200 Cook's Corner Brunswick, ME 04011	brunswick@snhu.edu	207.725.6486 800.427.9238	
SNHU Maine at Naval Air Station			207.798.5418	207.798.5419
SNHU Manchester	2500 North River Road Robert Frost Hall, Suite 101 Manchester, NH 03106	manchester@snhu.edu	603.645.9624	
SNHU Nashua	546 Amherst Street Nashua, NH 03063	nashua@snhu.edu	603.881.8393	
SNHU Salem	25 Pelham Road, Suite 300 Salem, NH 03079	salem@snhu.edu	603.893.9600	
SNHU Seacoast	231 Corporate Drive Portsmouth, NH 03801	seacoast@snhu.edu	603.436.2831	
SNHU Vermont	463 Mountain View Drive, Suite 101 Colchester, VT 05446		1.800.730.5542	

Admission

Locations	Address	Email	Phone Number	Fax
Undergraduate Day Office	2500 North River Road Manchester, NH 03106	admission@snhu.edu	800.642.4968 603.645.9611	603.645.9693
College of Online and Continuing Education	33 South Commercial St., Suite 203 Manchester, NH 03101	moreinfo@snhu.edu	888.327.SNHU	
International Admission	2500 North River Road Manchester, NH 03106 USA	international@snhu.edu	603.645.9629	603.645.9603
Military Admission		military@snhu.edu	888.327.SNHU	
Transfer Admission		transfer@snhu.edu	603.645.9687	603.645.9693

Trustees of the University

University College 2017-2018

Name	Title	Organization	City/State
Mark A. Ouellette '77	Chairman of the Board of Trustees SVP Global Operations	Pitney Bowes	Stamford, CT
Paul J. LeBlanc (Dr.)	President and CEO	Southern New Hampshire University	
Janet E. Breslin-Smith (Dr.)	President	Crosswinds Strategic Consulting	Salem, NH
Howard Brodsky	Chairman and CEO	CCA Global Partners	Manchester, NH
Robert A. Freese '89	Secretary Senior Vice President, Marketing	Globe Manufacturing Company, LLC	Pittsfield, NH
Lisa Guertin	President	Anthem Blue Cross Blue Shield	Manchester, NH
Andre Hawaux '92			Pittsburgh, PA
Winnie Lerner	Managing Director	The Glover Park Group	New York City, NY
Rick Loeffler	Founder and Former Owner/CEO	Shorty's Management Group	Bedford, NH
Lisa Marsh Ryerson	President	AARP	Washington, D.C
Arthur W. Sullivan	Principal Owner	Brady Sullivan Properties	Manchester, NH
Ed Wolak	President/CEO	The Wolak Group	Falmouth, ME
Peter R. Worrell	Managing Director/CEO	Bigelow, LLC	Portsmouth, NH

Representatives to the Board

Name	Title	Organization	City/State
Doug Blais, Ph.D. '88 and '90	SNHUPEA Representative Professor, School of Business	Southern New Hampshire University	
Timothy Gerardi '04	Alumni Representative Principal - Sales Operations	CSC	Manchester, NH
Ashlee Lindsey	SGA Student Observer	Southern New Hampshire University	

Trustee Emeriti

Name	Title	Organization	City/State
Clayton M. Christensen		Harvard Business School	Boston, MA
Richard Courtemanche '73	Retired Executive Consultant - IBM		Hampton, NH
John Miles	Retired - VP of Finance	Southern New Hampshire University Chester College of New England	Chester, NH
Raymond Truncellito, C.L.U.		Truncellito Life Insurance Planning	Manchester, NH

Administration of the University

University College 2017-2018

Name	Title	Credential(s)
Paul J. LeBlanc (Dr.)	President and CEO	B.A., Framingham State College M.A., Boston College Ph.D., University of Massachusetts
Kimberly Bogle Jubinville	Sr. Vice President and University Chief Academic Officer	B.S., Skidmore College M.S., Florida State University Ph.D., Florida State University
Donald Brezinski	Senior Vice President, Institutional Advancement	B.A., Boston College M.A., American University
R. Yvette Clark	Senior Vice President and General Counsel	B.A., Yale University J.D., University of Texas School of Law
Thomas Dionisio	Senior Vice President, Technology and Transformation	B.S., Southern New Hampshire University
Scott Durand	Senior Vice President and Executive Director, College for America	B.A., Southern New Hampshire University M.Ed., University of Tennessee
Lisa Jennings	Director, Office of the President	A.S., Bunker Hill Community College
Patricia A. Lynott	Executive Vice President and University College Provost	B.A., Trinity College M.A., Northern Illinois University Ph.D., Loyola University of Chicago
Amelia Manning	Executive Vice President, College of Online and Continuing Education	B.A., St. Michael's College M.A., University of New Hampshire
Libby May	Senior Vice President, External Affairs and Communications	B.A., Ohio Wesleyan University M.S., University of Virginia
Joe Sergi	Executive Vice President, University Finance and Administration and Chief Financial Officer	A.S., Massachusetts Bay Community College B.S., Bentley College M.B.A., Bentley College
James Smith	Executive Vice President, Dean of College of Engineering, Aviation, and Technology	B.S., US Air Force Academy M.A., Indiana University
Danielle Stanton	Senior Vice President and Chief Human Resources Officer	B.A., Notre Dame College M.S., Villanova University
William Zemp	Senior Vice President, Strategy and University Chief of Staff	B.S., The Citadel M.A., Ph.D. The Catholic University of America

University Administrative Leadership Team

Name	Title	Credential(s)
Meredith Albuquerque	Associate Director of Grant Compliance	B.S., Nova Southeastern University
Deanna Bechard	Assistant Vice President and University Registrar	B.S., Southern New Hampshire University M.B.A., Southern New Hampshire University
Thomas Beraldi	Associate Vice President of Research & Planning	B.A., Florida State University M.A., Tufts University
Audrey Bourque	Director IA Communications	B.A., University of New Hampshire
Alana Burns	Chief Marketing Officer	B.S., Rensselaer Polytechnic Institute M.B.A., Marymount University
Jun Chen	Director of Academic Data and Strategic Planning	B.S., Heilongjiang University M.S., Southern New Hampshire University M.B.A., Southern New Hampshire University

University College 2017-2018

Lisa Christensen	Senior Director of Development	B.A., Simmons College
Helen Davies	Director Community Relations	B.A., University of Cambridge M.A., Yale University
Daryl Dreffi	ITS Chief Operating Officer	B.S., Michigan State University M.B.A., Eastern Michigan University
Mary Dukakis	Associate Vice President of Administration and Strategic Sourcing	B.S., University of Massachusetts M.B.A., Babson College
Kristi Durette	Executive Director of Alumni and Community Engagement	B.A., Michigan State University M.A., Michigan State University
Nicholas Eremita	Vice President Strategic Planning and Execution	B.S., United States Military Academy at West Point M.S., Industrial College of the Armed Forces
Michael Evans	Vice President of Academic Affairs	B.A., Bowdoin College M.A., Ph.D., Indiana University
Kasey Fleetwood-Bentley	Compliance and ADA Administrator	B.S., Georgia Institute of Technology M.A., University of West Alabama
Gregory W. Fowler	Chief Academic Officer and Vice President of Academic Affairs	B.A., Morehouse College M.A., George Mason University M.B.A., Western Governors University Ph.D., State University of New York-Buffalo
Anthony Fallacaro	Director of Athletics	
Carey Glines	Dean of Student Success and Retention	B.A., M.Ed., University of New Hampshire M.S., Southern New Hampshire University
Asad Hardwick	Special Project Analyst	B.S., Southern New Hampshire University
William Hartglass	Vice President of Strategic Partnerships and Channel Development	B.A., Whitman College M.L.I.R., Michigan State University
Jada Hebra	Chief Diversity and Inclusion Officer	B.S. Vassar College M.S., Columbia University
Lisa Heffernan	Associate Vice President of Finance	B.S., Franklin Pierce University
Cheryl Irvin	State Authorization and Compliance Administrator	B.S., Southern New Hampshire University
Jamie James	Chief Student Experience Officer	B.A., University of New Hampshire
Lauren Keane	Director, Communications	B.A., The American University
Matthew Kennedy	Senior Director ITS Project Management Office	
James Kulesza	Associate Treasurer	B.S., Bentley University
William Kuslaka	Director of Technology	B.S., Plymouth State University M.B.A., Southern New Hampshire University
Brenda Labrie	Associate Vice President, Human Resources	B.S., Southern New Hampshire University M.S., Southern New Hampshire University
Krista Leidemer	Director Campus Operations and Student Ombudsperson	B.S., Saint Anselm College M.S., Southern New Hampshire University
Katie Lessmann	Director of HR Operational Services	B.S., University of New Hampshire M.S., Southern New Hampshire University
John Limongelli	Chief Technology Officer	B.A., Boston University M.S., Worcester Polytechnic Institute
Heather Lorenz	Vice President of Student Affairs and Dean of Students	B.S., University of Lowell M.S., Southern New Hampshire University
Evan Lowry	Staff Attorney	B.A., Boston University J.D., Suffolk University Law School
Katie Mantenuto	Assistant Vice President Human Resources COCE	B.A., Mount Holyoke College J.D., Northeastern University
Sabrina Manville	Assistant Vice President of Marketing	B.A., Yale University M.B.A., Stanford University
Monther Mardini	Associate Vice President Capital Construction	B.S., Yarmouk University M.S., University of Colorado

University College 2017-2018

William Mayer	Dean of the University Library	B.A., University of Washington M.A., Simmons College
Gregg Mazzola	Vice President of Enrollment Management	B.A., University of Dayton M.S., Southern New Hampshire University
Judy McGrath	Director of Solutions, University Administration	
Alexandra McKinney	Staff Attorney	B.S., Stanford University J.D., Yale Law School
Audrey McLaughlin	Executive Director of Grants	B.A., University of Pennsylvania
Brian Mehr	Assistant Vice President Financial Planning and Analysis	B.S., University of Rhode Island M.B.A., University of New Hampshire
Cynthia Migliori	Vice President Operations	B.A., University of New Hampshire M.Ed., University of New Hampshire
Michael Moore	Vice President, Student Financial Services	B.S., University of Minnesota M.S., University of Minnesota
Brooke Morin	Talent Acquisition Manager	B.S., Southern New Hampshire University M.S., Southern New Hampshire University
Christopher Nordstrom	Senior Director, Internal Audit, Controls and Process Improvement	B.S., Nichols College M.B.A., Nichols College
Jeremy Owens	Associate Vice President of Academic Affairs	B.A., University of Southern Maine M.A., Ph.D., University of Colorado
Benjamin Piper	Senior Director of Strategic Planning and Funding	B.S., Bentley College
Beth Prieto	Executive Director Career Development	B.A., University of New Hampshire M.B.A., Boston College
Stephen Provost	Senior Director Technology Solutions COCE	Senior Director Technology Solutions COCE
TBA	Title IX/Equity Officer	B.A., University of Maryland J.D., University of Maryland
David Raiké	Director of Development and Integration	B.S., University of Pittsburgh M.B.A., Duke University
Chrystina Russell	Vice President for Global Engagement	B.A., University of Michigan M.S., NYC Teaching Fellowship Ph.D., City University of New York
Jennifer Share	Senior Director of Operations	B.S., University of South Dakota
Lisa St. Hilaire	Director of Annual Giving & Development Services	B.S., Plymouth State College
Lauren Starks	Associate General Counsel and Director of Government Affairs	B.A., Yale University J.D., Columbia University
Scott Tierno	Executive Director of Commencement	B.S., Plymouth State University M.S., Northeastern University Ph.D., Franklin Pierce University
Colin Van Ostern	Vice President of Workforce Solutions	B.S., The George Washington University M.B.A., Dartmouth College
Lee Waldvogel	Director of Partnership Services	B.S., Granite State College
James Whitmore	Assistant Vice President Human Resources	B.A., University of New Hampshire M.B.A., Southern New Hampshire University
Judith Wilson	Director Payroll Services	B.A., St. Anselm College M.S., Southern New Hampshire University
Jane Yerrington	Assistant Vice President Academic Operations	B.A., St. Anselm College M.S., Southern New Hampshire University
Steven Zanella	Director of Creative Communications	A.F.A., Dean College

Administration Emeriti

University College 2017-2018

Name	Title	Organization
Richard A. Gustafson	President Emeritus	Southern New Hampshire University
Karen Erickson	Dean Emeritus	Southern New Hampshire University

Faculty Emeriti

Name	Title	Credential(s)	Year
Robert Begiebing	Professor emeritus of English	B.A., Norwich University M.A., Boston College Ph.D., University of New Hampshire	1977
Pamela Cohen	Professor emeritus of mathematics	B.A., Boston College, M.A., Teachers College, Columbia Univeristy	1984
Robert R. Craven	Professor emeritus of English and humanities	B.A., M.A., City College of New York Ph.D., University of Rhode Island Diploma (Art History), University of New Hampshire	1977
Eleanor Dunfey-Freiburger	University professor emeritus of ethics and engagement	B.A., Emmanuel College M.A., University of San Francisco	1984
Robert H. Fleeson	Professor emeritus of English	B.A., Yale University M.A., University of New Hampshire	1967
James Freiburger	Professor emeritus of organizational leadership	B.S., Loras College M.S., University of Notre Dame C.A.S. University of Vermont Ph.D., University of Connecticut	1988
Betsy Gunzelmann	Professor emeritus of psychology	B.A., M.Ed., Salem State College Ed.D., Boston University	1996
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	
Burton S. Kaliski	Professor emeritus of business education	B.B.A., City College of New York, Baruch School M.S., State University of New York at Albany Ed.D., New York University	
G. David Miller	Professor emeritus, community economic development	B.A., Brown University M.S.W., University of Michigan M.A., Northeastern University	
Paul Schneiderman	Professor emeritus of finance	B.B.A., M.B.A., University of Massachusetts M.A., Ph.D., Clark University	1976
Robert Seidman	Professor emeritus of information technology	A.B., M.A., San Francisco State University Ph.D., University of California	1981
Don W. Sieker	Professor emeritus of English	A.B., M.A., San Francisco State University Ph.D., University of California	
Christopher Toy	Professor emeritus of mathematics	B.A., M.A., San Francisco State University	1971

Full-Time Faculty

University College 2017-2018

Name	Title	Credential(s)	Year
Ghanim Aljumaily	Department Chair of engineering and Professor of material science	B.S., University of Baghdad M.S., University of Arizona Ph.D., University of New Mexico	2017
Eklou Amendah	Associate professor of marketing	B.S., M.S., University of Lome, Togo M.S., Auburn University Ph.D., Purdue University	2008
Charles Andrews	Assistant professor of humanities and fine arts	B.A., Emory University M.A., Ph.D., Indiana University	2013
Micheline G. Anstey	Associate professor of marketing	B.A., St. Anselm College M.B.A., New Hampshire College	2005
C. Bulent Aybar	Professor of international business	B.S., The Middle East Technical University M.A., University of Istanbul M.A., Ph.D., Ohio State University	1998
Michael Baker	Assistant professor of accounting	B.A., University of Oklahoma M.B.A., Southern New Hampshire University	2014
Andrea Bard	Assistant professor of communication	B.S., Northern Michigan University M.A., Emerson College	2008
Paul A. Barresi	Professor of political science and environmental law	B.S., Cornell University J.D., The George Washington University National Law Center M.A.L.D., The Fletcher School of Law and Diplomacy, Tufts University Ph.D., Boston University	2001
Shauna Beaudin	Assistant professor of information technology	B.A., M.B.A., Southern New Hampshire University	2014
Joshua Becker	Information Literacy and Assessment Librarian, Assistant professor	B.A., University of Massachusetts, Amherst M.A., University Illinois, Urbana M.A.T., Boston University	2015
Denise Benner	Associate professor of education	B.A., St. Bonaventure University M.S., University of Massachusetts, Amherst Ed.D., University of Massachusetts, Lowell	2010
Kiki Berk	Assistant professor of philosophy	M.A., Ph.D., Vrije University, Amsterdam	2013
Crystal Bickford	Associate professor of English	B.A., M.A., University of Massachusetts, Dartmouth Ph.D., Indiana University, Pennsylvania	2010
Christine Blais	Assistant professor of organizational leadership	B.S., Plymouth State University M.S., Southern New Hampshire University D.A., Franklin Pierce University	2015
Doug Blais	Professor of sport management	B.S., M.B.A., New Hampshire College Ph.D., University of Connecticut	1996
Steven O. Booth	Professor of business law	B.S., Franklin Pierce College J.D., Ohio Northern University	2003
Jon Boroshok	Instructor of communication	B.S., Communications, Emerson College M.B.A., Northeastern University	2011
Bryan Bouchard	Assistant professor of accounting	B.S., M.B.A., M.S., Southern New Hampshire University	2013
Ed Brilliant	Game artist and instructor	B.F.A., Montserrat College of Art	2013
Charlotte Broaden	Professor of international business and organizational leadership	B.A., Marquette University M.S., D.B.A., Southern New Hampshire University	2006

University College 2017-2018

Leslie Campbell	Assistant professor of organizational leadership	B.A., Assumption College M.B.A., Rivier University Ph.D., Franklin Pierce University	2017
Christine Caples	Assistant professor of mathematics	B.S., Fairfield University M.S., University of Iowa	2017
Gary Carkin	Professor of TESOL	B.A., University of New Hampshire M.A., University of New Mexico Ph.D., Michigan State University	1982
David Carrigg	Instructor/Programmer of game	B.S., Clarkson University	2016
Jennifer Carrobis	Assistant professor of elementary education	B.S., The Pennsylvania State University M.B.A., Fordham University	2016
Glenn Carter	Assistant professor of aviation management	B.S., M.S., Embry-Riddle Aeronautical University	2017
Francis N. Catano	Professor of sociology	B.A., St. Anselm College M.A., Northeastern University Ph.D., Walden University	2005
Tom S. Chan	Professor of information technology	B.S., M.S., University of Southern California M.A., HsiLai University M.B.A., Pepperdine University Ed.D., Texas Tech University	2000
Nancy N. Charron	Associate professor of education	B.S., University of Michigan M.E., Western Michigan University Ph.D., University of Massachusetts	2010
Shana Chartier	Reference and instructional librarian, Assistant professor	B.A., University of New Hampshire M.S., Simmons College	2016
Christina Clamp	Professor of sociology	B.A., St. Anselm College M.A., Northeastern University Ph.D., Walden University	2005
Aaron Collins	Assistant professor of chemistry	B.S., University of Connecticut M.A., Ph.D., Washington University	2015
J. Stephanie Collins	Professor of information technology	B.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	Instructor of music	B.A., M.A., University of New Hampshire	2008
Susan E. Cook	Associate professor of English	B.A., M.A., Boston College Ph.D., University of California, Santa Barbara	2011
Christopher Cooper	Digital Initiatives librarian, Associate professor	B.A., Bates College M.A., University of Massachusetts, Amherst M.S.L.I.S., Syracuse University	2005
Joseph F. Corbin, III	Associate professor of environmental studies	B.A., West Virginia University M.S., Ph.D., Washington State University	2009
Patrick Cullen	Professor of justice studies	B.S., Cornell University J.D., Boston College Law School	2006
Allison M. Cummings	Professor of English	B.A., Reed College M.A., Ph.D., University of Wisconsin, Madison	2002
Susan D'Agostino	Associate professor of mathematics	B.A., Bard College M.A., Smith College M.A., Ph.D., Dartmouth College	2009
Lori Deconinck	Lecturer of sociology	A.S., Notre Dame College B.S., New Hampshire College M.A., Rivier College	2017
Tej S. Dhakar	Professor of management science	B.S., Indian Institute of Technology M.B.A., University of Delhi Ph.D., University of Alabama	1995
Bradfield Dittrich	Assistant professor of English	B.A., St. Mary's College M.A., Salisbury University Ph.D., University of New Hampshire	2017
Tracy Dow	Assistant professor 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

University College 2017-2018

David W. Fehr	Associate professor of finance and economics	B.S., Lafayette College M.B.A., University of Rochester	1998
Aysun Ficici	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
Peter Frost	Professor of psychology	B.A., Framingham State College M.A., Ph.D., Baylor University	2001
Steven Gallaher	Associate professor of finance and economics	B.S., M.B.A., Ph.D., University of Texas at Austin	2008
Lisa Gerrish	Assistant professor of accounting	B.S., University of Massachusetts, Amherst M.B.A., Rollins College	2013
Adam Gilbert	Assistant professor of mathematics	B.A., Merrimack College M.S., Ph.D., University of Rhode Island	2014
Jeremy Glines	Instructor of accountancy and taxation	B.S., University of New Hampshire M.S., Southern New Hampshire University	2016
Jan Goldman	Associate Professor of homeland security	B.S., B.A., University of Texas M.A.L.S., Georgetown University M.P.A., Virginia Polytechnic Institute M.Ed., Ed., D., George Washington University	2017
Michele Goldsmith	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
David Guo	Assistant professor of aeronautical engineering	B.S., M.S., Beijing Institute of Technology, China Ph.D., Old Dominion University	2017
Shaikh A. Hamid	Professor of finance and economics	B.A., M.B.A., University of Dhaka D.B.A., Boston University	1999
Jefferson Harbin	Access Services librarian and instructor	B.A., Milligan College M.S., The Catholic University of America	2014
Joshua Harwood	Instructor of organizational leadership	B.S., M.S., Southern New Hampshire University	2016
Jennifer Harris	Emerging Technology and Systems librarian, Assistant professor	B.A., Edinboro University M.S.L.S., Clarion University M.S., Mercyhurst University	2013
Diane HARRISES	Assistant professor of early childhood education	B.S., Salem State College M.Ed., University of Massachusetts, Lowell	2016
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
Christopher Healow	Assistant professor of philosophy	B.A., The University of Montana M.A., Western Michigan University	2017
Mark Hecox	Professor of sport management	B.S., M.B.A., University of Miami D.B.A., Southern New Hampshire University	2004
Karin Heffernan	Reference and Instruction Librarian, Assistant professor	B.A., Middlebury College M.L.I.S., University of Rhode Island	2015
Michael Hendery	Assistant professor of psychology	B.A., Ithaca College M.A., St. Michael's College Psy.D., George Washington University	2010
Elizabeth Henley	Assistant professor of information technology	B.A., M.A., Southern New Hampshire University Ed.D., Walden University	2014
Denis Hill	Lecturer in degree-in-three program	B.S., Wayland Baptist University M.S., Southern New Hampshire University	2017
Sarah Howe	Assistant professor of English	B.A., University of Saint Joseph M.A., Trinity College Ph.D., University of Arizona	2013
Jeanne Hughes	Assistant professor of English	B.A., M.A.T., University of New Hampshire Ed.D., Rivier University	2014

University College 2017-2018

David Humphreys	Instructor of communication	B.A., University of Massachusetts, Amherst M.F.A., Emerson College	2015
William Jamieson	Assistant professor of mathematics	B.A., M.S., Ph.D., University of Rhode Island	2016
Pamela Jordan	Assistant professor of politics and global affairs	B.A., Mouth Holyoke College M.A., University Michigan Ph.D., University of Toronto	2015
Kostas Karadakis	Associate professor of sport management	B.S., University of Ottawa M.B.A., Liverpool John Moores University Ph.D., University of Florida	2012
Jamie Karnes	Assistant professor of English	A.S., Champlain College B.A., University of Kansas M.F.A., Rutgers University	2017
Tara Konya	Assistant professor of marketing	B.S., The University of North Carolina M.A., Monmouth University	2017
Bo Kim	Department Chair and Professor of computer science	B.S., M.S., Chungnam National University M.S., Ph.D., University of Massachusetts, Lowell	2017
Jay F. Kosegarten	Associate professor of psychology	B.A., Connecticut College M.A., Ph.D., Long Island University	2011
Tim Kostar	Associate professor of mechanical engineering	B.S., M.S., Ph.D., University of Delaware	2017
Sophia Koustas	Assistant professor of organizational leadership	B.A., University of New Hampshire M.S., Southern New Hampshire University	2016
Major LaRowe	Assistant professor of aviation management	B.S., Montana State University, Billings M.A.S., Embry-Riddle Aeronautical University M.P.A., University of Montana M.S.S., United States Army War College	2017
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
Bo Liu	Lecturer of finance and economics	LL.B., Peking University M.S., Southern New Hampshire University M.A., Georgia State University	2017
Frederick Lord	Associate professor of English and creative writing	B.S., M.B.A., New Hampshire College M.F.A., New England College	2009
Susan N. Losapio	Associate professor of organizational leadership	B.S., Plymouth State College M.S., Antioch University New England Ph.D., Walden University	2003
Richard Ludlow	Associate professor of physics	B.A., Ph.D., University of New Hampshire	2017
Robert MacAuslan	Assistant professor of sociology	B.A., Plymouth State University M.A., University of Massachusetts, Lowell Ph.D., Washington State University	2015
Andrew Martino	Professor of English, Director of University Honors Program	B.A., M.A., Ph.D., SUNY Binghamton	2005
Lowell C. Matthews	Associate professor of organizational leadership	B.S., University of Delaware M.B.A., Roosevelt University D.B.A., Argosy University	2012
John McCannon	Associate professor of history	B.A., Yale University M.A., Ph.D., University of Chicago	2011
Jennifer McInnis	Assistant professor of mechanical engineering	A.S., B.S., Daniel Webster College M.S., Ph.D. (pending) Worcester Polytechnic Institute	2017
Reza Moghimi	Assistant professor of electrical engineering	B.S., Telecommunication College; Tehran, Iran M.S., D.Sc., George Washington University	2017
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
Shahriar Movafaghi	Professor of information technology	B.S., Louisiana State University M.S., Ph.D., Northwestern University	2002
Daniel Murphy	Assistant professor of accountancy and taxation	B.S., Boston College M.B.A., Southern New Hampshire University	2016

University College 2017-2018

Lynn Murray-Chandler	Associate professor of Education	B.A., M.Ed., University of Hartford Ed.D., University of Nevada, Las Vegas	2014
Rita Naughton	Assistant professor of TESOL	B.A., M.A., University of Massachusetts, Lowell Ph.D., Biola University	2012
Kenneth Nivison	Associate professor of history	B.A., St. Anselm College M.A., Ph.D., The Catholic University of America	2009
Ann Nordmeyer	Assistant professor of psychology	B.A., Smith College Ph.D., Stanford University	2016
Benjamin Nugent	Associate professor of English	B.A., Reed College M.F.A., Iowa Writers' Workshop	2011
Justina Oliveira	Assistant professor of psychology	B.A., University of Minnesota M.S., Baruch College Ph.D., City University of New York	2015
Rosemary Orlando	Professor of TESOL	B.A., Providence College M.Ed., Rhode Island College Ed.D., Argosy University	1994
Stephen D. Owens	Associate professor of culinary arts	B.S., Rochester Institute of Technology M.S., New Hampshire College CHE	2000
Megan Paddack	Associate professor of mathematics	B.A., Plattsburgh State University of New York M.A., Ph.D., University of New Hampshire	2009
Kathleen Panaccione	Assistant professor of education	B.A., Clark University M.A., Anna Maria College Ed.D., Portland State University	2017
Ravindra V. Pandit	Professor of hospitality	A.A., Essex Community College B.A., St. Xavier College, University of Bombay M.S., Rochester Institute of Technology Ph.D., Pennsylvania State University CHE	1999
Chong Hyun Park	Assistant professor of business analytics	B.Eng., Korea University M.S., University of Michigan Ph.D., Purdue University	2016
Karina H. Pasternak	Instructor of culinary arts	A.A.S., B.A.S., Southern New Hampshire University	2011
Elise N. Pepin	Professor of psychology	B.A., Brandeis University M.A., M.S.T., Ph.D., University of New Hampshire	2007
Kishore Pochampally	Professor of management science	B.E., National Institute of Technology M.S., Ph.D., Northeastern University	2006
Diana H. Polley	Professor of English	B.A., Dartmouth College M.A., Ph.D., Graduate Center of the City of New York (CUNY)	2006
Jonathan Posner	Assistant professor or organizational leadership	B.A., Boston University M.B.A., University of Denver J.D., Suffolk University Law School	2014
Trisha Prevett	Head of reference librarian and assistant professor	B.A., Merrimack College M.L.I.S., University of Rhode Island	2014
Cara Procek	Associate professor of education	B.A., Grove City College M.A., Ph.D., West Virginia University	2011
Greg Randolph	Associate professor of economics	B.A., Grove City College M.A., Ph.D., West Virginia University	2007
Burt C. Reynolds	Professor of organizational leadership	B.S., M.B.A., Golden Gate University Ed. D., Boston University	2008
Steve Robichaud	Technical services librarian, Associate professor	A.S., Mount Wachusett Community College B.A., Fitchburg State College M.L.I.S., Simmons College	2008
Vanessa Rocco	Associate professor of art history	B. A. American University M.S., Ph.D., City University of New York	2012
Audrey P. Rogers	Professor of education	B.A., Tufts University M.Ed., University of Massachusetts, Lowell M.A., University of New Hampshire Ed.D., Rivier University	2007
Colin Root	Assistant professor of humanities and fine arts	B.A., Ball State University M.F.A., Ph.D., Boston University	2013

University College 2017-2018

Peter Rosner	Assistant professor of aeronautical engineering	B.S., M.S., Polytechnic Institute of New York	2017
Brian Ryckman	E-Learning librarian, Assistant professor	B.A., Western Michigan University M.L.I.S., Wayne State University	2015
Stefan Ryll	Associate professor of culinary arts	A.S., Metha Bohnert Culinary Academy, Germany B.A.S., M.S., Southern New Hampshire University C.E.C.	2008
Mohammad Sadraey	Associate professor of aeronautical engineering	B.S., Tabriz University, Iran M.Sc., RMIT, Melbourne, Australia Ph.D., Postdoc, University of Kansas	2017
Leila Samii	Assistant professor of marketing	B.A., M.S., Ph.D., Southern New Hampshire University	2016
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
Megan Sawyer	Assistant professor of mathematics	M.A., Smith College M.S., Ph.D., North Carolina State University	2013
Lleij Schwartz	Assistant professor of TESOL	B.A., M.A.T., University of New Hampshire	2015
Elizabeth Sheehan	Professor of sport management	B.A., Mount Saint Mary's College M.S., Ph.D., University of Massachusetts, Amherst	2005
Dawn Sime	Assistant professor of organizational leadership	B.S., University of San Francisco M.S., United States International University Ph.D., Alliant International University	2016
Kevin Snyder	Associate professor of sport management	B.S., Virginia Polytech Institute State University M.B.A., University of Oregon Ph.D., University of Massachusetts, Amherst	2012
Lisa Speropolous	Assistant professor of justice studies	B.A., Ph.D., University of New Hampshire M.S., Northeastern University	2017
Pat Spirou	Professor of marketing	B.S., Keene State College M.B.A., New Hampshire College D.B.A., Nova Southeastern University	1993
Sandhya Srivastava	Electronic resources librarian, Assistant professor	B.A., New York University M.S., SUNY, Stonybrook M.L.I.S., Queens College, NY	2015
Christina Starkey	Assistant professor of mathematics	B.S., Ph.D., Texas State University, San Marcos	2016
Karen Curry Stone	Professor of marketing	B.A., Wake Forest University M.A., University of Kentucky Ph.D., Boston College	1983
David W. Swain	Professor of English	B.A., Eastern Nazarene College M.A., Pennsylvania State University Ph.D., University of Massachusetts	2007
Marlyn Tadros	Associate professor of web design and new media	B.A., M.A., Ph.D., Cairo University, Egypt	2017
Colleen Tapley	Assistant professor of special education	B.A., M.Ed., Ed.D., Rivier University	2016
Michael T. Tasto	Professor of economics	B.S., St. John's University M.A., Ph.D., Georgia State University	2007
John R. Thomas	Assistant professor of business	B.A., Purdue University M.B.A., Stanford University	2017
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	Professor of hospitality business	A.S., Endicott College B.S., M.S., Lesley University CHE	1999
Yili Tseng	Assistant professor of computer science	B.S., National Taiwan University, Taipei M.S., University of Florida M.S., Ph.D., University of Central Florida	2017
Gary P. Tripp	Associate professor of finance	B.S., B.A., Nichols College	1996

University College 2017-2018

	and economics	M.A., Penn State University Ph.D., Clark University	
Harry Umen	Professor of communication	B.F.A., Temple University M.F.A., Indiana University, Bloomington	2002
Deborah S. Varat	Professor of art history	B.A., University of Rochester M.A., Ph.D., Boston University	2004
Micheline West	Associate professor of accounting	B.S., M.B.A., Southern New Hampshire University	2014
Mary Westwater	Associate professor of education	B.A., Jersey City State College M.Ed., William Paterson College	2009
Craig Wggin	Assistant professor of justice studies	A.S., B.S., St. Anselm College M.Ed., Plymouth State University	2016
Charles L. Wilbert	Professor of English	B.A., University of Pennsylvania M.A., Ohio University	1968
Kristina Wright	Assistant professor of English	B.A., University of North Carolina, Charlotte M.A., Ph.D., Tufts University	2013
Peter Wyman	Assistant professor of aviation management	B.S., University of Maine M.B.A., Golden Gate University	2017
Kate York	Associate professor of science	B.S., M.Ed., Ph.D., University of New Hampshire	2010
Susan I. Youngs	Professor of English	B.A., Luther College M.A., Washington State University Ph.D., University of Wisconsin	1998

Policies

About SNHU

Academic Program Improvement

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

Accreditations, State Authorization and Program Approvals

Regional Accreditation:

New England Association of Schools and Colleges

Southern New Hampshire University is accredited by the New England Association of Schools and Colleges, Inc., (NEASC) through its Commission on Institutions of Higher Education (CIHE). All Programs offered by SNHU are encompassed by this regional accreditation.

Inquiries regarding accreditations should be emailed to accreditation@snhu.edu.

Individuals may also contact:

Commission on Institutions of Higher Education

New England Association of Schools and Colleges

3 Burlington Woods Drive, Suite 100, Burlington, MA 01803-4514

(781) 425-7785

cihe@neasc.org

The Commission on Institutions of Higher Education of the New England Association of Schools and Colleges is the regional accreditation agency for colleges and universities in the six New England states: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. NEASC's Commission on Institutions of Higher Education (CIHE) is recognized by the U.S. Department of Education as a reliable authority on the quality of education for the institutions it accredits. Recognition by the Department of Education provides access to federal financial aid for U.S. students attending institutions accredited by the Commission.

Degree Granting Approval:

[New Hampshire Department of Education, Division of Higher Education - Higher Education Commission](#)

Southern New Hampshire University maintains degree granting approval from the New Hampshire Department of Education, Division of Higher Education - Higher Education Commission.

Programmatic Accreditations:

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

Accreditation Commission for Programs in Hospitality Administration

Hospitality programs are accredited by the [Accreditation Commission for Programs in Hospitality Administration](#).

Accreditation Council for Business Schools and Programs (ACBSP)

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

Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM)

The baccalaureate degree Health Information Management Program is in Candidacy Status, pending accreditation review by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Commission on Collegiate Nursing Education (CCNE)

The baccalaureate degree in nursing program and master's degree in nursing program at Southern New Hampshire University are accredited by the [Commission on Collegiate Nursing Education](#), 655 K Street NW, Suite 750, Washington DC 20001, 202-887-6791.

[Council for the Accreditation of Educator Preparation \(CAEP\)](#)

The Elementary Education program at Southern New Hampshire University has been awarded [TEAC](#) accreditation by the Inquiry Brief Commission of the Council for the Accreditation of Educator Preparation (CAEP). Please access the following documents by clicking on the hyperlinks: [Summary of the Case](#); [Decision Letter](#); [HEOA Title II Single Assessment Pass Rate](#); [HEOA Title II Summary Pass Rate](#); [Title II Report](#); [Title II HEA Website](#).

- **Impact Measures**

1. [P12 Learning and Development](#)
2. [Teaching Effectiveness](#)
3. No Data Yet
4. [Satisfaction of Program Completers](#)

- **Outcome Measure**

1. [Link to College Navigator](#)

2. [Title II Report](#)
3. No Data Yet
4. [Link to College Navigator](#)

New Hampshire State Department of Education for Teacher Certification

Please review the [list of New Hampshire approved collegiate programs of preparation for the education professions](#).

[Professional Science Master's](#)

The following SNHU Master's Degree programs have been approved for affiliation as a PSM degree by the PSM National Office: [Cyber Security](#), [Data Analytics](#), [Information Technology](#).

Assessment:

Southern New Hampshire University programs complete a comprehensive review on 5-year schedule. This review includes analysis of program outcomes and involves multiple constituents across the University, including department chairs, executive directors, assessment committees, and academic leadership. The University continually fosters transparency within program and course creation, assessment and evaluation, and alignment of program outcomes. In addition, all Southern New Hampshire University faculty are either academically or professionally qualified to teach, per the institutions credentialing requirements.

State Authorizations:

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

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

While in other states SNHU has SARA approval to operate. SARA, the State Authorization Reciprocity Agreement, is an agreement among member states, districts and territories that establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to make it easier for students to take online courses offered by postsecondary institutions based in another state. SARA is overseen by a National Council and administered by four regional education compacts: <http://nc-sara.org/content/basic-questions-about-sara#what>.

State	Status
Alabama	SARA
Alaska	SARA & APPROVAL TO OPERATE
Arizona	SARA

University College 2017-2018

Arkansas	SARA
California	EXEMPT
Colorado	SARA
Connecticut	SARA
Delaware	SARA
District of Columbia	SARA
Florida	SARA
Georgia	SARA
Hawaii	SARA
Idaho	SARA
Illinois	SARA
Indiana	SARA
Iowa	SARA
Kansas	SARA
Kentucky	SARA
Louisiana	SARA
Maine	SARA & APPROVAL TO OPERATE
Maryland	SARA
Massachusetts	EXEMPT
Michigan	SARA
Minnesota	SARA
Mississippi	SARA
Missouri	SARA
Montana	SARA
Nebraska	SARA
Nevada	SARA
New Hampshire	SARA & APPROVAL TO OPERATE
New Jersey	SARA
New Mexico	SARA
New York	SARA
North Carolina	SARA
North Dakota	SARA
Ohio	SARA
Oklahoma	SARA
Oregon	SARA
Pennsylvania	SARA
Rhode Island	SARA

South Carolina	SARA
South Dakota	SARA
Tennessee	SARA
Texas	SARA
Utah	SARA
Vermont	SARA & APPROVAL TO OPERATE
Virginia	SARA
Washington	SARA
West Virginia	SARA
Wisconsin	SARA & APPROVAL TO OPERATE
Wyoming	SARA
U.S. Territories:	
Guam	EXEMPT
Puerto Rico	EXEMPT
U.S. Virgin Islands	SARA

History of the University

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

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

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

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

In the spring of 1981, the General Court of New Hampshire authorized New Hampshire College to award the Master of Human Services degree and the Master of Science degree in business-related subjects. That same year, to accommodate the two new rapidly expanding programs, the university purchased the former Mount Saint Mary

College in Hooksett, which served as the "north campus" for many years. Operations have since been 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. The community economic development degree was first offered in 1982 and the Culinary Arts Program was established in 1983. New liberal arts and education majors were added in the early 1990s and in the last several years. The one-of-a-kind 3Year Honors Program in Business Administration was launched in 1997 and has since inspired the Degree in Three programs which makes it possible for those entering the School of Business to graduate in just three years with no evening, weekend or summer courses. Academic offerings again expanded in 1998 to include the Ph.D. in community economic development and the Doctor of Business Administration.

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

A wave of campus expansion began in 1996 with the construction of a new residence hall; Robert Frost Hall, which houses the museum-quality McIninch Art Gallery; the Hospitality Center, home to the student-run restaurant and culinary programs; and Belknap Hall, now home to the Institute for Language Education, the School of Education and several university offices, including the Office of Undergraduate Admission.

Construction continued with the building of a new academic center, Webster Hall, which houses the Trading Room, a simulated stock trading room. New residence halls were also built on the west and east sides of campus. All classrooms and halls are wireless.

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

In 2007, SNHU became the first carbon-neutral university in New Hampshire. Also in that timeframe SNHU significantly invested in its online education programs, forming the College of Online and Continuing Education. By 2012, COCE became the largest online degree provider in New England and the university was listed by Fast Company as the 12th most innovative organization in the world. SNHU's innovations aim to reduce costs, broaden access, improve quality and foster degree completion. SNHU is now a leader among nonprofit universities in online education.

During the 2009-2010 school years, the university opened a new academic building, which features new classrooms, student lounge and study areas, and a café, and a new dining hall. Both energy-efficient buildings were designed with sustainability in mind.

In 2012 with support from an EDUCAUSE Next Generational Learning Challenge grant, funded by the Bill & Melinda Gates Foundation, SNHU founded its College for America. CfA is a nonprofit, competency-based college built specifically to work for working adults and their employer, and designed to strengthen the American workforce. It offers self-paced, online degrees based on definable skills and measurable results.

Improvements to the campus continued in 2013-2014 with the addition of an ultra-

modern residence building, Tuckerman Hall. Tuckerman Hall boasts its own fitness center, double rooms with a shared bathroom and individual heating/cooling controls in all rooms. In the Fall of 2014, the university opened the doors to a state-of-the-art 50,000 square-foot learning commons which will house the library, learning center, individual study rooms, a café, and so much more.

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

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

On Campus

The campus is located in the Manchester/Hooksett area of southern New Hampshire. Manchester has a growing population of 110,000 and is a hub of progress in industrial and business growth to its south; and tourism, leisure and recreation areas to its north. It has been named one of the top college cities, and Money Magazine named it a most livable city. The arts in the city are flourishing and the SNHU Arena draws audiences from throughout New England. Convenient interstate highways bisect Manchester's bustling perimeters; air service connects Manchester to all major cities in the United States. Southern New Hampshire University's campus borders Interstate 93 and is within an hour of Boston.

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

Required Written Arrangements

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

Please email accreditation@snhu.edu with any questions.

The SNHU Community

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

realize their potential.

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

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

SNHU has been graduating successful leaders for more than 80 years. Among its many recent acknowledgements, SNHU was named as the 12th most innovative company in the world on Fast Company's list of World's 50 Most Innovative Companies in 2012, and by U.S. News and World Report as a Tier 1 institution. The university has received Best of Business awards for its M.B.A. and online degree programs, has been named a Best Buy by geteducated.com, and is a designated Military-Friendly School. Our undergraduate and graduate academic programs are designed with the real world in mind. Our programs and students are career-focused, yet the university provides a well-rounded education that incorporates the liberal arts so graduates are truly prepared for the real world.

The University has approximately 3,000 traditional, full-time undergraduate day students and over 80,000 online students.

The University recognizes that graduates will be world citizens and has moved to increase the exchange of ideas and experiences between students in the U.S. and other countries. Students come from more than 79 countries to attend SNHU on campus and online. This cultural diversity enriches the learning experience for all.

Academic support services at Southern New Hampshire University include:

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

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

Academic Calendars

Academic Calendar

[Undergraduate Day Term Dates](#)

ESL Term Dates 2017-2018

Term	Classes Begin	Classes End
Fall Term A	Wed. Sept. 6, 2017	Fri. Oct. 27, 2017
Fall Term B	Mon. Oct. 30, 2017	Fri. Dec. 22, 2017
Spring Term A	Tues. Jan. 16, 2018	Fri. Mar. 9, 2018
Spring Term B	Mon. Mar. 12, 2018	Fri. May 4, 2018
Summer Term A	Mon. May 14, 2018	Fri. July 6, 2018
Summer Term B	Mon. July 9, 2018	Fri. Aug. 31, 2018

Unit of Credit

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

Academic Program Policies

22 Credit Maximum for Students Enrolled in Business Three Year Programs, Degree in Three

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

Academic Requirements for Sport Management programs

Students in Sport Management Programs (Majors, Concentrations, and Minors) must earn a minimum of a "C" grade in all required program courses.

Students in the BS in Sport Management must in addition:

- Achieve a minimum cumulative GPA of 2.5
- Complete an internship of at least 300 hours

There is an application process for any University College undergraduate who wished to change their major to a Bachelor of Science in Sport Management.

Degree in 5

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

and graduate in five years.

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

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

English as a Second Language Program

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

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

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

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

Requirements for Completion

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

Admissions Procedures

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

Transitional Bridge Program

This program consists of ENG 070, ENG 071, ENG 072, ENG 073. This series of four integrated courses prepares international students for the academic tasks required in American university undergraduate coursework.

- Only students who have applied and been accepted conditionally into undergraduate school may enroll in the ENG 070-73 series.
- The ENG 070-73 series, if required, must be taken during the first term of undergraduate school.

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

Foreign Languages

Currently, four foreign languages, as well as American Sign Language are offered at Southern New Hampshire University: Arabic, French, Mandarin Chinese, and Spanish. For more information on these courses, refer to the course description section of this catalog (Arabic: LAR; French: LFR; Mandarin: LMN; Spanish: LSP).

Individualized Major/Minor Program

1. Students may elect to create an IMP at any time until they complete 60 credit hours.
2. The student identifies an appropriate full-time faculty member who is willing to oversee and help the student throughout the major or minor; this faculty mentor serves as the point person for the student's academic program. The mentor also gives the individualized major/minor an academic home in an appropriate Department and School. It is the student's responsibility to ask the faculty member to serve as mentor. Mentors must be approved by their Department Chairs, who will consider availability, appropriateness of background and expertise, and other factors. If no faculty members are willing and able to serve as the mentor, the IMP cannot be approved.
3. Working with the faculty mentor, representatives from the Career Development Center, the Office of the University Registrar, Career Services, alumni in relevant fields, professors from relevant departments, and others, the student develops the curriculum for the individualized major or minor.
4. The student and the faculty mentor submit the curriculum to the faculty member's

Department Chair for consideration. The Department Chair weighs the appropriateness and academic rigor of the curriculum and approves only those proposals that meet SHNU academic expectations.

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

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

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

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

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

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

- General Education: 45 credit hours.
- Major: 33 to 45 credits.
- Minor: 15 credits. (These can be standard or individualized minors.)
- Free electives: remainder.

11. Individualized Minors must include at least five courses that cohere into a relevant and meaningful curriculum.

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

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

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

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

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

Minimum Grade in School of Business Courses, Degree in Three

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

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

Academic Standards

Academic Honors

President's List and Dean's List

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

Alpha Chi Honor Society

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

Alpha Phi Sigma Honor Society (Nu Iota Chapter)

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

Southern New Hampshire University's Alpha Phi Sigma Nu Iota chapter grants membership to undergraduate students and professionals of sound scholarship and

character who support this mission. SNHU students are required to have a cumulative and major GPA of 3.2 or higher in the following degree areas: AS, JST, BS.JST, BS. JST and the following concentrations: PLE, CCR, THS, LLP. University College students are required to participate in one or more face to face activities as part of their membership. Membership is for life. Students honor and promote academic excellence, service, leadership and unity.

Delta Mu Delta Honor Society

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

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

Eta Sigma Delta Honor Society

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

Undergraduate Student Membership

To be eligible for membership an undergraduate student must:

- have a cumulative GPA of at least a 3.2 in a 4.0 system

Graduate Student Membership

To be eligible for membership a graduate student must:

- have a cumulative GPA of at least a 3.5 in a 4.0 system

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

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

National Society of Collegiate Scholars

The National Society of Collegiate Scholars (NSCS), a member of the Association of College Societies (ACHS), is a not-profit honor society that was established to encourage and recognize academic achievement. The Society was founded on the principles of Scholarship, Leadership and Service.

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

Order of Omega

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

Eligibility:

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

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

Phi Theta Kappa Honor Society

Phi Theta Kappa is an international honor society that recognizes and encourages scholarship for two-year associate degree programs. Phi Theta Kappa attains its goals by developing opportunities for leadership, fellowship and service, as well as providing an intellectual climate for continued academic excellence.

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

Pi Lambda Theta

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

At SNHU, there is a direct honors program where PLT extends membership to graduating students who have been identified by School of Education faculty as having satisfied the eligibility requirements. Graduate students must have achieved a GPA of 3.9 or above; undergraduate students must have earned a 3.5 or above. All candidates must have demonstrated exceptional disposition through their education program.

Psi Chi Honor Society

Psi Chi is the International Honor Society in Psychology, founded in 1929. The purpose of Psi Chi is to encourage, stimulate and maintain excellence in scholarship and advance the science of psychology. Membership is open only to undergraduate students who are making the study of psychology a major interest. Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

All undergraduate psychology majors/minors must:

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

Sigma Tau Delta Honor Society

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

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

NBEA Award of Merit

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

Academic Renewal

Undergraduate

Students who change majors/programs or withdraw and return may apply for academic renewal after at least one-year absence. This allows students to be

considered as transferring from another institution. All academic regulations are the same as those for transfer students.

The following restrictions are imposed:

- It must be approved by the Scholastic Standing Committee.
- It may be granted only once to a student after at least a one-year absence.
- A new grade-point average is started.
- A minimum of 30 credits must be completed at Southern New Hampshire University after renewal is granted.
- When students are granted academic renewal, any grade below a "C" appearing on their transcripts will have an "R" precede the original grade (i.e. "RC-" will appear for a course eligible for academic renewal with a final grade of "C-", "RD" will appear for a course eligible for academic renewal with a final grade of "D", etc.).
- Courses so designated will be eliminated from the student's GPA and will not earn credit toward graduation.
- Any grade of "C" or better appearing on their transcripts will be included in the student's GPA and will earn credit toward graduation.

NOTE: Academic Renewal ***may*** have a negative impact on the calculations utilized by financial aid to determine Satisfactory Academic Progress for Title IV purposes.

Graduate

A graduate student may apply for academic renewal when the student has changed to another graduate program and has demonstrated academic success in the new program. To be eligible for academic renewal for courses taken previously during a prior graduate program, the student must successfully complete their first 9 credit hours in the new program with a grade of "B-" or above in each course. Any courses that were part of a previously conferred degree or certificate are not eligible for academic renewal.

Academic Renewal is granted at the discretion of the Graduate Scholastic Standing Committee for that student's academic unit. Academic Renewal will only be granted once in the student's graduate academic career at SNHU and cannot be reversed. The student is no longer eligible to return to the program for which academic renewal was granted.

When students are granted academic renewal, the credit for courses with grades below "B-" is forfeited and the associated grades are excluded from the grade point average calculation, even if those courses apply to the student's new program. Courses with grades of "B-" or above will remain intact; their grades and credit will continue to be included in all credit and GPA calculations.

NOTE: Change in concentration is not considered a program change for academic renewal purposes. Academic renewal does not nullify policies restricting the age of coursework or time limits on program completion. Academic Renewal ***may*** have a negative impact on the calculations utilized by financial aid to determine Satisfactory Academic Progress for Title IV purposes.

Amendment of Degree Requirements

The courses required for a specific degree are outlined in the university catalog. Any change in program course requirements must be approved by the student's program coordinator/department chair and school/associate dean. The [Petition to Amend Degree Requirements](#) for UC and COCE students can be located within my.snhu.edu. The completed and approved form must be received by the Office of the University Registrar before the change will become effective.

Ceremonial and Latin Honors

Academic Honors, Associate and Baccalaureate Degrees

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

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

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

See criteria for Ceremonial and Latin Honors below.

Criteria for Ceremonial Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree	Baccalaureate Degree
Associate's = 15 Bachelor's = 30	3.500 - 3.699	Honors	Cum Laude
Associate's = 15 Bachelor's = 30	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's = 15 Bachelor's = 30	3.850 - 4.000	Highest Honors	Summa Cum Laude

Criteria for Latin Honors

Minimum Institutional Credits Completed	Cumulative GPA	Associate Degree	Baccalaureate Degree
Associate's = 30 Bachelor's = 60	3.500 - 3.699	Honors	Cum Laude
Associate's = 30 Bachelor's = 60	3.700 - 3.849	High Honors	Magna Cum Laude
Associate's = 30 Bachelor's = 60	3.850 - 4.000	Highest Honors	Summa Cum Laude

Credit Hour Definition

SNHU has adopted the US Department of Education and the NEASC Commission on Institutions of Higher Education have this past summer issued new language and guidelines regarding the definition of a credit hour. Federal regulations define a credit hour under Section 600.2 and 600.24(f) of the Higher Education Opportunity Act as: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit or the equivalent amount of work over a different period of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours."

Face-to-Face Lectures/ Seminar/Discussion Courses

Three credit hours will be awarded for fifteen weeks of two 75-minute classes per week (or the equivalent in 50-minute, or 150-minute sessions) with a normal expectation of two hours of outside study for each class session. For courses awarding some other number of credit hours, one credit will be earned for fifteen 50-minute sessions of classroom instruction in a term (or its equivalent) with a normal expectation of two hours of outside study for each class session. For non-traditional delivery, SNHU defines the following equivalencies:

Hybrid Courses

Hybrid courses will meet face-to-face once a week for the equivalent of 1 class period throughout the academic term, and contain weekly asynchronous online components.

Fully Online Courses

Online asynchronous or synchronous courses must mirror the learning outcomes and academic standards of the analogous face-to-face course. Thus, while students may spend no time "in class," they complete the equivalent amount of work. Federal regulations recognize the special nature of "class time" in the online environment.

Individual Activity Courses (independent study, course by arrangement)

Such courses have generally been three credit hours at SNHU. Faculties are expected to assess the level and amount of student learning, and award credit only when the work is of sufficient challenge and quality. While faculty guidance is expected, much or most of this activity is done independently by the student on his/her own time.

Internships

SNHU awards credit hours for learning acquired outside the institution if it is an integral part of a program of study. We particularly encourage internships which are supervised by disciplinary faculty. When work experience receives academic credit, it should both be suitably supervised and of sufficient length to be meaningful. Historically this has been achieved by awarding three semester credits for fifteen weeks of ten clock-hours per week or 150 internship hours for a 3-credit course.

Credit by Examination and Prior Learning Assessment (PLA)

At its discretion, SNHU may award academic credit for mastery demonstrated through credit-by-examination and PLA. Approved credit may be used to satisfy degree requirements or to reduce the total number of remaining hours required for a degree.

Other Special Arrangements (study abroad, etc.)

Credit hours to be earned in approved overseas academic programs will be considered on an individual basis following established procedures in the specific Schools. All other special arrangements must be submitted to, and approved, by the Provost / Sr. VP of Academic Affairs.

College for America Program

For each Goal that you master at CfA, SNHU will award you three college credits. This includes up to 30 credits for the certificate, 60 credits for the AA degree and up to 60 additional credits leading to the BA degree.

Unit of Credit

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

Scholastic Standing

Undergraduate Scholastic Standing Committee: Academic Suspensions, Scholastic Warnings, and related procedures

At the end of each semester and at any other time deemed appropriate, the Undergraduate Scholastic Standing Committee will review the records of all students whose cumulative or semester grade point average is below 2.0. At the Committee's discretion, possible outcomes include: Scholastic Warning, Continued Scholastic Warning, Academic Suspension or Academic Dismissal. If allowed to remain at SNHU, students having academic difficulty will be referred to the appropriate academic support services. Students placed on Academic Suspension may appeal the decision to the Committee; Academic Dismissal, however, is considered final and no appeal is allowed.

Graduate Scholastic Standing

Graduate students must maintain a cumulative GPA of 3.0 or higher.

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 3.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 3.0 the following term are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous term who achieve a 3.0 term GPA for the current term but do not achieve a cumulative GPA of 3.0 remain on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA.
- **Academic Suspension:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 3.0 for the current term are recommended for Scholastic Suspension.
Students who do not meet these standards due to extenuating circumstances but who are making substantial progress towards the demonstration of the standard will be reviewed on a case-by-case basis.
- **Academic Dismissal:** Students are dismissed from the university in the following circumstances:
 - Students who are readmitted following an academic suspension but do not maintain a term GPA of 3.0
 - Academic Dismissal is considered final and appeals are not accepted
- **Academic Program Dismissal:**
 - MFA students who earn two Unsatisfactory (U) grades in the program, or are enrolled in the MFA program for more than three years, are dismissed from the MFA program
 - PCMH – students who fail two field placement courses (practicum/internship) are dismissed from the program
- **Good Scholastic Standing:** Students who meet the required cumulative GPA are returned to good scholastic standing.

Readmission after Academic Suspension

Students who have been academically suspended may appeal, in writing, to the UC Graduate Scholastic Standing Committee; students must wait a period of one term before returning to the university and may appeal during that term off. Students who have been suspended and successfully appeal are readmitted on continued scholastic warning and must meet all scholastic standing requirements. This means that students who do not maintain a 3.0 term GPA will be dismissed from the university and will not be considered for readmission.

Students who are readmitted may be limited to enrolling in only one course per term and will need to meet regularly with the advisor to discuss resources and review progress toward achieving the cumulative GPA required for good standing. All students must meet cumulative GPA requirements for good standing prior to graduation.

UC Graduate Scholastic Standing Committee

The UC Graduate Scholastic Standing Committee is responsible for considering student appeals for readmission after academic suspension and requests for academic renewal.

The Committee has the authority to:

- Readmit a student who was academically suspended. A student who is readmitted is placed on Continued Scholastic Warning and must meet term GPA requirement of 3.0. The student may be restricted to one (1) course per term until he or she achieves the cumulative GPA required for good standing.
- Uphold the academic suspension or dismiss a student from the university.
- Grant or deny academic renewal.

Admissions

Academic Articulation Agreements

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

Admission Requirements, Graduate

General Information

Applicants who have earned a bachelor's degree or a graduate degree at an accredited institution in the United States or an equivalent degree from a comparable international post-secondary institution are eligible to apply to the university. The decision to admit an applicant to a program is based on a combination of criteria according to the requirements of the specific graduate program.

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

Application

ALL graduate programs require the following:

- Completed application: Students are encouraged to apply online at www.snhu.edu.
- Completed bachelor's degree (admission to a master's program) or a completed master's degree (admission to a doctoral program) from an accredited institution.
- Application fee: \$40 (\$100 for the EdD in Educational Leadership). All application fees are non-refundable.
- Resume/Curriculum Vitae (Doctoral programs only).
- Official transcripts for a conferred degree (bachelor's degree for master's programs; master's degree for doctoral programs). All transcripts are to be submitted from the original institutions.
- International Students must meet the [Admissions Requirements for International Students](#).

Applications are reviewed on a rolling basis unless otherwise noted.

The following programs require application materials in addition to those listed for all graduate programs (above).

Program	Available for International Students	Application Deadline (date)	Interview	Letters of Recommendation (#)	Minimum GPA	Per Sta of
EdD in Educational Leadership	No	No	Yes	2	2.75	Yes
Graduate Certificate, Business Administration	No	No	No	No	N/A	N/A
MBA/MS in Business disciplines (except MS in Professional Accountancy and MS in Business Management)	Yes	3 months before program start	No	No	2.75	N/A
MS in Business Management	No	3 months before program start	No	No	2.75	N/A
MS in Professional Accountancy	Yes	3 months before term start	Yes	No	3.5	N/A
MEd - Master of Education (except MEd in Educational Studies)	No	No	No	No	2.75	N/A

Program	Available for International Students	Application Deadline (date)	Interview	Letters of Recommendation (#)	Minimum GPA	Per State of
MEd in Educational Leadership	Yes	No	No	No	2.75	N/A
MEd/CAGS Field Based Education Program	No	No	No	No	2.75	N/A

Program	Available for International Students	Application Deadline (date)	Interview	Letters of Recommendation (#)	Minimum GPA	Per St of
MFA in Fiction and Nonfiction (Requires face-to-face learning component)	No	7-Apr 1-Dec	No	3	3	Yes

Program	Available for International Students	Application Deadline (date)	Interview	Letters of Recommendation (#)	Minimum GPA	Per St of
MS in Clinical Mental Health Counseling	No	No	Optional	2 References required. See form below.*	2.75	Ess
MS-TEFL (Teaching English as a Foreign Language)	Yes	No	No	No	2.75	N/A
PhD in International Business	Yes	1-Apr	Yes	3	3.5	Yes

[*MS in Clinical Mental Health Counseling reference form and application](#)

Non-Degree Students

Students who have earned baccalaureate degrees are permitted to undertake 3-5 graduate courses (9-15 credits) at Southern New Hampshire University. Non-degree seeking students must file an application with the Graduate Admission office or International Programs (international students) 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 their graduate credits.

Time Limitation

All graduate and doctoral programs offered at Southern New Hampshire University must be completed within eight years, with the exception of the Manchester-based M.Ed. programs, which have a five-year time limit. M.Ed. students who require longer than five years to complete their degrees or combined program requirements will be required to accept the program plans in the graduate catalog in place at such time.

Leaves of absence or requests for program changes do not extend the time limit. Students who require additional time to complete their degrees or combined program requirements will have their programs updated to the graduate catalog in place at the time of the extension.

Initial Enrollment

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

Internships

Internships for graduate credit are available in selected programs to full-time and part-time graduate students who have completed at least 18 graduate credits. Internships must be started and completed within a single academic term. Each candidate looking to undertake an internship should consult their Academic Advisor.

Student Teaching

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

Practicum

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

Admission Requirements, International Students

Application for an International Student

A complete application for an international student requires the following:

- A completed International Student Application, found at www.snhu.edu/1489.aspx or at www.snhu.edu.

Click on "Apply Now" and click on "International Students." Do not change the first question radial button that is defaulted to "Yes."

- Payment of international student application fee, which can be waived at the discretion of the International Admissions Office.
- Proof of graduation or completion of program (high school or equivalent for Bachelor's degree and equivalent of US Bachelor's degree for Master's program consideration).
- Transcripts or mark sheets of all course work taken, with grades or marks for each course indicated (photocopies certified as true copies of originals are acceptable).

Documentation Format. Official copies of academic records (degrees, diplomas, transcripts) must be translated into English, in one of the following formats:

- original academic records in English showing completion or attendance at a recognized institution
- attested copies of original academic records produced by an official body recognized and accredited by AICE (Association of International Credential Evaluators) or NACES (National Association of Credential Evaluation Services) recognized organization, or official SNHU representative
- scans of attested copies of original academic records by any recognized official body or official SNHU representative; originals or attested copies must be requested and must be submitted by the end of the first term/semester of enrollment at SNHU.
- **English Proficiency.** Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
 - **Accepted Tests.** The following tests are accepted: TOEFL (The SNHU TOEFL code number is 3649), IELTS, Michigan, EF, ELS, PTE, Cambridge.
 - **Bachelor's Degree Applicants.** Bachelor's degree applicants must demonstrate proficiency as evidenced by:
 - TOEFL score of 71 and greater
 - IELTS score of 6.5 and greater
 - PTE score of 49 and greater
 - ELS score of 111 and greater
 - EF score of 107 and greater
 - Michigan score of 85 and greater

The TOIEC examination is not accepted. Other language tests may be considered based on equivalent scores to those mentioned above. Students from partner institutions may be considered for exemption from language tests based upon written confirmation of language proficiency by partner school officials.

Students with the following scores will be assigned to a bridge program with some English and some course work:

- between TOEFL 61-70
- IELTS 6
- between PTE 44-48
- between ELS 109/110
- EF 106
- between Michigan 80-84

Students who have some university level academic work may be eligible for transfer credits or exemptions.

Students with the scores listed below can register and attend [English as a Second Language \(ESL\) program](#).

- TOEFL less than 60

- IELTS less than 6.06
- PTE less than 43
- ELS less than 109
- EF less than 106
- Michigan less than 80
- **Master's Degree Applicants.** Master's degree applicants must demonstrate proficiency as evidenced by:

- TOEFL score of 81 or greater
- IELTS score of 6.5 or greater
- PTE score of 54 or greater
- ELS score of 107 or greater
- Michigan score of 90 or greater

The TOIEC examination is not accepted. Other language tests may be considered based on equivalent scores to those mentioned above. Students from partner institutions may be considered for exemption from language tests based upon written confirmation of language proficiency by partner school officials.

Students with the following scores will be assigned to a bridge program:

- TOEFL 71-78
- IELTS 6
- PTE 49-53
- ELS 112
- EF 106
- Michigan 85-89

Students with the scores listed below may register for and may attend the [English as a Second Language \(ESL\) program](#).

- TOEFL less than 71
- IELTS less than 6.0
- PTE less than 48
- ELS less than 112
- EF less than 106
- Michigan less than 85

Exceptions from language testing will be granted to students from those countries where SNHU considers English to be the official language. Students who have completed a four-year Bachelor's degree in the US will be waived from any English requirement.

- **Documentation of Financial Support.** Applicants must submit documentation that funds are available, i.e. official bank letter. A demonstrated level of support not only for tuition and room and board, but also for living expenses, pocket money, books, etc., is necessary. Additionally, a copy of ID page of passport is required.

Equivalence of foreign documents is determined on a case-by-case basis by the International Admissions Office. The International Admissions Office reserves the right to request that students obtain document evaluation and/or translation from an independent credentialing agency accredited by AICE (Association of

Admission Requirements, Undergraduate

Freshman Admission

Candidates for admission to Southern New Hampshire University are evaluated individually on the basis of academic credentials and personal characteristics. Students may complete a paper application for admission, apply online at www.snhu.edu or submit the Common Application at commonapp.org.

The following items are required to be submitted for consideration:

- A completed application, essay and \$40 application fee.
- An official high school transcript including at least first quarter senior year grades unless the student has applied Early Action, in which case senior grades are not required or official GED certificate with scores. (Final transcript to be submitted following high school graduation.)
- One letter of recommendation from a guidance counselor or teacher.

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

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

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

Freshman Admission Criteria

When reviewing applicants, primary emphasis is placed on a student's academic record as demonstrated by the quality and level of college preparatory course work and achievement attained.

Most successful candidates admitted to SNHU present a program of study consisting of 16 college preparatory courses, including:

- four years of English
- three or more years of mathematics including Algebra I, Geometry, and Algebra II
- two or more years of laboratory sciences
- two or more years of social sciences

Test Optional

Effective for the entering class in September 2011, Southern New Hampshire University moved to a Test Optional admission process. Students are no longer required to submit copies of their SAT or ACT scores to be considered for general admission to the university. The admission committee continues to place the strongest emphasis on a

student's academic preparation in high school as the best predictor of success at the college level; however, please note that homeschooled students and students completing their high school diploma through an unrecognized, unaccredited program are required to submit copies of their SAT or ACT scores (with writing) to complete their applications.

Early Action

The early action option is for undergraduate day freshman applicants who wish to receive the earliest possible response regarding their admission to Southern New Hampshire University. Evaluation of early action applicants is based on academic work through the junior year of high school. To be considered for early action, a student's completed application file must be received prior to the November 15 deadline. Early action applicants will be notified of our admission decision within 30 days or will be requested to submit additional information before a decision is reached. Early action, unlike "early decision," does not require an early commitment to enroll or restrict the student from applying to other colleges or universities.

Rolling Admission

Many students apply under the rolling admission plan, in which applications are reviewed throughout the year. The priority deadline for the rolling admission plan for freshman applicants is February 1. Candidates for freshman admission should apply no later than May 15 for the fall term and Nov. 15 for the spring term. Transfer applicants are encouraged to apply by Feb. 15 for the fall term and by Nov. 15 for the spring term. Applicants can usually expect to receive an admission decision within 30 days from receipt of their completed application.

Admission of Homeschooled Students

The same admission criteria apply to homeschooled students as to all other admission applicants. A complete application for a homeschooled student requires the following:

- A completed Home School Supplement Form (available at app.commonapp.org)
- SAT or ACT scores (These may be reported directly by the College Board. Our College Board Code is #3649.)
- One recommendation from the primary educator
- One recommendation from a coach, community leader, or supervisor

If the home school program is not accredited, the student must meet all state regulations put forth by their home state and the state of New Hampshire, and should submit a portfolio including course descriptions, an annotated reading list, and graded work for review.

These same requirements may be applied to a student from an unrecognized, unaccredited high school program.

Veteran Admission (Undergraduate)

U.S. Military Veteran students, including family members utilizing military benefits, are encouraged to apply to the University College at Southern New Hampshire University. SNHU is proud to participate in the Yellow Ribbon Program, a provision of the new Post-9/11 that is meant to bridge the gap between these benefits and SNHU's on-campus

tuition and fees. Veteran students in University College have access to the DeColfmaeker Veterans Lounge and other veteran-specific resources on campus.

Students utilizing a family member's military benefits should follow the traditional admission process according to their student type as defined by the University (freshman or transfer). When veterans apply to the traditional undergraduate day program at SNHU, they should apply through the Office of Transfer Admission and will be assigned to an admission specialist who is trained to meet the specific needs of military veterans, as well as a military benefits manager who will reach out promptly upon acceptance to the University to review the benefits process with the student. Military experience is actively considered in the admission process – veterans are not reviewed for admission based solely on previous academic records.

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

- A completed University College transfer application www.snhu.edu/apply
- Official college transcripts from every institution attended
- Official high school transcript or high school attestation form
- Copy of DD-214 and any service school data including Joint Services Transcript (available online at <https://jst.doded.mil/official.html>)
- VA application for benefits (available online at www.va.gov)
- A list of your current college courses in progress (if applicable)

The Yellow Ribbon program is designed to fully cover direct costs of tuition and fees; therefore, veteran students utilizing Yellow Ribbon benefits or any similar benefits that cover the cost of tuition and fees are not eligible for SNHU academic merit scholarships and grants.

Personal Interviews and Campus Visits (Undergraduate)

A campus visit will help any student become familiar with the university and will assist students through the admission process. Personal interviews and campus tours are strongly recommended. Opportunities to visit SNHU include: guided tours, personal interviews, open house programs and information sessions. The Office of Admission is open year-round. For specific dates and times for visits, please contact us at 603.645.9611 or you can arrange your visit online at: www.snhu.edu/campusvisit.

Special Academic Programs Admission (Undergraduate)

Creative Writing Majors

Undergraduate day students applying for admission to the Creative Writing Program at Southern New Hampshire University must submit a 10 page writing sample prior to enrolling at the university. The coordinator of the Creative Writing program will review all writing samples for students entering the major either before or after admission to the university. For more information, contact the School of Arts and Sciences.

Music Education Majors

Undergraduate day students applying for admission to the Music Education Program at Southern New Hampshire University must complete an audition prior to enrolling at the university. The coordinator of the Music Education program will conduct and evaluate all auditions for students entering the major either before or after admission to the

university. For more information or to schedule an audition, contact Rick Cook at 603.645.2537 or r.cook@snhu.edu.

The University Honors Program Applicants

Undergraduate day students applying for admission to The University Honors Program need to submit all of the items required for freshman admission. In order to be considered for The University Honors Program, an additional application form and essay are required (see application for topic). The director of The University Honors Program will review the applicant's credentials for admission into the program. For more information on The University Honors Program, see The University Honors Program or contact Dr. Andrew Martino, the director of The University Honors Program at 603.668.2211, ext. 2285 or at a.martino@snhu.edu.

Bradley Honors Program in Business Administration

Undergraduate day students applying for admission to the Southern New Hampshire University Bradley Honors Program need to submit all of the items required for freshman admission and for The University Honors Program. Successful candidates generally have at least a "B" average in a challenging college-preparatory high school curriculum. An interview with the program director is required.

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

For more information on the undergraduate day Bradley Honors Program in Business Administration, contact Kyle Viator at 603.644.3178 or at k.viator@snhu.edu.

* The Bradley Honors Program only accepts applicants for the fall term beginning in September.

Transfer Admission (Undergraduate)

An applicant is considered a transfer student after completing a minimum of 15 college credits after high school graduation. Transfer students can apply to Southern New Hampshire University for the fall or spring semesters of each academic year. Southern New Hampshire University recognizes most work completed at other accredited institutions and welcomes transfer applications. In reviewing applications for transfer admission, emphasis is placed on postsecondary academic work completed. Most successful applicants have a cumulative college G.P.A. of a 2.5 or higher (4.0 scale). Southern New Hampshire University reserves the right to not accept as transfer credit capstones, co-ops, internships and student teaching taken at other institutions.

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

- A completed application (available online at <http://www.snhu.edu/admission/campus-undergraduate-admission/transfer-and-readmits>)
- Official transcripts from all colleges or universities previously attended
- A list of courses the student is currently enrolled in or plans to take prior to enrollment at Southern New Hampshire University.
- High School Attestation Form
- An official, final high school transcript will be required of some applicants, including

but not limited to all applicants with less than 12 completed college credits at the time of application

Transfer Credit Evaluation Process

Official transfer credit evaluations are mailed with a transfer student's letter of acceptance. The credit evaluation lists all courses that transfer into the student's degree program so that the student knows exactly the courses needed to complete his or her bachelor's degree. Credits for courses in which the applicant earned a grade of "C-" or better, and which fit the student's degree program, are generally transferable. SNHU reserves the right to not transfer for credit cooperatives, capstones, internships and student teaching taken at other institutions.

In most cases, transfer applicants with associate degrees from accredited institutions are granted junior (upper division) standing. A maximum of 90 credits may be transferred toward a bachelor degree and 45 credits may be applied to an associate degree. Grades earned in courses taken at other institutions are not considered in the calculation of the student's grade-point average at Southern New Hampshire University. Transfer students are expected to meet all academic residency requirements of Southern New Hampshire University.

International Transfer Credit Evaluation for Domestic Day Students

Students who wish to receive transfer credit for college-level coursework from an international institution outside of the United States or Canada may submit an official transcript to the Office of Transfer Admission for evaluation. Once the transcript is reviewed, the Office of Transfer Admission will determine if it is necessary to use a credential evaluation service. Some students may be required to have their transcripts evaluated by an educational credential evaluation service that is recognized by the National Association of Credential Evaluation Services (NACES) or the Association of International Credentials Evaluators (AICES). Students may also use the services of the American Association of Collegiate Registrars and Admissions Officers International Education Services (AACRAO), or the Credentials Evaluation Service of the Commission on Graduates of Foreign Nursing Schools (CGFNS). Students may use only one evaluation service. Multiple evaluations for transfer credit will not be accepted. Students must have official copies of the evaluations sent directly to the Office of Transfer Admission from the credential evaluation service.

Credit for Life Experience

Southern New Hampshire University recognizes that many students possess knowledge and skills that may deserve recognition through the awarding of university credits. The university has adopted an advanced placement system that allows students to be granted university credit through a variety of methods.

Through the advanced placement program, credits are granted for the demonstration of proficiency in prescribed sets of competencies at a level acceptable in one of the university's educational programs. The credits must fit into the degree requirements of the program at Southern New Hampshire University chosen by the applicant.

Students beginning at Southern New Hampshire University should review with an advisor the various methods of earning credit toward graduation for previous formal and informal educational experiences.

Internal Transfer (Undergraduate)

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education programs who wish to enroll in University College must file an internal transfer application with the Office of Transfer Admission. The internal transfer application form is available at each Center, or can be requested by contacting the Office of Transfer Admission at 603.645.9687. Students will be evaluated on their academic performance in their current programs. Being admitted to the College of Online and Continuing Education at Southern New Hampshire University does not guarantee acceptance to an undergraduate day program.

Students currently enrolled in the Southern New Hampshire University Undergraduate Day Program who wish to enroll in any of the Southern New Hampshire University College of Online and Continuing Education programs must file an internal transfer form from the Academic Advising Office or the Office of the University Registrar.

All International Students must obtain forms and begin the process in International Student Services (ISS).

Failure to file an internal transfer form with the appropriate office may prevent the student from registering for classes or graduating in a timely manner. It may have an adverse impact on financial aid and may result in the incorrect billing of tuition and fees.

Admission Statutes**Admission**

An admission decision is considered official upon delivery of an acceptance letter on SNHU admission letterhead. The director can rescind an admission decision if any of the information submitted in the application process is found to be inaccurate, without submission of an official, final transcript from any previous institution attended, including from high school (if required) and four-year institutions, or if the student's qualifications change significantly (for example, if a student's disciplinary or criminal background changes after admission is offered).

Unconditional Acceptance

A student who is accepted unconditionally to University College has been admitted to enroll at the university with no additional conditions other than academic expectations of University College students.

Conditional Acceptance

A student who is accepted conditionally is approved for enrollment for the first semester only. The student may have a limit set on the number of credits they may enroll in in the first semester, and most conditionally admitted students are required to enroll in Learning Strategies Seminar (LSS 100), an SNHU course designed to support a successful transition to the university. All conditionally admitted students must achieve a minimum GPA of 2.0 in the first semester to remain at the institution and to be considered unconditionally admitted to the university.

Denial

A denied student is not accepted to the University. A denial decision is only made for the term for which a student applies, and a student who is denied may reapply for a future semester, provided that circumstances for the student have changed (for example, a semester of coursework elsewhere). Denial decisions can be appealed by sending a letter to the director of the admission office making the decision.

Non-matriculated

University College at SNHU allows students who have not previously taken any courses at SNHU, to explore our daytime course offerings without matriculating. Such students enroll on a part-time basis in undergraduate day classes. As non-matriculated students, they may enroll for up to six credit hours (2 classes) in a semester, not to exceed nine credit hours (3 classes) per academic year or more than twelve credit hours (4 classes) in total. Enrollment is on a space-available basis.

Provisional Acceptance

Provisional Acceptance to Graduate Programs

Students who do not meet requirements for full acceptance into a graduate program may be eligible for provisional acceptance. Provisional acceptance may be extended to students with a conferred bachelor's degree with a GPA below 2.75 but 2.0 or above. Not all programs permit provisional acceptance.

Provisionally accepted UC graduate students must achieve a cumulative GPA of at least 3.0 in their first semester to continue in the program. Students who do not meet this requirement will be withdrawn from the program.

Provisional Student Enrollment in another Graduate Program after Denial

Provisionally accepted students who do not achieve full acceptance in their program may, on a one time basis, request enrollment in a new program in another academic area. Students must satisfy the admissions requirements of the second program, and must meet all requirements for full acceptance in the second program by maintaining a term GPA of at least 3.0 each semester until they achieve a cumulative GPA of at least 3.0. Students who do not meet this requirement will be withdrawn from the program. Students who enroll in a second program and who are withdrawn from the program will not be allowed to request enrollment in another graduate program.

Provisional Student Appeal to Re-enroll in the Same Graduate Program after Denial

Provisional students who have been withdrawn because they did not meet the academic standards may work with their advisor to appeal, in writing, to the UC Grad Scholastic Standing Committee. Students must wait a period of three months from the date of the withdrawal before appealing to re-enroll in the same graduate program at the start of the next semester. Students who successfully appeal are readmitted with a provisional status indicating they are remaining in their original program. They must maintain a term GPA of at least 3.0 each semester until they achieve a cumulative GPA of at least 3.0 to achieve good academic standing. Students who re-enroll in a program and do not achieve good academic standing are withdrawn from the program and will not be allowed to request enrollment in another graduate program.

Students who are readmitted should meet regularly with the advisor to discuss resources and review progress toward achieving the cumulative GPA required for good standing. All students must meet cumulative GPA requirements for good standing prior to graduation.

Readmission

Students wishing to re-enter Southern New Hampshire University or transfer applicants wishing to reactivate their acceptance from a previous term must file a Readmission/Reactivation Form with the Office of Transfer Admission. The form can be requested by contacting the Office of Transfer Admission at 603.645.9687. Students must provide updated transcripts if they have attended elsewhere. Being admitted for a previous term does not guarantee reactivation or readmission into University College. If a student left the university and was not in “Good Academic Standing” or “Good Disciplinary Standing”, the student must also meet all other requirements given at the time of suspension before an admission decision will be determined.

Course and Program Enrollment

Absence and Withdrawal Due to Military Service

Attendance

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

Withdrawal

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

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

Academic Year

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

Attendance, Graduate

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

Attendance, Intensive English Program

As an academic unit within the School of Arts and Sciences, University College, the Intensive English Program subscribes to the [Undergraduate Attendance](#) policy.

As the UC attendance policy defines "excessive absence" as not attending at least 10% scheduled classes of a particular course, **for students enrolled in the Intensive English Program, this means missing 9 or more classes during the period of one 7.5 week term will be considered excessive.** As enrollment in the Intensive English Program consists of 3 courses per day, this equals a total of 3 full days of absence during one term. Upon accruing 9 absences (3 full days of class), the student shall receive a warning letter from the department. This letter shall inform the student of the consequences of further absenteeism. If a student accumulates 12 absences, he or she will be required to meet with the Chair of the Intensive English Program. After 12 absences, if a student continues to not attend class, International Student Services will be notified of the student's absenteeism, and the student will be required to stand before the ILE Scholastic Standing Committee.

Students are expected to attend all classes, arrive on time, remain for the entire class period, and to report to class fully prepared with textbooks, assignments, and other required materials. Arriving late for class is not tolerated. Being late for class 3 times will equal 1 absence. When absent, a student is responsible for the work covered in class that day and assignments for the next class. At the discretion of the course instructor, being absent on the day of a scheduled test or presentation will result in a score of zero (0). Absence due to religious observance shall be handled under the University's [Religious Observance](#) policy.

Again, it is reiterated that religious observance does not necessarily excuse a student from the assigned work for that day.

If an individual student's absences negatively impacts his or her language development to the point where he or she receives failing grades in all of his or her courses, that student will not advance to the next level of the program at the end of the semester. Furthermore, if a student accumulates more than 18 absences within one semester, the Intensive English Program Coordinator may elect to have the student administratively withdrawn from the program. Additionally, if a student accumulates more than 18 absences in one semester, he or she will be ineligible to receive the department's recommendation to leave the Intensive English program. Finally, if within the period of 2 semesters, a student has failed their classes and remained in the same level of the program due to excessive absences, they will be asked to leave the University.

If a student is experiencing extenuating circumstances that prevent regular class attendance, defined by the University as "the death of an immediate family member, military deployment, serious documented medical issues, and other such extraordinary situations," he or she is encouraged to contact International Student Services, as soon as possible, to request an administrative leave of absence.

Attendance, Undergraduate

Southern New Hampshire University subscribes to the belief that an assumption of responsibility is at the center of learning and accomplishment. Each student is expected to arrange a class schedule that minimizes conflicts with other commitments. This includes personal obligations, participation in athletics or other university sanctioned events, and the like. Therefore, the responsibility of attendance belongs to the student.

Attendance is required in all courses. Being absent and/or late for class may impact a student's grade, and in the case of excessive absences, may result in failure or the instructor withdrawing the student from the course. Missing more than 10 percent of the scheduled class time may be considered excessive. Students are responsible for all missed work, assignments, etc. The instructor's policies on attendance and making up work must be included in the syllabus.

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

Change of Program or Major and Second Major

Change of Program between COCE, UC, and CfA

Students may not concurrently enroll in courses that overlap term dates between University College (UC) and College of Online and Continuing Education (COCE), unless the class (term) start and end dates fall entirely within the UC semester start and end date. Students enrolled in College for America (CfA) programs are not permitted to be

concurrently enrolled in either UC or COCE courses and vice versa. For more information, please consult with your academic advisor.

Change of Degree- Associate to Bachelor

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

Change of Program (GR) or Major (UG)

Students who wish to change their major or program must submit a [Program Modification Form](#) to their academic advisor. The advisor will work with students to explain the impact of changing majors. All changes will take effect at the end of the current term.

Adding a Second Major

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

Financial Aid Enrollment Status Criteria

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

Concurrent Program Enrollments

Enrollment in Multiple Programs Simultaneously

An undergraduate or graduate student may choose to be enrolled in multiple programs (degrees, certificates) at the same time. SNHU's institutional credit minimums apply separately, however, to each degree or certificate awarded. Students should be aware that enrollment in multiple programs may increase the number of courses they are required to take to complete their programs, above and beyond the minimums within the programs themselves.

College for America Programs

While enrolled in the CFA program, students may not enroll in other academic programs at Southern New Hampshire University. The CFA program is a full-time program. A student has the flexibility to increase his or her academic workload by engaging in multiple CFA Projects at one time, if appropriate, through a conversation with the student's Advisor.

Special Academic Options

Double Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of

the same level must complete at least 30 additional credits in residence, while satisfying all other requirements of the new degree. No more than 2 courses in the new major may overlap with the major(s) of the previous degree(s). Double degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between the two credentials.

Second Degrees

A student who wishes to earn a second master's degree through Southern New Hampshire University is required to take a minimum of 7 graduate courses beyond the first degree. All other requirements in the second degree program also must be satisfied. Students considering this option should meet with an advisor to determine specific additional requirements.

International students seeking a second degree also must obtain a new visa eligibility certificate (I-20 or DS-2019). This requires a new statement of financial responsibility and admission into the second degree. Students should contact International Admissions for more details and specific requirements.

Course Add and Drop

Undergraduate day students who wish to change their schedules must do so during add/drop period beginning with registration and ending at the end of the fifth class day. Students who miss the first two sessions of a class may be dropped by that instructor without prior notice. The Office of the University Registrar is notified of students dropped by an instructor. Nonattendance in class does not constitute a drop or a withdrawal.

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

Unless students are dropped by an instructor or officially drop or withdraw from a class, they must receive a grade; nonattendance results in a failing grade.

Financial Aid Enrollment Status Criteria

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

Course-by-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is

normally offered. As such, all other possible alternatives should be exhausted.

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

Students must identify a Southern New Hampshire University full-time or adjunct faculty member consenting to teach and grade the work. The faculty member must be approved to teach the requested course. Please note, identification of a supervising faculty member does not guarantee automatic approval of a course-by-arrangement.

Course-by-arrangement applications require:

- a description of the extenuating circumstances justifying the offering of a course-by-arrangement
- a regular, weekly meeting schedule be established to ensure proper supervision of the student's progress in the course
- a syllabus stating course objectives and evaluation process
- a defined time frame (semester, terms)
- the course and credits the student is wishing to earn

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

Low Enrolled Sections- UC

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

Course Load

Full Time

- A full-time academic load in the undergraduate day school is 12+ credits within a semester.
- A full-time academic load in Community Mental Health, Field-Based Education, Master of Science in English as a Foreign Language, Doctorate of Education in Educational Leadership, and the Doctorate of Philosophy in International Business is 6+ credits within a term/semester. Graduate students in residency or in dissertation status are also considered full-time.

- A full-time load in the Master of Fine Arts program is 12+ credits per term. A full-time load in the School of Business residential graduate program(s) is 9+ credits per semester.

Half-Time

- A half-time academic load in the undergraduate day school is between 6 and 11.99 credits within a semester
- A half-time academic load in Community Mental Health, Field-Based Education, Master of Science in English as a Foreign Language, Doctorate of Education in Educational Leadership, and the Doctorate of Philosophy in International Business within a term/semester is between 3 and 5.99 credits.
- A half-time load in the School of Business residential graduate program(s) is 5 and 8.99 credits per semester.

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

Financial Aid Enrollment Status Criteria

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

Course Load and Restrictions, International Students

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

Credit Overload

A student who wants to take more than 19 credit hours in a single semester must receive permission to take these extra credit hours from the appropriate school dean. Credit hours for courses from which the student withdraws are included in his or her total number of credit hours.

A student will be required to pay for each credit hour he or she takes in excess of 19 credit hours in one semester. Undergraduate Day Credit Overload costs per credit will vary. Please contact your Academic Advisor for assistance.

Summer enrollment is limited to **7 credits** at any point in time. Note: If a student opts to take EW and DY/SU courses simultaneously, this 7 credit limit still applies. Exceptions

will be made only on the basis of (well documented) extenuating circumstances. Students requesting an exception should contact the Dean of Student Success.

Criminal Background Check

All students taking courses offered by the School of Education where a Field Experience is required, must submit to a criminal history records check per NH RSA 189:13-a and the Adam Walsh Act as a prerequisite of participation. This process must be initiated through SNHU's School of Education. If you are a currently licensed teacher in New Hampshire, this requirement still applies if you are participating in a field experience outside of the district in which you are employed. ***A "Field Experience" is considered to occur when a student is working with children (whether supervised or not) and is required as part of a course.*** Results of the criminal history records check will be reviewed by the Criminal Records Coordinator and shared with the Certification Officer if prior convictions are reported.

Dissertation Status

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

Enrollment Statuses

Matriculated

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

Part-time matriculated

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

Freshman Course Requirements

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

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

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

Examination given at the end of the course.

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

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

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

Independent Study, Graduate

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

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

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

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

Independent Study, Undergraduate

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

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

Independent study applications require:

- a letter expressing interest in the course material justifying the offering of an independent study
- regular, weekly meeting schedule be established to ensure proper supervision of the student's progress in the course
- a syllabus stating course objectives and evaluation process
- a defined time frame (semester, terms)
- the subject prefix and credits the student is wishing to earn

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

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

Leave of Absence

Undergraduate day students may request an administrative leave of absence for the following semester in writing by obtaining the appropriate form via mySNHU or from the Academic Advising Office. If a student is below the age of 18, written parental consent must be received.

Normally, an administrative leave of absence is granted for no more than one semester. Students who do not return as scheduled to the university following their one-semester leave of absence will be considered withdrawn from the university. Note: A student completing coursework elsewhere in their absence from SNHU does not qualify for a leave of absence and must instead withdraw from the institution and re-apply when they are ready to return. Appeals for exemption from this rule should be sent to the Dean of Student Success.

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

Merely ceasing to attend classes does not constitute an official leave of absence, academically or financially. Failure to obtain an approved leave of absence will result in the automatic recording of "F" grades for all courses being taken by the student. Students who take a leave of absence from the university after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors. Leaves of absence will not be granted after the 14th week of the semester. Students intending to return to the university after withdrawing must reapply through the Office of Admissions.

The official date of the leave of absence is the last date of class attendance. This date will be used in determining any refund. A leave of absence may have an impact on financial aid and/or billing charges, especially for students who have received federal Title IV loans.

It is recommended that students considering an administrative leave of absence meet with Campus Student Financial Services (if medically able) to ensure that they understand the responsibilities associated with their federal loans while on an administrative leave of absence. **Leave of absence disputes will not be considered after 30 days from the end of the semester during which the student withdrew.**

All International Students must obtain forms and begin the process in International Student Services (ISS).

Religious Observance

Southern New Hampshire University recognizes the important role that religious holy days can play in the lives of its students. Observance of religious holy days may cause students to be unable to participate whether the class meets face to face or online. Such non-participation, when preceded by proper notification of teachers, will not carry any penalty or sanction. Students are expected to make alternate arrangements with their instructors regarding scheduled tests, assignments due or other course work and activity. Teachers are expected to be supportive of and sensitive to individual religious practices by being willing to work out alternatives to scheduled course work. In all instances, however, excused non-participation does not mean excused from meeting course standards and expectations. Should a dispute occur the usual appeal process will be followed: the program coordinator/department chair, the school dean and finally, the Provost, Senior Vice President of Academic Affairs.

Transfer Among SNHU Colleges

Students in any of Southern New Hampshire University's three colleges (College for America (CfA), College of Online and Continuing Education (COCE), University College (UC)) may wish to transfer to another of its units. Transfer procedures are described in a basic way here, but students are advised to work with their respective academic advising and admissions offices to confirm relevant details. Students may be enrolled only in one of the three SNHU colleges at one time.

COCE or CfA Student Transferring to the UC

Students currently enrolled in any of the Southern New Hampshire University College of Online and Continuing Education (COCE) or College for America (CfA) programs who wish to enroll in University College must file an Internal Transfer Application with the office of Transfer Admissions. Students will be evaluated on their academic performance in their current programs. Enrollment in a SNHU COCE or CfA program does not guarantee acceptance to a University College program.

UC Student Transferring to COCE or CfA

Students currently enrolled in University College undergraduate program who wish to transfer to a COCE or CfA program must file an Internal Transfer Application. These must be filed with the Academic Advising Office on the Manchester Campus, or with the Office of the University Registrar.

International Student Transferring to COCE or UC

All international students who wish to begin or change programs must obtain appropriate forms and begin the process in the Office of International Student Services (ISS).

Failure to file an Internal Transfer form with the appropriate office may prevent the student from registering for classes, being billed correctly for tuition and fees, or graduating in a timely manner.

Undergraduate Internships

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

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

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

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

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

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

Undergraduates Taking Graduate Courses

Students who have completed between 60-90 undergraduate credits and have a 3.0 or higher GPA must apply through their academic advisor to enroll in a 500/600-level graduate course. The student may enroll in the course, provided:

- there is space available in the course.
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree.
- that the student has met the prerequisites of the course.
- the student would receive undergraduate credits for their academic program for completed graduate work that has been approved as a substitute course in said program.

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit only will be granted if the student earns grades of "B"/satisfactory or better in the 500/600-level courses; grades will not count again at the graduate level. Approval is limited to a maximum of six credits (two three-credit graduate courses).

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

Unearned F

Unearned F Policy (Financial Aid and Military Students)

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

Withdrawal from Class

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

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

- Withdrawal is student-initiated for conditions beyond the students' control (e.g., illness documented by a physician's letter). The course grade under these conditions will be "W." Documentation must be provided by the student and approved by the appropriate advisor and school dean.

- Instructor-initiated withdrawals are only available for undergraduate day courses. An instructor may initiate a course withdrawal in unusual or extraordinary circumstances, not as a means to prevent low grades. The instructor initiating the withdrawal must assign a course grade of “WP” (withdraw passing) or “WF” (grades failing). Instructor-initiated withdrawals must be approved by the school dean. VPAA/Provost Office approval must be obtained for withdrawals that are initiated on or after the 13th week of the undergraduate day school semester.

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

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

Withdrawal from SNHU

University Wide Withdrawal Policy:

Students wishing to withdraw from the institution can do so by completing the [Withdrawal from SNHU form](#), located by logging into the student portal. Students should communicate and work with their academic advisor when completing this process. A course withdrawal form for each class is not required. For students under the age of 18 years, a written parental consent is required.

If the form is inaccessible, due to extenuating circumstances, the academic advisor must be notified in order to begin the withdrawal process. The University reserves the right to withdraw students who fail to meet academic requirements or who, because of misconduct, disrupt the academic process.

If a student fails to submit an official withdrawal form the student will automatically receive a grade of “F” for all courses in which the student is currently enrolled. Students who fail to file an official withdrawal form are responsible for paying the full tuition amount and any associated fees.

For campus students:

- International students wishing to withdraw from the University should begin the process with [International Student Services](#).
- The completed withdrawal form will be processed using the last date of class attendance (as verified by an instructor) as the official withdrawal date, unless students choose to complete the current term, in which case their withdrawal from the university will be processed after final grades have been entered. The

determined withdrawal date is used to process a refund per the University [refund policy](#).

- The withdrawal date may impact financial aid and/or billing charges. Students who withdraw after the eighth week, but before the thirteenth week of the semester will receive either a “WP” or “WF” from each of their instructors.
- Students who withdraw on or after the 13th week of the day school semester will be required to obtain approval from the VPAA.
- **No adjustments to account balances or withdrawal disputes can be considered after 30 days from the end of the semester during which the student has withdrawn.**

For online students:

- The official withdrawal date is the date the form is submitted, unless students choose to complete the current term, in which case their withdrawal from the University will be processed after final grades have been entered. The withdrawal date will be used to determine any tuition refund.
- The withdrawal date may also impact any financial aid and/or billing charges. Students may request to be withdrawn immediately at any point prior to the final week of the current term.
- Withdrawals are not permitted in the final week of the term; any request submitted at this point will be delayed until final grades have been entered.

Financial Aid and Resources

Applying for Financial Aid

Eligibility Requirements:

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

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

Dependency Status Criteria

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

- Students who were born before January 1, 1994
- Students who are married
- Students who are veterans of the U.S. Armed Forces
- Students who have children, if they provide more than half of the support for the child

University College 2017-2018

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

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

Prior Bachelor’s Degree

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

Federal Financial Aid Penalties for Drug Convictions

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

Federal Financial Aid Application

Free Application for Federal Student Aid

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

FAFSA Follow-Up

C-Flags, Verification, Unusual Enrollment History

In some instances, Southern New Hampshire University is required by federal and state regulations to review the student’s FAFSA and confirm the accuracy of the information

provided. Southern New Hampshire University reserves the right to verify any data submitted by applicants or the parents of applicants.

A series of database matches is conducted on the FAFSA, including Social Security Administration, Selective Service, National Student Loan Data System, and Department of Homeland Security. If the student/parent does not successfully pass one of the matches, the student/parent may be required to submit additional documentation to Southern New Hampshire University to verify the accuracy of the data provided on the FAFSA. If additional documentation is required the student will be notified via e-mail of the documentation requirements.

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

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

FAFSA Corrections

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

Duration & Renewal of Aid

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

Awarding Financial Aid

Cost of Attendance

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

Expected Family Contribution (EFC)

The Expected Family Contribution (EFC) is a measure of a family's financial strength and is calculated according to a formula established by law. Taxed and untaxed income, assets, and benefits (such as unemployment or Social Security) are all considered in the formula. Also considered, are family size and the number of family members who will

attend college during the year. The EFC is not the amount of money a student's family will be expected to pay, nor is it the amount of federal student aid they will receive.

Determining Financial Need

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

Financial Aid Award Package

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

Outside Resources

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

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

Use of Aid

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

Disbursement of Financial Aid Funds

After confirming enrollment and attendance, SNHU credits all available financial aid funds (excluding Federal Work-Study) to the eligible charges on a student's account. Once the charges are covered, any remaining financial aid funds will be released to the student in the form of a refund. If subsequent charges occur on the student's account after a refund is processed in a given term, the student will be responsible for these new charges.

Credit Balances and Refund

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

The university processes refunds to students based on a published refund processing schedule and in a manner that complies with Department of Education requirements for refunding federal financial aid funds. All refunds will be processed through a student's

refund preference with BankMobile. Any refunds occurring as a result of fees paid with a credit card will be credited back to the same credit card account.

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

Educational Loans

Federal Direct Loans

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

- ***Direct Subsidized Loan:*** Available to eligible undergraduate students who demonstrate financial need. The U.S. Department of Education pays the interest on a Direct Subsidized Loan while the student is in school at least half-time, for the first six months after the student leaves school (referred to as a grace period*), and during a period of deferment (a postponement of loan payments).
- ***Direct Unsubsidized Loan:*** Available to eligible undergraduate and graduate students. Students do not need to demonstrate financial need to be eligible. Interest begins accruing once the loan has disbursed to a student's account. Repayment of the loans begin 6 months after a student is no longer maintaining a minimum enrollment status of half-time.
- ***Direct PLUS Loan:*** Available to eligible graduate or professional students and parents or undergraduate students to help pay for educational expenses not covered by other financial aid. To be eligible, the student must be enrolled at least half time in an eligible program of study. Amount borrowed can be up to the Cost of Attendance, less any financial aid already awarded.

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

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

Federal 150% Direct Subsidized Loan Limit

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

one who did not have an outstanding balance of principal or interest on a Direct Loan or on a FFEL Program Loan on July 1, 2013.

Federal Direct Loan Lifetime Limit

All student types are subject to aggregate lifetime borrowing limits. Please see the chart below:

Academic Career	Maximum Subsidized	Additional Unsubsidized	Combined Subsidized and Unsubsidized
Dependent Undergraduate	\$23,000	\$8,000	\$31,000
Independent Undergraduate	\$23,000	\$34,500	\$57,500
Graduate (Includes UG)	\$65,500*	\$73,000	\$138,500

*As of the 2013-2014 award year, graduate students are no longer eligible to borrow Subsidized Direct Loans.

Private Student Loans

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

Federal Work-Study (FWS)

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

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

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

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

For further information, please email workstudy@snhu.edu

Financial Aid Enrollment Status Criteria

As mandated by the U.S. Department of Education, only courses that are required for completion of a student's program may be included when determining a student's enrollment status for financial aid purposes. In addition, federal student aid regulations permit only one retake of a previously-passed course when determining a student's enrollment status for financial aid purposes.

College for America Students

As required by federal student aid rules, only competencies required for a student's degree can be used in determining undergraduate enrollment status for financial aid purposes. In addition, a repetition of a previously passed competency may only be considered once when determining enrollment status for financial aid purposes.

Students' financial aid eligibility is based on their enrollment status at the time of disbursement and throughout a given term. Additionally, students are required to participate before financial aid can be disbursed within each term. Participation is defined as the submission of a project. Students will be reviewed on a weekly basis up to the end of a term. Once students have participated their federal financial aid will disburse.

Grants

Need Based Grants

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

Sibling Grant

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

Federal Grants

Pell Grants

Federal Pell Grants are awarded on a sliding scale up to \$5920 per year to students with exceptional financial need. Applicants must be enrolled in a degree program and not already have obtained a baccalaureate degree. Student eligibility and grant amounts are determined by the U.S. Department of Education but vary with enrollment status and program of study.

Federal Pell Grant Lifetime limit: An eligible Federal Pell Grant recipient has a lifetime limit of 12 full-time semesters or six full years of eligibility. This federal policy is retroactive to whenever a student first received a Federal Pell grant and includes payments received at colleges or universities that the student attended prior to SNHU.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Iraq and Afghanistan Service Grant

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

State Grants and UNIQUE

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

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

Loan Counseling and Federal Student Loan Repayment Options

Entrance Loan Counseling

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

Financial Awareness Counseling

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

Exit Loan Counseling Requirements

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

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

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

Federal Direct Student Loan Repayment Options

Standard Repayment	In this repayment method, equal monthly payments of principal and interest are made over the loan repayment term (usually ten years). You'll pay the least amount of total interest using this payment plan.
Income-Based Repayment	The amount of the monthly payment is calculated at 15% of discretionary income (the difference between AGI and the federal poverty line). The maximum repayment period is 25 years; if you are unable to repay your loan in this amount of time, the loan will be discharged.
Income-Contingent Repayment	The amount of the monthly payment is calculated at the lesser of: 20% of discretionary income (the difference between AGI and the federal poverty line) OR the amount you would pay on a repayment plan with a fixed payment over 12 years, adjusted according to your income. The maximum repayment period is 25 years; if you are unable to repay your loan in this amount of time, the loan will be discharged.
Pay-as-you-earn	The amount of the monthly payment is calculated at 10% of discretionary income (the difference between AGI and the federal poverty line). The maximum repayment period is 20 years; if you are unable to repay your loan in this amount of time, the loan will be discharged.
Revised Pay-as-you-earn	The amount of the monthly payment is calculated at 10% of discretionary income (the difference between AGI and the federal poverty line). The maximum repayment period is 25 years; if you are unable to repay your loan in this amount of time, the loan will be discharged.
Graduated Repayment	This repayment method payment allows you to make reduced payments in the earlier years of your loan repayment term, with a gradual increase in payment amount over time.
Extended Repayment	If the total balance of your Federal Stafford, PLUS, or Consolidation loans is above \$30,000, you may apply for an extension on your repayment term (up to 25 years).

Loan Repayment Responsibility

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

Prepayment of Student Loans

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

National Student Loan Data System (NSLDS)

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

Loan Servicer

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

Federal Student Aid Repayment Estimator

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

Deferment

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

Forbearance

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

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

Military Benefits

Active Duty Military

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

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

Veterans' Benefits

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

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

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

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

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

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

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

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

Return of Title IV Funds

Return of Title IV funds requirements apply to a Title IV grant and/or loan recipient or eligible recipient who withdraws or ceases attendance from Southern New Hampshire University (SNHU) before completing the payment period.

The payment period is the academic period established for which financial aid is awarded and disbursed. It is not always aligned with the registration and billing period for a program. Students are encouraged to learn and understand their program's payment period definition.

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

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

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

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

Return of Funds

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

1. Direct Unsubsidized Loan
2. Direct Subsidized Loan
3. Direct PLUS Loan
4. Federal Pell Grant *

5. Federal Supplemental Education Opportunity Grant (FSEOG)*
6. Iraq and Afghanistan Service Grant*
7. Federal Work Studies (FWS) funds are not included in the calculation.

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

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

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

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

Post-Withdrawal Disbursement

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

Programs Offered in Modules

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

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

Return to Title IV Calculation Example

A term start date is September 7 and the end date is December 23. There is a 5 day break for Thanksgiving. The total days for the term is 103 days. The student withdraws on October 2 which is day 26 of the term. The percentage of earned aid would be 25.2% (26 days/103 days) and the unearned aid percentage is 74.8%.

- If the student received \$5,500 in Title IV aid, then the student earned \$1,386 in Title IV aid and \$4,114 is the unearned amount.
- If institutional charges are \$6,000, then the amount of earned charges would be \$1,512 and the unearned charges would be \$4,488.
- SNHU is responsible for returning the lesser of the unearned institutional charges or the total amount of unearned Title IV aid, so SNHU would return \$4,114 in this example. The student is responsible for immediate payment of this account balance.

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

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

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

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

Scholarship Opportunities

Academic Scholarships

Presidential Scholarship

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

Quill Scholarship

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

Penmen Scholarship

Students selected for a Penmen Scholarship will be notified at the time of admission and may receive additional types of financial assistance based on financial need. Scholarship

amounts vary and are awarded based on a cumulative grade-point average (GPA) between 2.5-2.99 (on a 4.0 scale). These scholarships are renewable each year based on the maintenance of a 2.0 college grade-point average (GPA). Failure to maintain the required GPA will result in the loss of scholarship funds.

Additional Scholarships

Academy of Finance Scholarship

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

Alumni Family Scholarship

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

DECA Scholarship

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

Freshman Articulation Scholarship

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

Future Business Leaders of America (FBLA) Scholarship

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

Phi Theta Kappa Transfer Scholarship

An unlimited number of \$2,000 scholarships for full-time undergraduate day students

are awarded to Phi Theta Kappa members. A 3.0 cumulative grade point average of all college work is required for the scholarship to be renewed. Failure to maintain the required GPA will result in the permanent loss of scholarship funds. This scholarship may be combined with other scholarships and any academic awards that a student may receive from SNHU.

Kappa Beta Delta Transfer Scholarship

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

Honors Program Scholarship

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

Housing Scholarship

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

Sibling Grant

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

Skills USA Scholarship

SNHU awards a \$1,000 Skills USA Scholarship to any new culinary student who places first, second or third in a Skills USA state or national culinary arts competition at any time during high school. The award is renewable for each year of attendance at Southern New Hampshire University. Students must ensure that official notification of the Skills USA award is submitted to the Office of Admission. Notifications received after March 15 do not guarantee the scholarship for the following year.

Named and Endowed Scholarships

John P. Fleming Memorial Scholarship

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

Liberal Arts Scholarship

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

James D. Walter Memorial Scholarship

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

Kimon and Anne Zachos Scholarship

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

Dr. Marty J. Bradley 3 Year Business Honors Scholarship

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

Hawaux Foundation Scholarship

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

Economic/Finance Scholarship Fund

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

Frank & Eleanor Barnes Alumni Scholarship

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

George Teloian Scholarship

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

Ronald L. Woodward Memorial Scholarship

The Ronald L. Woodward Memorial Scholarship was created in honor of a former

Southern New Hampshire University student and Rochester, N.Y. native by the Southern New Hampshire University Alumni Association. Students whose homes are located in Upstate New York shall be given first priority. Preference will be given to students majoring in accounting, accounting/information systems, information technology and business administration, based on need.

Scott Caswell Memorial Scholarship

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

Tony Lambert Scholarship Fund

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

William Trueheart Scholarship

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

Culinary Scholarship Fund

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

Ernest Lamundo/Labatt USA Scholarship

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

Hector Boiardi Scholarship

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

Christine Zimmermann Memorial Scholarship Fund

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

Women's Faculty Scholarship

The Southern New Hampshire University (SNHU) Women's Faculty Scholarship was created in 1990 by the women faculty of SNHU (then New Hampshire College). The scholarship acknowledges and supports students who demonstrate an ongoing commitment to human and environmental rights, economic justice, gender equity and

community service. Each year SNHU Women's Faculty Scholarships will be awarded to those University College (on-campus) and COCE Manchester Center applicants who best represent those values.

Dow Scholarship

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

Educational Continuum Scholarship

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

Fisher Family Scholarship

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

Gertrude C. Shapiro Scholarship

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

John & Betty Miles Scholarship

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

Kappa Chi Scholarship

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

Kappa Delta Phi Scholarship

The Southern New Hampshire University Alumni Association and the Kappa Delta Phi National Fraternity have raised money to support a scholarship program. Consideration is given to students who are members of the Kappa Delta Phi National Fraternity and is based on financial need.

Kappa Sigma Scholarship

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

Michael DeBlasi Scholarship Fund

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

Phi Delta Psi Scholarship

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

The Richard and Joanne Gustafson Scholarship Fund

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

Student Ambassador Scholarship

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

The Athletic Scholarship Fund

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

Tremblay/Eldridge Scholarship Fund

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

William S. Green Scholarship

This fund was established in honor of William S. Green, charter member of the Southern New Hampshire University Board of Trustees and Chancellor Emeritus. Scholarships from this fund are designated for juniors or seniors who have maintained cumulative grade-point averages of 3.0 or higher and have conducted themselves in a manner that has both served and brought credit to the university. Financial need is also a factor in determining recipients of this scholarship.

Women Associates Scholarship

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

Timothy Russell Travel/Study Scholarship

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

The Edward S. Wolak Scholarship

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

Charles and Barbara Bickford International Scholarship

The scholarship shall be awarded to graduate or undergraduate international student(s) studying on the Manchester campus.

Preference will be given to students with demonstrated financial need in the following order: students from Vietnam or Cambodia, students from Southeast Asia or China, then lastly from other foreign countries.

Veterans Scholarship

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

Edward Nassar Veterans Memorial Scholarship

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

Li Xu Scholarship Fund

This fund was established in memory of SNHU student Li Xu (aka Oscar). This scholarship is awarded to International and U.S. undergraduate or graduate students who demonstrate the strong giving and sharing spirit of Li Xu by showing their

commitment to the needs of new students. Scholarship applicants should demonstrate interest in helping new students understand the academic culture of the University and social culture of New Hampshire in an effort to assist them in adjusting to the University.

School of Business Scholarship Fund

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

School of Business Faculty Scholarship

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

Finlay Family Scholarship

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

Standards for Satisfactory Academic Progress (SAP)

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

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

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

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

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

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

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

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

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

Repeated coursework:

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

Withdrawals:

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

Incompletes:

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

Transfer credits from other schools:

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

Review of Satisfactory Academic Progress:

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

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

Enforcement:

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

Financial Aid SAP Appeal:

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

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

Financial Aid SAP Probation:

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

Financial Aid Appeal Approval:

Students with an approved appeal who are placed on SAP probation will have their status reviewed after the each payment period following their successful appeal. Students who are not meeting the requirements will be returned to suspension and all aid current and future terms must be canceled immediately, regardless of current enrollment. Students meeting SAP and/or the requirements of their academic plan will not be reviewed again until the next annual SAP review. Students who are suspended as part of this process may appeal this decision.

Student Rights and Responsibilities

Each year, Southern New Hampshire University students request student financial assistance to help defray the cost of education. Federal, state, and institutional

resources form a partnership with your (and your family's) own commitment to meet your educational costs. Federal, state, and institutional student financial aid is a privilege, which creates both rights and responsibilities.

Responsibilities

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

Rights

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

Grades and Credits

Audit a Course

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

Awarding of Credit by Examination

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

Credit for Courses in Other Postsecondary Settings

Southern New Hampshire University awards credit for some formal course work taken in non-accredited, postsecondary educational settings. These settings include postsecondary vocational and technical training, in-service training courses in the workplace, military service training programs and career-related workshops and seminars.

In many cases, this type of training has been evaluated by the American Council on Education (ACE) and criteria for awarding university credit is available in the various ACE guides in the Office of the University Registrar. Where there is no ACE criterion, Southern New Hampshire University may have to conduct an independent review of the training for the purpose of granting transfer credit.

Students wishing to have their non-accredited, postsecondary course work evaluated should submit a letter requesting this evaluation, along with official transcripts or some original form of verification of successful completion of these courses, to the university registrar. Students will be notified by the registrar if the experience warrants credit and, if so, the number of credits awarded and the requirements they satisfy.

Credit for Prior Learning through Portfolio Assessment

Students must have been accepted into an undergraduate Southern New Hampshire University associate or bachelor's degree program. Students must have earned a minimum of nine credits at Southern New Hampshire University to be eligible to present a portfolio for review. Students must request a portfolio review prior to earning their final 24 credits for a bachelor's degree or their final 15 credits for an associate degree at Southern New Hampshire University.

Portfolio reviews will be accepted only for courses that are part of Southern New Hampshire University's curriculum. Awarded credit may be applied to core, major or elective course requirements. All course prerequisites must be met prior to presenting the portfolio. The student is expected to work closely with their advisor throughout

their portfolio process. A full-time Southern New Hampshire University instructor must be involved in reviewing the portfolio, along with final approval from the dean. Approval of the portfolio should be based on the fact that the portfolio aligns with the learning outcomes based on the most recent course syllabus. A maximum of nine credits can be earned by way of portfolio review for an associate degree program. A maximum of 15 credits can be earned for a bachelor's degree program.

Students applying for a portfolio review must complete the process within one year from the initial date of application. Students submitting a portfolio for review will be graded on a satisfactory/unsatisfactory basis.

General Education Transfer Policy

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

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

This policy complies with the University [Transfer Credit policy](#).

Grade Change

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

- The instructor has made an error in calculating the grade;
- The instructor is replacing an Incomplete grade with a letter grade;
- The instructor inadvertently did not post (or miss-posted) a grade in the Grade Center in Brightspace;
- The result of a successful grade dispute.

Once final grades are posted, the instructor may not make grade changes in cases of students handing in late work, unless a request for an Incomplete grade was filed before the grade due date, in accordance with the Incomplete Grade Policy. No grade changes will be accepted after the student's degree has been conferred.

Instructor Grade Change Process

To make a grade change, the instructor must complete the Grade Change Request through the Service Portal on mySNHU. The request will be automatically routed to the Office of the University Registrar.

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

Grade Dispute

Purpose of Policy

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

Grounds for Dispute

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

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

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

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

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

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

Grade Scale and GPA

Grading System - Undergraduate

In determining grades at the university, the following grade system is used:

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D+	67-69	1.33
D	60-66	1.00
F	0-59	0.00

Grading System - Graduate

In determining grades at the university, the following grade system is used:

Grade	Numerical Equivalent	Points
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
F	0-72	0.00

- Academic Renewal - R
- Audit - AU
- Credit - CR
- Incomplete - I
- Incomplete/Failure - IF
- In Progress - IP
- In Progress Transfer - IPT
- Mastery - MA
- Non-course work - NC
- Non-graded - NG
- Passing - P (equivalent to C or better at the undergraduate level, B or better at the graduate level)
- Satisfactory - S (equivalent to C or better at the undergraduate level, B or better at the graduate level)
- Transfer Credit - T

- Unearned F Grade - UF
- Unsatisfactory - U
- Withdraw - W
- Withdraw Passing - WP
- Withdraw Failing - WF

The grade-point average (GPA) is determined by dividing the sum of the quality points (QP) by the sum of the attempted credit hours (CR). An example of a student's grades and grade-point average is as follows:

ENG-120	3 Credits x A(4)=	12 QP
MAT-240	3 Credits x B(3)=	9 QP
MKT-113	3 Credits x C(2)=	6 QP
PSY-108	3 Credits x D(1)=	3 QP
IT-145	3 Credits x F(0)=	0 QP
	15 Credits	30 QP

30 QP divided by 15 CR = 2.00 GPA

Incomplete Grades

Purpose of Policy

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

Guidelines

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

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

Incomplete Grade Process

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

1. Prior to the grade due date, the instructor must complete the Incomplete Grade Request through the Service Portal on mySNHU which automatically routes to the registrar's office for processing.

2. On the Incomplete Grade Request the instructor indicates a deadline date (the "expiration date") of no more than 30 days from the date of the end of term when the student can submit the outstanding course work.
3. Provided that the instructor receives the student's completed course work on or before the expiration date, the instructor submits the Grade Change Request that automatically routes to registrar's office authoring the student's grade be changed from "I" to the alpha grade earned.

If the student fails to submit the outstanding course work by the expiration date or if the instructor has not submitted a Grade Change Request by the expiration date, the grade will automatically change from "I" to "IF." A grade of "IF" is calculated as an "F."

IP Grade

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

- Internships/Practicums - UC only

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

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

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

Repeating Courses

Students may repeat courses for credit. The last grade, whether it is higher than, the same as, or lower than the first grade is included in the Cumulative GPA; the first grade is excluded. In instances where both grades are passing, credit is only earned once. All prior grades will appear on the students' transcripts. While there is no limit on the amount of times a student can attempt most courses, there may be financial aid implications.

Transfer Classification-Credit Hours

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

Transfer Credit

Purpose of Policy

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

General Information

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

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

Non-Institutional Credit Sources

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

Other External Undergraduate Credit

Students may be awarded credit for non-traditional learning through the following services (for more information on any of these services, students are encouraged to speak with their Academic Advisor or Admission Counselor):

1. Credit by Examination. Students may be awarded credit by passing examinations offered by College Level Examination Program (CLEP), the Defense Activity for Non-Traditional Education Support (DANTES) Examination Program, the College Board Advanced Placement Examination (AP), the International Baccalaureate Diploma Programme (IBDP), ServSafe Certification exam, Series 7 - General Securities Representative Examination, NLN Nutrition Exam, New Hampshire Certified Management Program (CPMP), or Cambridge International Advanced-Level

Examinations (A Level). For a complete list of the CLEP, AP, and DANTES exams that SNHU accepts, see the Office of the University Registrar's page and click the AP, CLEP, or DANTES Credit and Equivalencies link for up-to-date information.

2. Prior Learning. To be eligible for prior learning credit students must be enrolled in an undergraduate program at SNHU. Students may earn up to 15 undergraduate credits for a bachelor's degree (9 undergraduate credits for an associate degree) through prior learning assessment via portfolio submission. Students work with an advisor to determine the most appropriate path to assess prior learning: SNHU portfolio process or assessment through Learning Counts through Council for Adult Education and Experiential Learning (CAEL). See the mySNHU Learning Counts page for more information about the CAEL portfolio process.

3. Evaluation of Non-Traditional Learning Experiences. For evaluating non-traditional learning experience, SNHU recognizes the services of American Council on Education (ACE) and National College Credit Recommendation Service (NCCRS).

4. Industry-Recognized Certification. SNHU may also award credit for industry-recognized certification(s) that are not currently assessed for college credit by ACE/NCCRS and/or listed above upon departmental approval.

International Transfer Credit

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

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

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

Undergraduate Student Transfer Credit

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

College for America (CfA) Student Transfer Credit AA Programs

Students who completed a minimum of 30 credit hours through one of SNHU pre-approved Partner Programs are allowed to transfer in these credits as a block. The transfer block must demonstrate student command of General Education content areas.

The remaining 30 credit hours must be completed at CfA following the direct assessment approach as outlined in the AA program requirements.

BA Programs

Students enrolled in a CfA BA program with a completed Associate Degree (or the equivalent of 60 credit hours) are awarded a transfer block to fulfil the associate's degree portion of the BA program. The transfer block must demonstrate student command of General Education content areas. This allows the student to enroll directly into the BA program of their choice to complete the additional 60 credit hours that are needed.

NOTE: The transfer block portion of CfA programs may be accepted in any combination of courses and/or prior learning assessment (PLA) credit, in alignment with this policy. PLA credit is not permitted in CfA direct assessment portion of programs.

Graduate Student Transfer Credit

Graduate courses accepted for transfer credit require a grade of "B" or higher and must have been completed within the last five (5) years. Some courses in certain subject areas, such as Accounting, may have a shorter expiration date to ensure that transfer credits meet present-day academic standards. Students should consult with their Admission Counselor or Academic Advisor regarding these time limits. Time limits are set and approved by academic program leadership. A graduate course may be used only once to fulfill a requirement.

Credit Hours Awarded

Graduate students may be awarded a maximum of credit hours, as follows:

- Master's degree: a maximum of two graduate-level courses not to exceed six (6) graduate-level credits;
- Graduate certificate program or specialization: three (3) graduate-level credits;
- Low-Residency MFA students may transfer up to one (1) full semester of credit from another low-residency or full-residency MFA program in creative writing. A successfully completed semester at another low-residency or full-residency MFA program may be counted as one fifteen (15) credit semester in the Low-Residency MFA, which includes both residency and semester coursework.

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

Transfer Evaluation Process

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

Request to Take Courses at Another Institution

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

- name of the institution;
- name and number of the course;
- anticipated completion date;
- course description; and
- student's reason for taking the course elsewhere.

Upon approval and once the course is completed, the student must arrange to have an official transcript sent to the Office of the University Registrar so that credit for the course may be applied toward degree completion.

NOTE: Nursing students may not transfer credit for nursing courses once they have enrolled at SNHU.

Quarter Hour to Semester Hour Conversion

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

Transfer Policy for SNHU-202

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

Waiver Eligibility for SNHU-303

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

Graduation and Commencement

Commencement Participation

Petition to Graduate

In order to graduate, students must Petition to Graduate. The Petition to Graduate link can be found under the Self Service section on the homepage of mySNHU.

Undergraduate Day Students

The deadlines to petition to graduate and degree conferral dates for undergraduate day students are:

Petition by	Conferral Date
January 1st	April 1st, May 1st, May 12th & June 1st
April 1st	July 1st, August 1st & September 1st
July 1st	October 1st, November 1st & December 1st
October 1st	January 1st, February 1st & March 1st

Graduate and College of Online and Continuing Education Students

The deadlines to petition to graduate and degree conferral dates for graduate and COCE students are:

Petition by	Conferral Date
November 1st	January 1st
December 1st	February 1st
January 1st	March 1st
February 1st	April 1st
March 1st	May 1st
April 1st	June 1st
May 1st	July 1st
June 1st	August 1st
July 1st	September 1st
August 1st	October 1st
September 1st	November 1st
October 1st	December 1st

Participation in Commencement

Students are permitted to participate in only one commencement ceremony per degree. Participation in the ceremony does not indicate degree completion. Degree conferral is only confirmed when recorded on the official transcript. Certificate students are not eligible to participate in the ceremony.

Eligibility to Participate in the May Commencement Ceremony: March 15th Deadline

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

Students who have up to 12 credit hours remaining to complete all program requirements as of the date of commencement will be allowed to participate.

Students with more than 12 credit hours to complete all program requirements are not eligible to participate in the current year's commencement ceremony, unless an appeal has been granted, based on the criteria described below (see Appeals to Participate).

Students must be in good academic standing with at least a 2.0 cumulative GPA (undergraduate) and a 3.0 cumulative GPA (graduate).

Appeals to Participate

In rare circumstances, a student who is within 18 credit hours of completion may be allowed to participate in the commencement ceremony. To be considered, the student must be able to complete remaining requirements by October 31st. They also must have a strong GPA and have demonstrated the ability in the past to complete three courses in one term. Students who believe they meet these criteria and who wish to appeal should work with their academic advisors and forward the appeals to the Office of the University Registrar, who will make the final determination.

Late Petitions to Participate

Students who petition to participate after the March 15th deadline may be approved to participate in the ceremony. However, they will not be included in the commencement booklet, will not be eligible for ceremonial honors (including cords and tassels), and may not receive the standard amount of ceremony tickets.

Doctoral Students

All graduate requirements must be completed including dissertation defense no later than March 15th. Exceptions may be requested by dean for students who are expected to meet all requirements including defense after March 15th if approved by the VPAA's office after consulting with the commencement office to see if commencement materials can be ordered. There is no guarantee that materials will be able to be ordered after the March 15th date.

College for America Students

In order to graduate, College for America (CfA) students must complete the Petition to Graduate process. They may do so by either utilizing the link provided to them within their congratulatory graduation email sent by Student Affairs upon completion of their program, or through the Petition to Graduate link under the Self Service section on the mySNHU/CfA homepage. College for America students will need to petition both eligible programs:

- UG - Student's Undergraduate Degree Program (ex. AA.GST)
- CFA - Student's Competency Program (ex. AA.GST.CFA)

Failure to petition for both programs may result in a delay to the graduation process. Students may contact Student Affairs with questions related to the Petition to Graduate link.

Commencement Eligibility to Participate in the May Commencement Ceremony

- Students must have no more than twenty-four Competencies incomplete at the time of the ceremony.
- Students must anticipate completing all program requirements by the end of their current term, no later than October 31st.
- Students must be in good academic standing in order to participate in the ceremony. Students on Academic Suspension or Academic Dismissal will not be allowed to attend.

Late Requests to Participate

Students who petition to participate after the March 15th deadline may be approved to participate in the ceremony. However, they will not be included in the commencement booklet and may not receive the standard amount of ceremony tickets.

Degree and Certificate Conferral

Undergraduate Day School Students

Students must submit a petition to graduate to the Office of the University Registrar in accordance with the following deadlines:

For a conferral date of:	January 1, 2018	May 12, 2018
Petitions to Graduate are due no later than:	September 1, 2017	January 1, 2018
Program requirements must be complete and grades must be received and verified by the University Registrar by:	December 30, 2017	May 11, 2018
Diploma Mailing Date:	January 15, 2018	May 25, 2018

Graduate Students and College of Online and Continuing Education Undergraduate Students

Must submit a petition to graduate to the Office of the University Registrar no later than two months prior to their planned conferral date. For example, a student planning to graduate as of March 1st must submit their petition by January 1st. Students may petition to graduate online via mySNHU.

Upon petition submission, a non-refundable Petition to Graduate fee will be applied to the student's account. Certificate students are not eligible to participate in the ceremony and therefore will not be assessed a fee.

Degrees are conferred 15 times per year, the first of every month and the days of the May and MFA commencement ceremonies.

A credential will be conferred only when all program requirements are complete and all grades are received and verified by the Office of the University Registrar within the University's information system prior to or on the last business day of the month.

A period of ten business days following the conferral date is required to post the conferral information to the record and issue diplomas/certificates.

Diplomas and Certificates

Only the degree, primary major, honors (if earned), and the University Honors program graduate indication will appear on the diploma.

The name on the diploma must be the legal name of the graduate, or within reason. For example, a student can request their middle initial rather than their full middle name.

All credentials will be issued within 10 business days of the degree conferral date provided the student has met all financial obligations. If the student has an outstanding financial obligation, he or she will need to contact the Office of Credit and Collections to settle the balance. The Office of Credit and Collections will then notify the Office of the University Registrar. The student needs to verify their mailing address prior to the diploma being sent out.

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

However, if the diploma mailing address was not updated, the student will need to provide the updated address and pay the cost of a replacement diploma (\$30).

Degree and Certificate Requirements

Degree and Certificate Requirements for Undergraduate Students

Students must fulfill the following university requirements to be eligible for an undergraduate degree or certificate:

Undergraduate Degree

1. General education requirements.
2. All prescribed courses and program requirements.
3. A minimum of 120 credits of work in a bachelor's degree program (more than 120 credits may be required depending on the program of study) or 60 credits in a program leading to an associate degree (more than 60 credits may be required depending on the program of study). A minimum of 30 credit hours of institutional credit taken at SNHU, excluding developmental courses. *Note: Credit earned for **ENG 099** (formerly ENG 101) and/or **MAT 050** does not count towards graduation or institutional (30 credit) requirements. Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.*
4. An overall undergraduate level GPA of 2.0 or higher; some programs require a higher GPA.

Undergraduate Certificate

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

NOTE: It is the responsibility of the student to be familiar with his/her program-specific requirements as these may supersede the university's minimum standards.

Degree and Certificate Requirements for Graduate Students

Students must fulfill the following university requirements to be eligible for a graduate degree or certificate:

Ph.D. in International Business (on campus only)

1. Complete a minimum of 39 credit hours of required doctoral level courses, and possibly up to 15 credit hours of master's level international business courses as prerequisites for the doctoral level courses.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.

3. Submit and receive approval of dissertation topic.
4. Finalize and receive approval of dissertation research.
5. Complete with a GPA of 3.0 or higher.
6. Complete the program within 8 years of their first day of their first term.

Ed.D. in Educational Leadership (on campus only)

1. Complete a minimum of 48 credit hours of required doctoral level courses with a GPA of 3.0 or higher.
2. Complete and satisfactorily pass all written/oral comprehensive examinations.
3. Complete Human Subjects Research training and submit certificate of completion.
4. Submit and receive approval of dissertation topic.
5. Complete dissertation research.
6. Successfully defend the dissertation proposal.
7. Submit the dissertation proposal and relevant documents to the University Institutional Review Board (IRB).
8. Successfully defend dissertation research.
9. Submit a final copy of the dissertation one month prior to graduation.

Master's Degree

1. All prescribed courses and program requirements.
2. A minimum of 30 credit hours of institutional credits taken at SNHU, with no more than two transfer courses, maximum of 6 transfer credit hours.
Southern New Hampshire University will limit academic residency to twenty-five percent of the degree requirement for all degrees for active-duty servicemembers and their adult family members (spouse and college-age children). In addition, there are no "final year" or "final semester" residency requirements for active-duty servicemembers and their family members. Academic residency can be completed at any time while active-duty servicemembers and their family members are enrolled. Reservist and National Guardsmen on active-duty are covered in the same manner.
3. An overall graduate level GPA of 3.0 or higher.
4. No more than two grades of "C" or "C+" within the program's prescribed courses.
5. Completion within 8 years of the first day of the first term.

Graduate Certificate

1. All prescribed courses and program requirements.
2. A minimum of 12 credit hours in residence.
3. An overall graduate level GPA of 3.0 or higher.
4. No more than one grade of "C" or "C+" within the certificate's prescribed courses.
5. Completion within 8 years of the first day of the first term.

Degree and Certificate Requirements for College for America Students

Students must fulfill the following requirements to be eligible for a certificate or an undergraduate degree:

Certificate:

- Mastery of 60 Competencies through the CFA program

Associates:

- Mastery of 120 Core Competencies through the CFA program

Bachelors:

- Satisfactory completion of all requirements for the CFA AA in General Studies degree OR approval to begin the BA program with the 120 Advanced Competencies
- Mastery of the 120 Advanced Competencies required by each degree through the CFA program

NOTE: It is the responsibility of the student to be familiar with his/her program-specific requirements as these may supersede the university's minimum standards.

Degree Revocation

Southern New Hampshire University's awards of academic credit and Degrees constitute its certification of student achievement. However, a Degree may be awarded to an individual in error or as a result of fraud, misrepresentation, or other intentional or unintentional actions. In order to preserve the integrity of Southern New Hampshire University's academic standards and of the Degrees granted by the University, the University may exercise its right to revoke a previously conferred Degree or academic credit as set forth in this procedure. The authority to revoke a Degree rests with the President. The President hereby delegates that authority to the University Chief Academic Officer.

Definitions/General Provisions:

1. Clear and convincing evidence: Clear and convincing evidence is defined as evidence of such convincing force that it demonstrates, in contrast to the opposing evidence, a high probability of the truth of fact(s) for which it is offered as proof. Such evidence requires a higher standard of proof than proof "by a preponderance of the evidence" but a lower standard than required for proof "beyond a reasonable doubt."
2. Degree: A Degree is defined as any form of Degree, academic credential, certificate, professional designation, or other award (e.g., Honors designation) conferred by the University or any of its colleges, departments, or units.
3. Registrar: Registrar is defined as the management personnel in the Office of the Registrar at the University.
4. Notice of Intent to Revoke Degree: Notice of Intent to Revoke Degree is defined as the written notice issued to a Student whose Degree the University intends to revoke under the terms of this policy.
5. University Degree Revocation Committee: The University Degree Revocation Committee shall consist of members of each business unit.
6. Timelines: The University may, but is not required to, extend timelines set forth herein. Extensions shall be determined by the University Chief Academic Officer.

The UCAO or designee shall promptly and in writing notify the Student and any University administrators involved of any revised timeline.

Basis for Revocation:

A Degree may be revoked by the University if 1) upon examination of a Student's record, it is determined that the requirements for the Degree awarded as established by Southern New Hampshire University at the time the Degree was awarded were not met or 2) information comes to light which, if known at the time the Degree was awarded, would have resulted in a determination that the Degree should not have been conferred. The basis for a Degree revocation include, but are not limited to, the following:

1. Intentional misconduct by administrators, faculty, staff, or Students, including fraud, dishonesty, or falsification or unauthorized altering of information of a Student record (including in an Official University student information system).
2. Error(s) by administrators, faculty, staff, or Students which resulted in the granting of the Degree when the Degree otherwise would not have been awarded.
3. Other violations of the University's Student Conduct Code that are of such a nature that had they been discovered prior to the issuance of the Degree, they would have resulted in the suspension or expulsion of the Student from the University.

Investigation:

1. When information comes to light that places into question the validity of a previously conferred Degree, it shall be referred to the Senior Associate Registrar for Academic Progress and Graduation.
2. Upon receipt of such information, the Senior Associate Registrar for Academic Progress & Graduation shall conduct an initial review of the information and determine whether such information is credible and whether, if established as true, the evidence would justify the revocation of a Degree.
3. The Senior Associate Registrar for Academic Progress & Graduation will contact the University Degree Revocation Committee to complete a further investigation, which will be completed within five calendar days. After such investigation, a report of the findings and recommendation will be sent to the University Chief Academic Officer.
4. The University Chief Academic Officer will determine if there is sufficient information to make a determination to revoke a Degree and if so, he/she will issue a Notice of Intent to Revoke Degree to the Student to whom the Degree was issued. If the University Chief Academic Officer determines that there is insufficient evidence to justify a revocation, no further action shall be taken and the Degree shall remain intact.
5. The University Chief Academic Officer may direct the Senior Associate Registrar for Academic Progress & Graduation to place an administrative hold on the issuance of any official transcript for a student to whom a Notice of Intent to Revoke Degree has been sent.

Process when Notice of Intent to Revoke Degree ("Notice") is issued:

1. The Notice shall be a written notice sent to the Student informing the Student that the University has clear and convincing evidence that justifies the revocation of the

Student's Degree pursuant to this policy. The Notice shall identify the Degree and the year that it was awarded and shall describe the evidence upon which the Notice is based in sufficient detail to allow the Student to respond to the Notice. A copy of this policy shall also accompany the Notice. The Notice shall state that if the Student decides to contest the revocation, the Student shall, within thirty calendar days of confirmed receipt of the Notice, make a written request to the University Chief Academic Officer for a hearing. The confirmed receipt can be a document signed by the person who delivered the Notice indicating that the Student was given the Notice; a receipt signed by the Student acknowledging receipt of the Notice by certified mail; a signed acknowledgement by the Student of receipt of the overnight mail containing the Notice; or other proof of actual receipt by the Student, such as email delivery confirmation. The Notice shall also state that if the Student requests a hearing, the Student shall prepare a written response to the Notice stating whether the Student disputes the information set forth in the Notice and/or the University's conclusion that the Degree should be revoked as well as the specific evidence and reasons upon which the Student bases such dispute or conclusion.

2. The Notice shall be sent by certified mail, personal or overnight delivery, to the last known mailing or contact address for the Student. If possible, the request for a hearing shall be sent to the University Chief Academic Officer via certified mail.
3. If the Student does not request a hearing within thirty calendar days of confirmed receipt of the Notice, the University may revoke the Degree without further proceedings.
4. If the Student requests a hearing, the University Chief Academic Officer shall use reasonable efforts to schedule such hearing no sooner than thirty and no later than sixty calendar days after the Student notifies the University of the request for a hearing. The Student shall be provided with written notice of the scheduled hearing date and location no later than fourteen days before the hearing.
5. The Student shall be entitled to review the evidence that supports the University's Notice and may request a copy of such evidence at cost.
6. The Student and the University may be accompanied at the hearing by an Advisor, who may neither speak for, nor on behalf of, the Student or University.
7. The Student and the University shall be allowed to introduce evidence and call witnesses to testify at the hearing. The formal rules of evidence applied in courtroom proceedings do not apply in the hearing.
8. If, after requesting the hearing, the Student fails to appear at the hearing without good cause, the hearing shall proceed, and the University Chief Academic Officer shall render a decision based on the evidence submitted. The University Chief Academic Officer shall weigh the evidence presented and shall draw no inferences from the Student's absence from the hearing.
9. If, despite its own due diligence, the University received no confirmation that the Student received the Notice or is unable to locate the Student to provide the Notice, the University may nonetheless seek revocation of the Degree. The University shall schedule a hearing within sixty calendar days of the date of the Notice that shall proceed in the absence of the Student. The University Chief Academic Officer shall consider the evidence presented at the hearing by the University and shall determine whether there is sufficient evidence to revoke the Student's Degree pursuant to this policy.
10. The University Chief Academic Officer shall consider and weigh the evidence and shall prepare written findings concerning whether there is clear and convincing evidence to revoke the Degree. If the University Chief Academic Officer finds that

the evidence establishes that the Degree should be revoked, he/she shall also consider whether the Student should be permitted to complete the requirements for his or her Degree after some sanction is applied. Sanctions may include, but are not limited to, a ban from enrollment for some period of time or a loss of catalog year rights.

11. The University Chief Academic Officer shall prepare a letter that explains the reasons for the decision. The decision letter shall be issued within ten calendar days of the hearing.
12. Nothing in this policy shall be construed to prevent the University Chief Academic Officer from agreeing to an informal resolution of the matter with a Student in lieu of, or after, a hearing.
13. The University shall allow any affected Student to petition the University to reopen the revocation decision, provided the Student establishes that he/she received notice after the 60-day timeframe discussed in Section i above or, for good cause shown, was unable to contact the University or to respond within the period specified. Any Student who meets the above-noted requirements shall be provided an opportunity to respond and a hearing in the manner described in this policy.

Post-Revocation Steps-If a Degree is revoked:

1. Ensure that all relevant records of the University relating to the Student are promptly amended to reflect the Degree revocation.
2. Note the effective date of the revocation on the Student's transcript and use reasonable efforts to transmit a copy of the official (revised) transcript to the Student.
3. Use reasonable efforts to notify the Student that the Student is no longer entitled to represent to any person that he or she is the recipient of the revoked Degree and that the Student should take appropriate steps to notify all former and current employers, relevant educational institutions, professional registration bodies or associations, or others as applicable that the Degree has been revoked. If, despite its own due diligence, the University is unable to provide this notice to the Student due to an inability to contact or locate the Student, the University shall place a hold on the Student's records until such time as it is able to provide such notice.
4. If at the time of the revocation the Student is enrolled at the University, the University Chief Academic Officer shall promptly notify the University Student Conduct Officer of the revocation so that the Student Conduct Officer can consider whether to take any further steps.
5. The student is not relieved of any financial obligation unless it is determined that fees shall be reversed after a comprehensive review completed by Student Financial Services.

Institutional Credit Requirements

Associate degree-seeking students must complete a minimum of 15 institutional credit hours with SNHU. Bachelor's and graduate degree-seeking students must complete 30 institutional credit hours from SNHU. Institutional credit requirements cannot be fulfilled by, developmental courses. *Note: **ENG 099** (formerly **ENG 101**) and/or **MAT 050** are developmental courses which do not count towards graduation or institutional requirements.* Bachelor's degree candidates must complete a minimum of 12 institutional credit hours within the major beyond required school core courses.

Associate degree candidates must complete a minimum of 9 institutional credit hours within the major. For a minor, an optional bachelor's degree component, students must complete a minimum of 9 credit hours of institutional credit, and for a certificate students must complete a minimum of 12 credits. Approved international study and consortium courses are considered to be institutional credit.

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

Last Hours of Institutional Credit

Students are required to complete their last credit hours at SNHU; for students working toward their bachelor's degree that requirement is the last 12 credit hours and for students working toward their associate degree that requirement is the last 9 credit hours. In extenuating circumstances, students may request that a course or a test score be transferred in during their last credit hours. Students must submit both the "Request to Take Courses at Another Institution" as well as the "Petition for Waiver of Policy" forms prior to their last credit hour requirement as defined above. Forms submitted after these credit hours will be denied. The request will be reviewed by the Office of the University Registrar and must be approved by the Chief Academic Officer of the student's respective unit. This policy will not exempt students from completing the total institutional credits as in the first paragraph.

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

Non-Conferred Completer (NCC)

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

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

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

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

Posthumous Degree

An academic degree or certificate may be awarded posthumously or to a student who is permanently incapacitated if at least 75 percent of the program institutional credit requirements have been completed (and in the case of thesis-based graduate degrees, the student had achieved significant progress on a thesis or dissertation, according to the opinion of the faculty advisor), the student is in good standing, and meeting the minimum GPA of 2.0 for Undergraduate Students and 3.0 GPA for Graduate and Doctoral Students at the time of death or permanent incapacitation.

Miscellaneous

Class Cancellations

Class cancellations will be announced in person at the classroom by either a faculty or staff member of the university or posted on official forms issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with the school administrative staff. Unofficial cancellation notices attached to doors or information posted on blackboards should be disregarded.

Class Cancellations due to Weather/Emergency

SNHU Alerts is an optional emergency alert text messaging service for students, faculty and staff. SNHU Alerts is just one method the university will use to communicate emergency information. We will continue to use a variety of methods as appropriate, including e-mail, telephone and the web.

SNHU uses this notification system to send alerts about:

- Crisis situations affecting the SNHU community
- Closings, cancellations, or delays of office hours or classes

To register for SNHU Alerts, please go to <https://snhuweb.snhu.edu/snhu-alerts/>.

Definition of Terms

Program Offering

A program offering is any credit or non-credit course of study offered at SNHU by any of its divisions. Examples of program offerings include a concentration, certificate, minor, undergraduate program and graduate program.

A program of study is a coherent, logically-sequenced learning path that progressively leads to the mastery of a predefined set of program outcomes. A program of study is a general term used to describe awarded credentials including an undergraduate or graduate level degree or certificate.

Degree Program

A degree program is any program of study that results in the awarding of a formal, post-secondary degree. It is generally defined as the combination of the degree type (associate, bachelor's, master's, or doctorate) and the major/discipline of study (accounting, business administration, history, etc.).

- **Associate's Degree.** A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate's degree includes the equivalent of a minimum of 60 credit hours drawn from general education courses, electives and courses required for a specific major. At least 15 credit hours must be institutional credits completed at SNHU.
- **Bachelor's Degree.** A degree granted for the successful completion of a baccalaureate program of study equivalent to four years of full-time study. A bachelor's degree includes the equivalent of a minimum of 120 credit hours drawn from general education course requirements, major course requirements and elective courses. At least 30 credit hours must be institutional credits completed at SNHU.
- **Master's Degree.** A degree awarded for successful completion of a post-baccalaureate program of study. A master's degree includes the equivalent of a minimum of 30 credit hours, with most requiring 36 or more credit hours. All coursework must be at the post-baccalaureate level. At least 30 credit hours must be institutional credits completed at SNHU.
- **Doctorate Degree.** A degree awarded for successful completion of a program of advanced study and scholarly work equivalent to at least 3-years of full time study beyond the master's degree level. A doctoral degree includes at least 39 credit hours (but may require substantially more) and commonly requires a dissertation, comprehensive exam(s), or a comparable exit option. Required credit hours vary according to discipline and the speed at which the student candidate is able to complete the work.
- **Undergraduate Certificate.** A formal award that requires completion of an organized program of study to include the equivalent of at least 12 credit hours certifying the satisfactory completion of a postsecondary education program. Undergraduate certificates are comprised of discipline-specific (or interdisciplinary) coursework. At least 12 credit hours must be institutional credits completed at SNHU.
- **Graduate Certificate.** A formal award signifying the completion of an organized program of study to include the equivalent of at least 12 credit hours beyond the bachelor's degree, but not meeting the requirements of a master's degree. All graduate certificate coursework must be at the post-baccalaureate level. At least 12 credit hours must be institutional credits completed at SNHU.

Successful completion of a competency-based program of study fulfills graduation requirements.

A grade point average (GPA) is a measure of scholastic achievement, calculated by dividing the number of quality points earned by the number of credits attempted. A detailed description of how SNHU calculates GPA is included in the current catalog. To meet program of study completion requirements, students must meet certain GPA requirements:*

- Associate's degree requires a cumulative GPA of at least 2.0.
- Bachelor's degree requires a cumulative GPA of at least 2.0; but certain bachelor's degree programs require a higher GPA.
- Master's degree requires a cumulative GPA of at least 3.0.
- Doctoral degree requires a cumulative GPA of at least 3.0.
- Majors may have GPA or minimum grade requirements.**
- Minors may have GPA or minimum grade requirements.**
- Certificates, Undergraduate require a minimum of 2.0 GPA.
- Certificates, Graduate require a minimum of 3.0 GPA.

*The successful completion of competency-based programs of study fulfills GPA requirements.

**See the current academic catalog for GPA and minimum grade requirements for majors and minors, if any.

General Education Requirements

General education requirements strive to provide undergraduate students with an educational foundation of knowledge, skills and cultural awareness.

Students pursuing an associate's degree must complete the equivalent of a minimum of 18 credit hours of general education coursework to include one composition course, one science or mathematics course, and one social and behavioral science course.

Students pursuing a bachelor's degree must complete the equivalent of a minimum of 45 credit hours of general education.

Major

A major is the disciplinary (or interdisciplinary) area of emphasis for an undergraduate degree program that includes coursework focused on a specific professional or academic area. The total number of credit hours required by a baccalaureate major is at least 42 credits (including school core) with most majors requiring more. Students pursuing a bachelor's degree must complete at least 12 credit hours of institutional credit at SNHU within the major that are in addition to school core courses within the major. Students pursuing an associate's degree must complete at least 9 credit hours of institutional credits at SNHU within the major.

No major courses may be used to meet general education requirements.

Minor

A minor is an optional secondary area of emphasis for an undergraduate degree program intended to enhance or broaden students' knowledge, skills and abilities.

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

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

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

School Core

The School of Business and the School of Arts and Sciences have core requirements as part of their programs. The School of Business Core is comprised of 10 courses designed to meet program accreditation standards. The School of Arts and Sciences Required Courses are three courses from arts and sciences disciplines that complement each major.

Specialization

Used interchangeably with concentration or track. This term is being phased out in favor of the term concentration.

Concentration

A concentration is a sequence of inter-related coursework that a student chooses to pursue within a major or discipline. A concentration generally replaces elective coursework in the major or discipline, allowing students to focus their studies on an area of interest. A concentration is not an official credential, nor is it noted on the diploma. It is, however, acknowledged on student transcripts. A concentration is typically an optional component within a program of study.

A concentration consists of at least 9 credit hours. Courses used to fulfill a concentration may not be used to fulfill another concentration

The concentration is part of the major. Beginning with the 2013-2014 academic year, concentration courses will be combined with the major courses on the degree audit so that they will automatically be considered to meet residency requirements.

Capstone

A capstone is a culminating experience in which students apply the knowledge, skills and abilities of their degree program to a project or similar demonstration of competency. A capstone generally does not introduce new content for students to learn, but rather asks them to demonstrate that they can integrate their learning into a cohesive body of work.

Elective Courses

An elective is a course that students choose from among various optional courses in a curriculum. Two types of electives exist. One is electives within a specific subject area, which fulfill the requirements of a major or program of study. The second type of electives is free electives, used to complete the number of credits required for a degree (commonly 60 for an associate's, and 120 for a bachelor's). Students may choose any courses they wish to broaden their educational experience while completing their degree requirements.

Foundation Courses, Graduate

Students who are admitted to certain master's degree programs may be required to complete foundational coursework as a prerequisite to advanced coursework.

Course Numbering

001-099	Developmental coursework; does not count toward total hours needed for degree completion.
100-299	Lower division coursework; introductory level.
300-499	Upper division course work.
500-799	Graduate level course work.
800-999	Doctorate level course work.

Institutional Credit Requirement

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

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

Last Hours of Institutional Credit

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

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

Seminar

A seminar is a course offered to a small group of students engaged in intensive study.

Internship

An internship is a course of supervised practical training, frequently in an off-campus workplace, where the student is guided in his or her learning by a site supervisor and a faculty sponsor. Internships may be paid or unpaid, depending on the specific location and duties involved.

Double Undergraduate Degrees

A student with a SNHU undergraduate degree seeking to earn an additional degree of the same level must complete additional institutional credits and complete all other requirements of the new degree. Students seeking another associate degree must complete at least 15 additional institutional credit hours. Students seeking another bachelor's degree must complete at least 30 additional institutional credits. No more than 2 courses in the new major may overlap with the major(s) of the previous degree(s). Double degrees may be pursued concurrently; however, the courses satisfying institutional credit requirements cannot be shared between the two degrees.

Second Major

A student may elect to earn a second major by completing both the degree requirements associated with a primary major and the requirements of a second major excluding associated school core courses. No more than 2 courses in the secondary major may overlap with the primary major. The student's diploma lists the primary major; the transcript reflects both majors.

Second Minor

A student may elect to earn a second minor by completing both the program requirements associated with a primary minor and the requirements of a second minor.

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

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

Second Concentration

Multiple concentrations are allowed at the undergraduate level in any program as long as both concentrations provide a more in-depth focus related to the major and each concentration has at least 9 credits separate from the major and the other

concentration. Requests to add additional concentrations must be reviewed and approved by the students' advisor and appropriate faculty member.

Multiple concentrations are not permitted at the graduate level.

College for America Programs

Below are some key terms that you will encounter during the course of your degree program. If you have any questions please talk to your Advisor.

A **Competency** is a “can do” statement, such as "can define and use marketing terminology and concepts" or "can generate a variety of approaches to addressing a problem." At CfA you master Competencies by completing Projects.

A **Goal** is an achievable amount of work containing 6 Competencies and organized into Projects.

Projects are workplace relevant activities that enable you to demonstrate mastery of Competencies. Some Goals provide alternative paths allowing choice in the complexity of the Projects you complete in that Goal.

Mastery lies at the heart of the College for America program. At CfA, you work on Projects that enable you to demonstrate what you know and are able to do. You either complete a Project by mastering a given set of Competencies, or you receive a ‘Not Yet.’

Not Yet: If you receive a ‘Not Yet’ from a Reviewer . . . Congratulations! A ‘Not Yet’ indicates that you are on your way to mastering the Competencies inside the Project. When you receive a ‘Not Yet,’ you also receive detailed and targeted feedback from the Reviewer so you know what you need to do in order to master the Competencies in that Project.

The Reviewer may recommend resources for you to review or offer encouraging and specific suggestions to help you move toward mastery. You can continue to submit the Project until you achieve mastery of all the Competencies. Feel free to ask the Reviewer for clarification on the feedback, the Rubric criteria, or talk to your Advisor if you have questions.

Kudos: Each week you should complete academic activities and earn Kudos. Kudos are participation points that help keep you on track to reaching your goals. You earn Kudos for completing academic activities. See the student handbook for more details.

Degree Program: A degree program is any program of study that results in the awarding of a formal, post-secondary degree. It is generally defined as the combination of the degree type (associate’s, bachelor’s) and the major/discipline of study (General Studies, Communication, Healthcare, etc.).

Associate’s Degree: A degree granted for the successful completion of a pre-baccalaureate program of study equivalent to two years of full-time study. An associate’s degree includes the equivalent of a minimum of 60 credit hours.

Bachelor’s Degree: A degree granted for the successful completion of a baccalaureate program of study equivalent to four years of full-time study. A bachelor’s

degree includes the equivalent of a minimum of 120 credit hours.

Capstone Goal: A capstone is a culminating experience in which students apply the knowledge, skills and abilities of their degree program to a project or similar demonstration of competency. A capstone allows students to demonstrate that they can integrate their learning into a cohesive body of work.

Final Exam

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

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

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

General Education, Anti-Encroachment

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

Institutional Research Review Board Summary

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

The members are charged to:

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

University College 2017-2018
the scope and purpose of the UC IRB and disseminate those policies, procedures, and instruments to the UC community.

Membership:

Federal regulations dictate that IRB membership will include:

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

Voting Members:

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

Non-Voting Members:

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

Officer Duties:

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

Term of Office:

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

Meetings:

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

IRB Forms

[https://my.snhu.edu/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard\(IRB\).aspx](https://my.snhu.edu/Offices/AcademicAffairs/Pages/InstitutionalReviewBoard(IRB).aspx)

Program Minimums and Maximum Overlap

	Minimums			Maximums				
	Overall							

	# Courses /Credits DESIGN	Overall # Courses /Credits PRACTICE	Inst'l # Courses /Credits	w/ Gen Ed Core	w/ School Core	w/ Major	w/ Major 2	w/ Min
Associate's Degree	60 credits	60 credits	15 credits	n/a	n/a	n/a	n/a	n/a
Bachelor's Degree	120 credits	120 credits	30 credits	n/a	n/a	n/a	n/a	n/a
Master's Degree	10 courses/ 30 credits	10 courses/ 30 credits	10 courses/ 30 credits	n/a	n/a	n/a	n/a	n/a
Doctoral Degree	39 credits	39 credits	30 credits	n/a	n/a	n/a	n/a	n/a
Certificate - UG	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	∞	∞	∞***	∞	∞
Certificate - GR	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	n/a	n/a	∞*	∞	n/a
Gen Ed - Bachelor's	15 courses/ 45 credits	15 courses/ 30 credits	0	n/a	0	only where dictated	∞	∞
Gen Ed - Associate's	6 courses/ 18 credits	6 courses/ 12 credits	0	n/a	n/a	only where dictated	n/a	n/a
School Core - SAS	3 courses/ 9 credits	3 courses/ 6 credits	0	0	n/a	0	∞	∞
School Core - SB	10 courses/ 30 credits	10 courses/ 20 credits	0	0	n/a	0	∞	∞
Major - Associate's			3 courses/ 9 credits	only where dictated	n/a	n/a	n/a	n/a
Major - Bachelor's	10 courses/ 30	10 courses/	4 courses/ 12	only where	0	n/a	Max overlap of 2 courses	**

University College 2017-2018

	credits	24 credits	credits	dictated			w/primary major	
Concentration	3 courses/ 9 credits	3 courses/ 6 credits	0	*	*	*	*	∞
Minors	5 courses/ 15 credits	5 courses/ 13 credits	3 courses/ 9 credits	∞	∞	**	**	**
Electives	5 courses/ 15 credits	0	0	n/a	n/a	n/a	n/a	n/a

MO2	Max overlap of 2 courses non-cumulative
*	Concentrations are part of the major, see major.
∞	unlimited sharing
**	see below
∞ *	unlimited sharing with any graduate degree
***	Exception for the Sustainability Certificate: For students seeking both a Sustainability Certificate and a degree, at least four courses used to satisfy the requirements of the certificate must be in addition to any of the courses counted toward the student's major field of study.
Master's Degree	Because of the 30-credit institutional credit requirement, no transfer credits are allowed in 10-course (30 credit) graduate programs. In terms of minimum number of credits for an additional master's degree, students beginning their graduate programs prior to 2013 may elect to be grandfathered under the previous "matrix" requirements.
Certificate-UG	Regardless of the number of courses required of the certificate, the institutional credit requirement is 4 (12 credits). (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
Certificate-GR	Sometimes one foundation course can be exempted which brings the required courses/credits down to 4/12. Regardless of the number of courses required of the certificate, the institutional credit requirement is 4 (12 credits). (The only 4-course certificates are in Justice Studies. All other certificate programs are 5+ courses.)
School Core-SB	NOTE: The "major" for BST consists of the core and the concentration so there is a MO2 between core/concentration and 2nd major.
Major-Bachelor's	The major is supposed to be designed so that it is 30 credits beyond the Gen Ed and School Core. For business studies the major is the concentration - so they have to meet the residency requirement in the concentration.
Electives	There are programs that are unable to follow guidelines of 5 free electives (Education, Accounting).

Miscellaneous Notes:

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

Students cannot minor in what they are majoring/concentrating/specializing in.

Independent institutional credits must be established for each credential. For example, if a student receives an associate's degree they must have 15 institutional credits applicable to that credential. If they go on to obtain a bachelor's degree, they must take an additional 15 institutional credits (for a total of 30 institutional credits) applicable to the bachelor's degree. All graduate students must complete a minimum of 30 institutional credits at the graduate level applicable to the degree program. All minimum institutional credit requirements must be met including within the major, minor, etc.

Multiple Concentrations are not allowed at the graduate level.

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

The concentration is part of the major. Beginning with the 2013-2014 academic year, concentration courses will be combined with the major courses on the degree audit so that they will automatically be considered to meet residency requirements.

All credentials are "stand alone" (including certificates).

[Download in Excel](#)

Records and Right to Privacy

Academic Record Retention

Introduction

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

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

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

Ensure that outdated or useless records are deleted/destroyed

Record retention periods for selected academic records may be increased for various reasons including government regulation, judicial or administrative orders, contracts,

pending or threatened litigation, or audit requirements. Such changes in the records retention schedule supersede the requirements listed in this schedule and will be so noted on the appropriate document. When needed, the Dean of the University Library, or designee, provides advice as to what non-current records of enduring value should be transferred to the University Archives at the Shapiro Library.

Definitions

Academic Record

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

Retention Schedules

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

Retention Period

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

Records Destruction

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

Litigation Hold

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

Associate

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

Policy

Purpose

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

Roles and Responsibilities

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

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

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

Academic Record Retention/Purge Schedule	
Admission records for applicants who do not enroll	
Retention Period: 2 years after application term	
Record Type	Description
Acceptance Letters/Admission Letters/Decision Letters	Notices of admission, denial, or waitlist
Alien Registration Receipt Card (international students)	Evidence of admissibility as a permanent resident
Application for admission or readmission	Admission applications such as undergraduate, graduate, international, or non-degree/special admittance
Attestation Form	Student document certifying completion of high school program
Credit by examination	Reports/scores on AP, CLEP, etc.
Diploma	
Disciplinary Action	Documentation of violation and Disciplinary Action, including plagiarism
Dual Enrollment forms	
Entrance examination reports/test scores	Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL
Honors Application/Honors Essay	
1-20 (international students)	Certificate of eligibility for F-1 visa status
Letter of intent	
Manuscript (admission)	
Military documents	including Certificate of Eligibility, DD214, etc.

Personal Statement	
Request for final transcript letters	
Resume	
School Report	Common Application: includes senior grades, recommendation and transcript
Transcript - high school	
Transcript - other colleges	Including college courses in progress
Preliminary Transfer Credit Evaluation	
Statement of Educational Costs (international students)	Estimate of total school year costs
Statement of Financial Responsibility (international students)	Evidence of adequate financial resources
Waivers of rights of access	Waiving right of access to admission letters of recommendation
Waiver requests	Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee

Admission records for applicants who do not enroll and Student Academic Records

Retention Period: 4 years after application term

Record Type	Description
Text Opt In	

Student Academic Records

Retention Period: 5 years from receipt

Record Type	Description
Academic Advising Records	Including, but not limited to, electronic and non-electronic documents, forms and records
Acceptance Letters/Admission Letters/Decision Letters	Notices of admission, denial, or waitlist
Add/Drop Course Withdrawal Form	(non-electronic)
Alien Registration Receipt	

University College 2017-2018

Card (international students)	Evidence of admissibility as a permanent resident
Application for admission or readmission	Admission applications such as undergraduate, graduate, international, or non-degree/special admittance, MFA Manuscript
Athletic Eligibility Reports	
Attestation Form	Student document certifying completion of high school program
Class Schedules (students)	Student schedules for each term
Enrollment Verifications	Verifications of enrollment, graduation, GPA, and other related academics
Entrance examination reports/test scores	Standardized test scores, such as ACT/SAT, LSAT, MCAT, GRE, TOEFL
Degree Audit records	Degree audits in support of graduation clearing
Grade Change Forms	Non-electronic record of authorization to change grade
Grade Dispute Documents	Student final grade disputes
Honors Application/Honors Essay	
1-20 (international students)	Certificate of eligibility for F-1 visa status
Leave of Absence Forms	
Major/Minor Add/Drop Forms	
MFA Manuscript	
Military documents	
Personal Data Information Forms	Including Certificate of Eligibility, DD214, etc.
Personal Statement	Non-electronic change of address and other demographic data (excluding name changes)
Petitions to Graduate	
Preliminary Transfer Credit Evaluation	Degree application, record of degree name, etc.
Registration/Enrollment Records	
Release from high school or Dual Enrollment forms	(non-electronic)
Resume	
Returned Diplomas	
Scholastic Standing	Notice of academic scholastic standing related to academic

Documentation	nonperformance/deficiency (except academic dismissal, which is permanent)
Statement of Educational Costs (international students)	Estimate of total school year costs
Statement of Financial Responsibility	Evidence of adequate financial resources (international students)
Student Inquiries Relating to Academic Records	
Teacher Certifications	
Transcript Request Forms	Official transcript requests by student
Transfer Credit Evaluations	
VA certification records	Certifying documents for federal VA benefits
Waiver requests	Forms to waive: transfer credit evaluation from another institution, application fee, deposit fee
Withdrawal from the University Forms	(non-electronic)

Course Records**Retention Period: 1 year after course completion**

Record Type	Description
Final Exams	If not returned to the student
Graded Coursework	If not returned to the student

Course Records**Retention Period: 2 years after course completion**

Record Type	Description
Faculty grade book	Record of students in course and work completed

Student Academic Records**Retention Period: 7 years after course completion**

Record Type	Description
Field Trip permission slips	

Student Academic Records	
Retention Period: 10 years after graduation or non-attendance	
Record Type	Description
Athletic Records	Initial and continuing eligibility information, academic information, documentation of participation, tutor evaluation and assessment
Data Change Logs	Electronic log of changes to enrollment and other data, including date/time stamp information and use that changed data if that data is maintained separately in the system
Email data/information	Emails and other electronic communications that authorize academic/enrollment actions and/or provide directory/non-directory information about a student
Enrollment Data	Electronic record of enrollment in classes, including records of drop, add and enrollment change activity
Letter of Intent	

Student Academic Records	
Retention Period: 50 years after graduation or non-attendance	
Record Type	Description
Student Demographic Information	Electronic student data including student characteristics, date of birth, former names, address information, photo ID and ethnic information, etc.

Student Academic Records	
Retention Period: Permanent	
Record Type	Description
Academic Dismissal	Notice of academic action related to academic non-performance/deficiency
Academic Integrity Code Violations (with sanctions)	Documentation of violation and Disciplinary Action, including plagiarism
Approvals for:	

University College 2017-2018

Course Audit	
Course Repeat	
Credit/no Credit	Authorization for various enrollment options
Exceptions	Exceptions to academic rules
Overrides	Exceptions to academic rules
Petitions to Amend	Exceptions to academic rules
Waivers	Approvals to meet program requirements with administrative action
Catalogs	Published annually or bi-annually, record of courses, degrees, and programs of study offered
Class Lists/Rosters	Record of class rosters for each term
Commencement programs	Published annually or bi-annually, record of courses, degrees, and programs of study offered
Comprehensive Exams	
Credit by examination	Reports/scores on AP, CLEP, etc.
Degree statistics	Record of degrees granted by institution per graduation term and/or annually
Diploma	
Enrollment Statistics	Per term report of enrolled students, eg. by class, by course, totals, headcount, and FTE
FERPA:	(unless terminated by student)
Requests for formal hearings	Student-initiated request for formal hearing regarding amendment of education record
Authorization to disclose non-directory information	Necessary for compliance with record keeping requirements in FERPA
Authorization to prevent or resume directory information	Student request to opt-out of directory information disclosure
Statements on content of records regarding hearing panel decision	Documentation when student request for amendment of a record is not granted
Written decision of hearing panels	Decisions resulting from hearings regarding amendment of education records
Grade Data	Electronic record of submitted grades and grade changes, including date/time stamp and user data

University College 2017-2018

Grade distribution and other grade statistics	Report of grades, given, including summary grade point statistics by class
Grade submission sheets	Non-electronic original record of grades submitted at end of term
Graduation lists	Lists of graduates for graduating class
Narrative Evaluations and Competency Assessments	
Race/ethnicity reporting	Report of student enrollment, graduation, and other metrics by race and ethnic origin
School Report	Common Application: includes senior grades, recommendation and transcript
Transcripts - high school	Including request for final transcript letters
Transcripts - other colleges	Including college courses in progress documents and request for final transcript letters
Thesis/Dissertation	

Change of Student Name, SSN or DOB

To request a change of legal name, diploma name, social security number, or date of birth from the one that is currently on record at SNHU, a student must submit appropriate documentation using the Change to Biographical Record form through the Service Portal on mySNHU. **This must be completed by the student requesting the change.**

The student must provide official supporting documentation. Acceptable documentation is limited to one of the following:

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

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

FERPA Student Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

- (1) The right to inspect and review the student's education records within 45 days of

the day the University receives a request for access.

A student should submit to the university registrar, dean, head of the academic department, Chief Academic Officer or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

The University forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the students' enrollment or transfer.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

The student's education records will also be disclosed to individuals or organizations if the student has a signed [Authorization for Disclosure of Non-Directory Information](#) listing those specific individuals or organizations.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901.

SNHU Directory Information

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

SNHU has designated the following information as directory information:

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

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

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

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

Releasing Academic Records of Deceased Students

Southern New Hampshire University treats academic records of a deceased student with the same level of privacy it afforded prior to death. If there is an active, signed Authorization for Disclosure of Non-Directory Information on file then SNHU will honor that document; if no such authorization is on file then SNHU will not release non-directory information.

Request for Transcript

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release his or her transcript to another party, the Office of the University Registrar will not release a transcript to any person other than to the person identified by name on the transcript. Transcripts will not be furnished to students or former students whose financial obligations to the university have not been satisfied. To request an official copy, please visit the [Credential Solutions](#) website.

Students Forwarding SNHU Email to Personal Email

All students are expected to access their official SNHU email accounts regularly to check for official University communication and to respond as necessary to such communications. Students who choose to forward email from their official university email address to a non-university email system are solely responsible for all consequences arising from such forwarding arrangements. These may include, but are not limited to, any failure by the non-university system to deliver or retain official University communications, lost or misdirected communications, including those that result in violation of FERPA privacy regulations. Students communicating from a non-university email address may be asked to resend from their SNHU email in order to receive a response or action.

Transcripts from Other Institutions

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

Rights and Responsibilities

Disability Access Statement

Individuals with disabilities requiring accommodations may contact the Campus Accessibility Center at 603.644.3118 or disabilityservices@snhu.edu

Nondiscrimination/Equal Opportunity

Consistent with all federal and state laws, rules, regulations and ordinances (e.g., Title VII, Title VI, Title III, Title II, the Rehabilitation Act, the Americans with Disabilities Act, and

Title IX), it is the policy of Southern New Hampshire University not to engage in discrimination or harassment against any person on the basis of race, color, national origin, citizenship, religion, marital status, age, sex, sexual orientation or disability in admission to, access to, treatment in or employment in its programs and activities. It is the policy of the University to comply with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders, and regulations.

The following department has been designated to handle inquiries regarding the nondiscrimination policies:

Department of Human Resources

Southern New Hampshire University

2500 North River Road

Manchester, NH 03106-1045

Sexual Misconduct

1. Introduction

Southern New Hampshire University ("the University"), in compliance with the spirit of various federal and state laws (e.g., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, title VII of the Civil Rights Act of 1964, the Violence Against Women Reauthorization Act of 2013 ("VAWA"), and other similar state and federal statutes and regulations), adopts the policy and fosters an environment where no individual may threaten the health, safety and welfare of a member of the University community; or any person on University property; or at a University sponsored or supervised activity, through the commission of a sexual assault, engaging in sexual harassment, discrimination, battery, and/or misconduct, including acquaintance rape.

The University does not condone and will not tolerate sexual misconduct, sexual harassment or sexual violence of any kind. The University prohibits rape, domestic violence, dating violence, sexual assault, stalking, and cyber-stalking, as well as discrimination or harassment based on sex.

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

The University does not discriminate on the basis of sex in its educational programs and in other activities operated by the University and is required by Title IX, and specifically 34 C.F.R. Part 106.9, not to discriminate in such a manner. This extends to

Associates of and applicants for admission to the University. Inquiries concerning the application of Title IX may be directed to the University's Title IX Coordinator.

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

2. Definitions

Acquaintance Rape - Forced, manipulated or coerced sexual contact committed by someone who knows the victim

Associate - A faculty member, staff member, or University personnel

Consent - Consent is the equal approval, given freely, willingly, and knowingly of each participant to desired sexual involvement. Consent is an affirmative, conscious decision -indicated clearly by words or actions-to engage in mutually accepted sexual contact. A person forced to engage in sexual contact by force, threat of force, or coercion has not consented to contact. Coercion includes unreasonably pressuring another to engage in sexual activity. Lack of mutual consent is the crucial factor in any sexual misconduct. Consent to some form of sexual activity does not necessarily constitute consent to another form of sexual activity. Silence without demonstrating permission does not constitute consent.

Consent is not valid when a person is incapacitated, or when an intellectual or other disability prevents a person from having the capacity to give consent. A person is incapacitated if they lack the capacity to consent to sexual activity because the person is asleep, unconscious, mentally and/or physically helpless, or otherwise unaware that sexual activity is occurring.

Incapacitation is not necessarily the same as legal intoxication. Where alcohol or other drugs are involved, evaluating Incapacitation requires an assessment of how the consumption of alcohol and/or drugs affects a person's: decision-making ability; awareness of consequences; ability to make informed, rational judgments; capacity to appreciate the nature and quality of the act; or level of consciousness. The assessment is based on objectively and reasonably apparent indications of incapacitation when viewed from the perspective of a sober, reasonable person. Under New Hampshire State Law, a person under sixteen years of age cannot consent to sexual contact.

Dating Violence - "Dating Violence" includes violence committed by a person:

(1) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(2) where the existence of such a relationship shall be determined based on a consideration of the following factors:

- a. the length of the relationship
- b. the type of relationship.
- c. the frequency of interaction between the persons involved in the relationship.

Discrimination - Treating an individual differently in the terms or conditions of his or her employment or education on the basis of his or her race, color, religion, sex, ethnicity, national origin or ancestry, age, physical or mental disability, sexual orientation, gender identity, gender expression, genetic information, veteran or military status, and all other categories protected by applicable state and federal laws.

Domestic Violence - The State of New Hampshire defines domestic violence as the commission or attempted commission of one of the following offenses against a victim who is a family or household member or a current or former sexual or intimate partner of the offender:

- assault or reckless conduct
- criminal threatening
- sexual assault
- interference with freedom
- destruction of property
- unauthorized entry,
- harassment, and
- cruelty to animals.

The offense or attempted offense must represent a credible threat to the safety of the victim. This may require consideration of all acts by the perpetrator that reflect an ongoing pattern of behavior which reasonably causes or has caused the victim to fear for his or her safety or well-being.

Gender-Based Harassment - “Gender-based harassment” is unwelcome conduct of a nonsexual nature based on a student’s actual or perceived sex, including conduct based on gender identity, gender expression, and nonconformity with gender stereotypes.

Hostile Environment - A “hostile environment” exists when sex-based harassment is sufficiently serious to deny or limit the student’s ability to participate in or benefit from the University’s programs or activities.

A hostile environment can be created by anyone involved in a University’s program or activity (e.g., administrators, faculty members, students, and campus visitors).

In determining whether sex-based harassment has created a hostile environment, the University considers the conduct in question from both a subjective and objective perspective. It will be necessary, but not enough, that the conduct was unwelcome to the student who was harassed. But the University will also need to find that a reasonable person in the student’s position would have perceived the conduct as undesirable or offensive in order for that conduct to create or contribute to a hostile environment.

To make the ultimate determination of whether a hostile environment exists for a student or students, the University considers a variety of factors related to the severity, persistence, or pervasiveness of the sex-based harassment, including: (1) the type, frequency, and duration of the conduct; (2) the identity and relationships of persons involved; (3) the number of individuals involved; (4) the location of the conduct and the context in which it occurred; and, (5) the degree to which the conduct affected one or more student’s education.

The more severe the sex-based harassment, the less need there is to show a repetitive series of incidents to find a hostile environment. Indeed, a single instance of sexual assault may be sufficient to create a hostile environment. Likewise, a series of incidents may be sufficient even if the sex-based harassment is not particularly severe.

First Amendment Considerations This policy does not impair the exercise of rights protected under the First Amendment. Nor does it create First Amendment rights that do not currently exist within a private post-secondary institution. The University's sexual misconduct policy prohibits only sex-based harassment that creates a hostile environment. In this and other ways, the University applies and enforces this policy in a manner that respects the First Amendment rights of students, faculty, and others.

Sex-Based Harassment - "Sex-based harassment" includes sexual harassment and gender-based harassment.

Sexual Assault - New Hampshire law defines three levels of Sexual Assault: Sexual Assault, Felonious Sexual Assault, and Aggravated Felonious Sexual Assault.

Sexual Assault (RSA 632-A:4) means unwanted or unwelcome touching of a sexual nature, including: fondling; penetration of the mouth, anus, or vagina, however slight, with a body part or object; or other sexual activity that occurs without valid Consent.

Felonious Sexual Assault (RSA 632-A:3) includes the offense often referred to as the "statutory rape law," which involves sexual penetration of a person between the ages of 13 and 16 when the age difference between the actor and the other person is 4 years or more. It also applies when a person is in a position of authority over another and coerces that other person to engage in sexual contact with the actor or with him/herself in the actor's presence.

Aggravated Felonious Sexual Assault (RSA 632-A:2) is defined as a Sexual Assault under certain circumstances, including but not limited to: use or threat of physical violence or superior physical strength on the victim, coercion by threatened retaliation against the victim or another person, submission under false imprisonment, kidnapping or extortion, or sexual assault after the administration without prior consent of an intoxicating substance which incapacitates the victim.

Sexual Battery - Sexual contact that occurs without consent.

Sexual Exploitation - "Sexual exploitation" occurs when a person takes sexual advantage of another person for the benefit of anyone other than that person without that person's consent. Examples of behavior that could rise to the level of sexual exploitation include:

- Prostituting another person;
- Recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;
- Distributing images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure; and,
- Viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual

desire.

Sexual Harassment - As defined in the 1980 Equal Employment Opportunity Commission's Guidelines On Sexual Harassment, sexual harassment encompasses "unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature" such as intentional patting, pinching, touching or other sexually suggestive behavior that is sufficiently serious to deny or limit a student's ability to participate in or benefit from the education program. Sexual harassment occurs when:

1. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or educational experience, creating an intimidating or hostile employment, educational or living environment for an individual; or
2. Such conduct has the purpose or effect of abusing, threatening, or intimidating an Associate or student through insulting or degrading sexual remarks or conduct; or
3. Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment or of a student's status in a course, program or activity; or
4. Submission to or rejection of such conduct is the basis for academic or employment decisions affecting an individual; or
5. Such conduct is directed against an individual persists despite requests for its cessation and/or when a claim of sexual harassment has resulted in retaliation against Associates/students for complaining about such behavior.

Sexual Misconduct - Any sex discrimination that can include discrimination, sex-based harassment, sexual battery, gender-based harassment, sexual harassment, sexual violence or assault, rape, sexual coercion or exploitation, sexual threats or intimidation, domestic violence, dating violence, stalking, and cyber-stalking.

Stalking - Under New Hampshire state law (RSA 633.3), Stalking occurs when a person:

1. engages in a course of conduct or repeatedly commits acts toward another person, under circumstances that would place the person in reasonable fear for safety, or of harm or bodily injury to self or others; or
2. engages in a course of conduct that the person knows will place that individual in fear for his or her personal safety or the safety of that individual's immediate family; or
3. after being served with a protective order prohibiting contact with an individual, purposely, knowingly, or recklessly engages in a single act of conduct that is included in the "Course of Conduct" definition below.

A course of conduct refers to a pattern of behavior of two or more acts over a period of time that include any of the following acts:

1. Threatening the safety of the targeted person or an immediate family member.
2. Following, approaching, or confronting that person, or a member of that person's immediate family.
3. Appearing in close proximity to, or entering the person's residence, place of employment, school, or other place where the person can be found, or the residence, place of employment or school of a member of that person's immediate

family.

4. Causing damage to the person's residence or property or that of a member of the person's immediate family.
5. Placing an object on the person's property, either directly or through a third person, or that of an immediate family member.
6. Causing injury to that person's pet, or to a pet belonging to a member of that person's immediate family.

Any unwelcome act of communication as defined in N.H. RSA 644:4, II, including through email, text, phone, mail, etc.

Unwelcome Conduct - Conduct is considered “unwelcome” if the individual did not request or invite it and considered the conduct to be undesirable or offensive.

Unwelcome conduct may take various forms, including, name-calling, graphic or written statements (including the use of cell phones or the Internet), or other conduct that may be physically threatening, harmful, or humiliating. Unwelcome conduct does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Unwelcome conduct can involve persons of the same or opposite sex.

Participation in the conduct or the failure to complain does not always mean that the conduct was welcome. The fact that an individual may have welcomed some conduct does not necessarily mean that they welcomed other conduct. Also, the fact that a person requested or invited conduct on one occasion does not mean that the conduct is welcome on a subsequent occasion.

3. Policy Scope

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

Purpose

To define, prevent, and respond to Sexual Misconduct.

Prohibited Conduct

The University strictly prohibits all forms of Sexual Misconduct. As defined above, this includes discrimination, sex-based harassment, sexual battery, gender-based harassment, sexual harassment, sexual violence or assault, rape, sexual coercion or exploitation, sexual threats or intimidation, domestic violence, dating violence, stalking, and cyber-stalking. Sexual Misconduct is prohibited whether occurring on or off

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

Reporting Policy

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

Employee Reporting

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

A Responsible Employee who witnesses or has knowledge of sexual misconduct against a student must immediately contact the Title IX Coordinator, Human Resources, or anyone in a managerial position e.g., Chair, Division Director, Deans, Supervisor, Manager, Department Head, Director, or Vice President for advice and assistance and to ensure the University responds appropriately. A failure by a Responsible Employee to report a violation of this policy perpetrated against a student may warrant disciplinary action, and may in some circumstances also result in civil or criminal liability.

Any employee who has themselves been a victim of sexual misconduct should contact the Title IX Coordinator, Human Resources, or anyone in a managerial position e.g., Chair, Division Director, Deans, Supervisor, Manager, Department Head, Director, or Vice President.

Bystander Policy

The University encourages all community members to take reasonable and prudent actions to prevent or stop an act of sexual misconduct. Taking action may include direct intervention where it is safe to do so, creating a distraction, calling law enforcement, or seeking assistance from a person in authority.

Connection Between the Sexual Misconduct Policy and the Drug and Alcohol Policy

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

4. Role of the Title IX Coordinator

Pursuant to Title IX of the Education Amendments of 1972 and the U.S. Department of Education's implementing regulations at 34 C.F.R. Part 106, the University's Title IX Coordinator has primary responsibility for coordinating the University's efforts to comply with and carry out its responsibilities under Title IX, which prohibits sex discrimination in all the operations of this University, as well as retaliation for the purpose of interfering with any right or privilege secured by Title IX.

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

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

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

Functions and Responsibilities of the Title IX Coordinator

The Title IX Coordinator's functions and responsibilities include the following:

(1) Training for Students, Faculty, and Staff

The Title IX Coordinator provides or facilitates ongoing training, consultation, and technical assistance on Title IX for all students, faculty and staff, including:

- regular training for faculty and staff outlining their rights and obligations under Title IX, including the appropriate response to reports of sexual misconduct, the obligation to report sexual misconduct to appropriate University officials, and the extent to which counselors and advocates may keep a report confidential, and
- regular training for students outlining their rights under Title IX; with regard to sexual misconduct, this training will include what constitutes sexual misconduct and when it creates a hostile environment, the definition of consent, reporting options (including reports to Responsible Employees, campus and local law enforcement, and confidential reporting to counselors or advocates), the procedures used to process complaints, applicable disciplinary code provisions relating to sexual misconduct and the consequences of violating those provisions, the role of alcohol and drugs in sexual misconduct, the effects of trauma, strategies and skills for bystander intervention, the offices or individuals with whom students can speak confidentially, the offices or individuals who can provide support services, the employees who must report incidents to the Title IX

(2) Investigations

The University is responsible for conducting adequate, reliable, and impartial investigations of reports and complaints of Sexual Misconduct. The Title IX Coordinator oversees many aspects of this response, including:

- determining whether the report or complaint alleges conduct that may, upon investigation, constitute prohibited sexual misconduct,
- reviewing the intake information to assess whether there is sufficient information upon which an investigation may proceed,
- appointing an investigative team upon such determination,
- making certain that individual reports and complaints are handled properly and in a prompt and timely manner,
- informing all parties regarding the disciplinary process,
- confirming that all parties have been notified of disciplinary decisions and of the right to, and procedures for, appeal, if applicable,
- maintaining information and documentation related to the investigation in a secure manner, and
- monitoring compliance with timeframes specified in the discipline procedures.

The Title IX Coordinator evaluates requests for confidentiality, as outlined below, by those who report or complain about sexual misconduct in the context of the University's responsibility to provide a safe and non-discriminatory environment for all students.

5. Reporting Sexual Assault or Other Violations of the Sexual Misconduct Policy Timing of Complaints

If the respondent is a current Southern New Hampshire University student (undergraduate or graduate, full-time or part-time), there is no time limit for filing a complaint to initiate these Procedures. However, students are strongly encouraged to report sexual misconduct in a timely manner to maximize the University's ability to gather evidence, and conduct a thorough, impartial, and reliable investigation. If the respondent is a second semester senior (or in the final semester of a graduate program), the University may withhold that student's Southern New Hampshire University degree pending conclusion of the complaint resolution procedures.

After Graduation Complaints of Pre-Graduation Incident

This Policy does not include adjudicating incidents that occurred before the accused was matriculated or after the student has graduated. The college can hear complaints against students who have graduated if the alleged incident took place before the accused student graduated and the complainant files a written complaint within the twelve months of the accused's date of graduation. If found to be responsible for a violation of sexual misconduct policy, the former student charged could face revocation of his/her diploma.

Contact Information for Reporting:

All reports of sexual misconduct under this policy can be made to the Title IX Coordinator, or any other member of the Title IX compliance team. The University's Title IX compliance team includes Rebecca Lawrence, Title IX Coordinator; Danielle Stanton,

Michael Graskemper, and Jim Winn, Deputy Title IX Coordinators:

- Rebecca Lawrence is the University's Title IX Coordinator and can be reached in person at The Green Center on the University's main campus at 2500 North River Road, Manchester NH, by telephone at 603-644-3188, or by email at r.lawrence2@snhu.edu. Ms. Lawrence, as Title IX Coordinator, is responsible for overseeing the University's response to all Title IX complaints.
- Danielle Stanton is the VP for Human Resources and can be reached in person at 1230 Elm Street, 5th Floor, Manchester NH, by telephone at 603-629-7820, and by email at d.stanton3@snhu.edu.
- Michael Graskemper is the Director of Dispute Resolution for the College of Continuing and Online Education (COCE) and is also the Deputy Title IX Coordinator for COCE. He can be reached at 603-314-7647, or at M.Graskemper@snhu.edu.
- Jim Winn is the Director of Public Safety, in addition to being a Deputy Title IX Coordinator for University College, and can be reached in person at Morrissey House, 2503 North River Road, Manchester NH 03106, by telephone at 603-645-9700, or by email at safety@snhu.edu.

Students:

Any student who believes that he or she has been subject to sexual misconduct and wishes to report it should immediately contact the Title IX Coordinator or any member of the Title IX Compliance team using the contact information above. Violations may also be reported to Public Safety at 603-645-9785, the office of Residential Life at 603-645-9758, coaches, Athletic Director, or any member of the Division of Student Affairs and Academic Development staff, or any other Responsible Employee. Confidentiality and the opportunity for confidential reporting are addressed below.

Employees:

Any manager or Responsible Employee who wishes to report a complaint of sexual misconduct should immediately contact a member of the Title IX Compliance Team or the office of Human Resources at 603-644-3125.

Reporting to the Police

Students are also encouraged to report sexual assault and relationship violence not only to the Public Safety or a Title IX Coordinator, but also to law enforcement authorities. However, students have a right to choose not to file a report with law enforcement. The decision to file a criminal complaint is a deeply personal choice. Students often make this decision based on the circumstances surrounding the incident and the circumstances in their life at the time of the incident. Some students discover that participating in a proceeding to hold the accused accountable helps them to regain some measure of control lost by virtue of the assault, and to protect themselves and others from future harm. Students must also understand that SNHU Public Safety is not a police force, and a report to Public Safety is not equivalent to filing a police report.

Upon reporting an incident, students will be given the opportunity and assistance to speak with appropriate local law enforcement personnel to make the report. Public Safety and/or the Title IX coordinator will assist students wishing to file a criminal complaint. Students do not need to file a criminal complaint in order to initiate

disciplinary proceedings with the University, and the University may find an accused student responsible for violating the student disciplinary policy regardless of the status or outcome of the criminal proceedings, if any. Absent extenuating circumstances, the University will not unduly delay its Response Procedure to await the completion of any criminal proceeding or investigation, unless required to do so by valid court order.

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

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

Hooksett Police Department

15 Legends Dr.

Hooksett, NH 03106

(603) 624-1560

Manchester Police Department

405 Valley Street

Manchester, NH 03106

(603) 668-8711

Health Care Resources in the Manchester Area

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

In the case of an ongoing emergency, dial 911.

Elliot Hospital

4 Elliot Way, Manchester, NH 03013

(603) 669-5300

Catholic Medical Center (CMC)

100 McGregor St, Manchester, NH
03102

(603) 668-3545

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

New Hampshire Sexual Assault Hotline

1-800-277-5570

YWCA Crisis Service

72 Concord Street, Manchester

Crisis line: 603-668-2299

On-Campus

New Hampshire Domestic Violence Hotline

1-866-644-3574

Medical treatment and counseling for on-campus students are also available at the Campus Wellness Center, located in the Robert A. Freese Student Center. Students can access health services during normal business hours by walk-in and may reach the Wellness Center Counselors at 603-645-9679. Emergency counseling services are also available twenty-four hours a day. During regular business hours, a student can speak

with a counselor by contacting the Wellness Center staff. During nights, weekends and holidays, a student seeking emergency counseling can access services by contacting Public Safety or Residence Life who will notify a counselor on call.

Resources for Online Students

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

6. Confidentiality

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

The University encourages victims of sexual violence to talk to somebody about what happened – so victims can get the support they need, and so the University can respond appropriately.

Different employees on campus have different abilities to maintain a victim's confidentiality.

- Some, including professional counselors, doctors, or nurses, are required to maintain near complete confidentiality (*See "Exceptions to Confidentiality" below for an explanation of when this duty of confidentiality may not apply*).
- All other employees are required to report all the details of an incident (including the identities of both the victim and alleged perpetrator) to the Title IX coordinator. A report to these employees (called "Responsible Employees") constitutes a report to the University—and generally obligates the University to thoroughly review and, if deemed necessary, appropriately investigate the incident and take appropriate steps to address the situation.

This policy is intended to make students aware of the various reporting and confidential disclosure options available to them – so they can make informed choices about where to turn should they become a victim of sexual violence. The University encourages victims to talk to someone identified in one or more of these groups.

Reporting Options: A. Privileged and Confidential Communications

- **Professional and Pastoral Counselors**

SNHU can provide members of its campus community with professional, licensed counselors who provide mental-health counseling to members of the school community

(and including those who act in that role under the supervision of a licensed counselor). SNHU Wellness counselors can be reached at 603-645-9679. Pastoral counselors may also be available to speak to students through Campus Ministry, which can be reached at 603-645-9608 or by referral at the Wellness Center.

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

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

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

- **Registered Nurses**

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

Both professional counselors and licensed nurses may be required to break confidentiality in certain circumstances, as more fully described in "Exceptions to Confidentiality," below.

A victim who speaks to a professional counselor or nurse must understand that, if the victim wants to maintain confidentiality, the University will be unable to conduct an investigation into the particular incident or pursue disciplinary action against the alleged perpetrator.

Even so, these counselors and advocates will still assist the victim in receiving other necessary protection and support, such as victim advocacy, academic support or accommodations, disability, health or mental health services, and changes to living, working or course schedules. Again, as a practical matter, the full availability of some of these services may be limited in certain circumstances by a victim's desire for confidentiality and level of cooperation. A victim who at first requests confidentiality may later decide to file a complaint with the school or report the incident to local law enforcement, and thus have the incident fully investigated. These counselors will provide the victim with assistance if the victim wishes to do so.

Exceptions to Confidentiality:

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

Likewise, behavior that poses a serious threat of harm to self or others, or receipt of a court order or a subpoena under certain circumstances can trigger a duty to timely disclose confidential information, irrespective of the categories above.

Also, if the University determines that the alleged perpetrator(s) poses a serious and immediate threat to the University community, Campus Safety may be called upon to issue a timely warning to the community. Any such warning should not include any information that identifies the victim.

B. Reporting to "Responsible Employees."

A "Responsible Employee" is a University employee who has the authority to redress sexual violence, who has the duty to report incidents of sexual violence or other student misconduct, or who a student could reasonably believe has this authority or duty.

When a victim tells a Responsible Employee about an incident of sexual violence, the victim has the right to expect the University to take immediate and appropriate steps to review thoroughly and appropriately investigate what happened and to resolve the matter promptly and equitably.

A Responsible Employee must report to the Title IX coordinator all relevant details about the alleged sexual violence shared by the victim and that the University will need to determine what happened – including the names of the victim and alleged perpetrator(s), any witnesses, and any other relevant facts, including the date, time and specific location of the alleged incident.

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

All University employees other than licensed counselors or medical professionals are deemed to be Responsible Employees. This includes, but is not limited to: University administrators, Campus Safety Officers, student affairs personnel, residence life employees, and all faculty, adjuncts, and instructors. The only Student Employees who are Responsible Employees are Resident Assistants (RAs) and those student employees with similar significant responsibility for student welfare.

To the extent possible and practicable, a Responsible Employee should try to ensure

that the victim understands the employee's reporting obligations before a victim reveals any information to a responsible employee, – and, if the victim wants to maintain confidentiality, direct the victim to confidential resources.

If the victim wants to tell the Responsible Employee what happened but also maintain confidentiality, the employee should tell the victim that the University will consider the request, but cannot guarantee that the University will be able to honor it. In reporting the details of the incident to the Title IX Coordinator, the Responsible Employee will also inform the Coordinator of the victim's request for confidentiality.

Responsible Employees will not pressure a victim to request confidentiality, but will honor and support the victim's wishes, including for the University to fully investigate an incident. By the same token, Responsible Employees will not pressure a victim to make a full report if the victim is not ready to do so.

Requesting Confidentiality: How the University Will Weigh Request and Respond

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

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

There are times when the University may not be able to honor a victim's request in order to provide a safe, non-discriminatory environment for all members of the university community.

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

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

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

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

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

The University will remain ever mindful of the victim's well-being, and will take ongoing steps to protect the victim from retaliation or harm and work with the victim to create a safety plan.

Retaliation against the victim, whether by students or University employees, will not be tolerated. The University will also:

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

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

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

7. The University's Response Procedure

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

- speaking with a counselor
- seeking medical assistance
- reporting the incident to local police
- filing formal conduct charges
- requesting reasonable accommodations

Timeframe for Response Process

Unless otherwise stated, all timeframes under this policy are listed in calendar days, not business days.

The University will conduct a timely review of all complaints of sexual misconduct. Absent extenuating circumstances, review and resolution is expected to take place

within sixty (60) calendar days from receipt of the complaint, or a maximum of ninety (90) calendar days in the event of a subsequent appeal.

An appeal of the results, whether by the complainant or the accused, must be submitted within five (5) business days of receipt of the written result. Absent extenuating circumstances, decisions on appeals are typically issued within thirty (30) days of the date of the original decision.

Extensions

All deadlines and time requirements in the Code may be extended for good cause as determined by the Title IX officer or his or her designee. Both the respondent and the complainant will be notified in writing of the delay, the reason for delay, and provided the date of the new deadline or event. Extensions requested by one party will not be longer than 5 business/school days.

Extenuating Circumstances

Notwithstanding the above, Extenuating Circumstances may require that this timeline be extended. For example, a complainant who seeks confidentiality and chooses not to name an accused at the time of intake may cause an investigation to be paused. If that complainant later identifies an accused, the Response Process may be re-initiated, and the time from the receipt of the initial incident report to sanctions, if imposed, may extend beyond sixty (60) days.

Hearing Procedures

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

Intake

Upon receiving a complaint, the University will conduct an Intake. At the Intake stage, the University will take steps to make a safety plan, prevent or address any retaliatory conduct, address any immediate physical or emotional safety concerns for anyone involved, offer support to the complainant with any law enforcement reporting decision, address any threat to the safety of the University community, and enter any non-identifying information into the University's crime log.

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

Informal Resolution Options

The University may present an opportunity for informal remedies or resolution at any time during the response process. A complainant will never be expected to work out a resolution directly with the accused. Likewise, in incidents of sexual assault or sexual violence, mediation is never an option. Informal resolutions are voluntary.

Interim Measures

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

Student Accommodations

A student who has been a victim of sexual misconduct may request an academic accommodation or change in residence after a report of sexual misconduct. Any individual who makes a request will receive an appropriate and reasonable accommodation. Possible requests include the ability to change academic schedules or work schedules, withdraw from or retake a class without penalty, access academic support such as tutoring services, and change residence hall assignments. Pursuant to Title IX, in most cases of sexual violence or sex discrimination, the University will endeavor, to the extent practicable, to change the schedule or accommodations of the accused student prior to changing the schedule or accommodations of the complainant.

After any necessary Interim Measures or Accommodations have been made, the scope of any further investigation or disciplinary action will depend upon factors including but not limited to: whether the complainant wishes to pursue a complaint to the University Conduct Board and whether the University has an obligation to pursue a University Conduct Board hearing regardless of the wishes of the complainant to preserve the safety of the University community.

Investigation and University Conduct Board Discipline Process

After the Intake, the Title IX Coordinator or an assigned Deputy Coordinator will determine if the allegations contained in the complaint would, if proven, constitute a violation of this Policy. If a determination is made that the allegations would constitute a violation, an Investigation will be initiated by the Title IX coordinator or his or her deputy or designee.

If the Title IX coordinator determines that the allegations, if true, would not constitute a violation of the Policy, the complainant will be provided with other support options as appropriate, but the Title IX coordinator will not pursue any further investigation or discipline under this Policy at that time.

If, however, the complainant presents new evidence, reveals new information, or presents a violation of another SNHU Policy, this decision can be reevaluated by the Title IX Coordinator in his or her discretion.

Investigation Process

If the Title IX Coordinator determines that an investigation is appropriate under the standard described above, the Title IX Coordinator or an assigned deputy Title IX coordinator will conduct a prompt, fair, and impartial investigation that involves interviewing parties and witnesses as appropriate, and reviewing evidence including available police reports. All investigations will be conducted by officials who receive

annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking, and how to conduct a hearing process that protects the safety of victims and promotes accountability. Any member of the university community who knowingly makes a false statement to the investigator during the course of the investigation may be subject to disciplinary action.

The Investigator will complete an investigation report within a reasonable time period after initiating the investigation. The Title IX Coordinator will then, based upon the findings in that report, determine whether the conduct in question should be referred to the University Conduct Board for a hearing. If so, written charges will be prepared by the Title IX Coordinator or his or her designee, provided to the complaining party and the accused simultaneously by email, and filed with the University Conduct Board. An investigative report completed as part of this process is a fact-finding report that will not include a recommendation of sanctions to the University Conduct Board, which will determine what sanctions, if any, are to be imposed. The report shall be mandatory evidence for the University Conduct Board hearing, and will be presented to the Board by the Title IX Coordinator or the Investigator.

If the Title IX Coordinator determines that the information presented does not merit a referral for a University Conduct Board hearing, he or she will inform both the complainant and the accused simultaneously by email to their SNHU email accounts of the decision. That email will include Notice that the investigation may be re-opened at the discretion of the Title IX Coordinator if new evidence is presented, new information comes to light, or a violation of another SNHU Policy or another section of this Policy are discovered.

Option to File Independent Charges:

Under extenuating or unusual circumstances, at the sole discretion of the Dean of Students, the complainant may be permitted, despite a decision by the Title IX Coordinator not to refer the matter to the University Conduct Board, to file independent charges with the University Conduct Board on his or her own behalf. In such cases, the Investigator's report shall be considered as evidence by the Conduct Board, and the Investigator shall be called by the Board as a necessary witness. A complainant wishing to file independent charges must seek permission of the Dean of Students, no later than 180 days of the alleged incident, unless extended for good cause by the Dean of Students in his or her sole discretion.

University Conduct Board Hearing for Students

If the matter is referred to the University Conduct Board, or if a complainant files independent charges with the Student Conduct Board, a hearing will be conducted consistent with the process outlined in the Student Handbook and herein. All hearings conducted involving allegations of Sexual Misconduct will be conducted by officials with annual training related to domestic violence, sexual assault, and stalking, and on processes that protect the safety of victims and promote accountability. In the event of any discrepancy between the procedures described in the Student Handbook and this Policy, this Policy shall control.

Applicable Procedures for Employees

The adjudication of complaints lodged against Southern New Hampshire University employees will be handled consistent with the Southern New Hampshire University

Parties' Rights to Advisors

The accused and the complainant may be assisted during disciplinary hearings, any mediation, and related meetings, by an advisor of their choice, including an attorney. The respondent and complainant may propose witnesses and may produce other evidence for consideration by the University Conduct Board. The respondent and complainant are responsible for presenting evidence on their own behalf. Either party may request a brief recess to consult with their advisor which will be granted at the discretion of the hearing officer or his or her designee. Advisors may speak privately to their advisee, during the proceeding, but may not present evidence, question witnesses, raise objections, or address the student conduct body.

Student Sanctions

The University considers Sexual Misconduct violations as extremely serious and subject to sanctions including expulsion, suspension, disciplinary probation, recommended counseling, and/or other educational sanctions.

Evidentiary Standard in Sexual Misconduct Complaints:

The burden of proof in all cases of Sexual Misconduct to be adjudicated by the conduct board is "the preponderance of the evidence" standard – whether it is "more likely than not" that the sex discrimination, dating violence, domestic violence, sexual assault, or stalking occurred. If the evidence presented meets this standard, then the respondent must be found responsible.

Conflict of Interest

If there is a real or reasonably perceived conflict of interest involving the actions of the designated University official or University office typically responsible for handling matters of concern for a student, employee or faculty member, an alternative University representative or University office can be contacted instead. Alternate representatives may include the Office of Academic Affairs, Provost's Office, or Office of Human Resources. The alternate University representative or office may then designate an impartial and appropriate University official to resolve the matter following applicable University policy.

Evidence and Witnesses

Evidence to be presented by complainant(s) and respondent(s) during any hearing on the charges must be presented to members of the University Conduct Board presiding over the hearing at least 24 hours prior to the hearing, who will then share it with the opposing party in advance of the scheduled hearing. The Conduct Board members presiding at and/or hearing the case may exclude evidence that has not been shared or adjourn the hearing to afford all parties the opportunity to review evidence to be presented during the hearing.

If a party intends to present witnesses, a list of proposed witnesses and a written witness statement for each witness must be presented to the hearing officer at least 24 hours prior to the hearing. Written witness statements will be shared with the opposing party as documentary evidence. Witnesses are defined as someone who perceived the actual incident as it occurred. The Conduct Board will have discretion to

call or choose not to call proposed witnesses during the hearing. The parties may not question witnesses directly during the hearing, but may submit questions to the Conduct Board, which the conduct board may, in their discretion, ask directly to the witness. Any attempt to coerce or intimidate a proposed witness by any person will constitute Retaliation under this policy subject to appropriate disciplinary action.

Members of the University Conduct Board presiding at and/or hearing the case will have broad discretion and make the final decision relating to the admissibility of all evidence and the presentation of witnesses. When the circumstances warrant, Conduct Board members may, in their sole discretion, consider evidence or admit witnesses submitted with less than 24-hours' notice. Where required by applicable law, witness statements or evidence may be reasonably redacted to protect recognized privacy rights.

Documentation or Recording of Proceedings

The University will seek to maintain a record of all hearings, including findings of fact. The record of the University Conduct Board Hearing will generally be made by audio recording, though alternative methods of recording or documentation may be employed at the University Conduct Board's discretion or as needed.

Notice to Parties

Both the complainant and the accused will be informed, simultaneously, by email to their Southern New Hampshire University email accounts, of (1) the outcome of any disciplinary proceeding involving and allegation of sexual misconduct, (2) the University's appeal process and the rights of both the complainant and the accused to appeal the results (3) any change to the results that occurs prior to the results becoming final, and (4) when such results become final.

Rights of Appeal

Both parties shall have the opportunity to appeal a decision by the University Conduct Board using the procedure described in the Student Handbook. Appeals must be submitted within five (5) business days of the decision, and are only to be allowed on the limited grounds defined in the Student Handbook.

Additional Reporting Resources

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

The New Hampshire Regional Office can be contacted at:

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

A student or applicant may also file a Charge of Discrimination at their state Fair

Employment Practices agency, such as the New Hampshire Human Rights Commission, which can be contacted at:

New Hampshire Human Rights
Commission

2 Chenell Drive Unit 2
Concord, NH 03301-8501
Telephone: (603) 271-2767
Fax: (603) 271-6339
Email: humanrights@nhsa.state.nh.us

Retaliation

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

Student Academic Complaint

If a student in University College has a complaint about an instructor or course, then the student should speak first to the instructor. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the Program Coordinator/Department Chair. If the student is still not satisfied, then he or she should speak to the school Dean or Program Director. If the student wishes to pursue the matter further, then he or she should speak to the Provost, who will review the matter and make a final decision.

Student Account and Fees

Course Withdrawal Refund, Graduate

Withdrawal and Proration of Fees Policy (Graduate)

Graduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Graduate students may withdraw from courses at any time during the second through sixth week of the graduate term with the course grade of "W". Any withdrawals after the sixth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter) and will be processed at no refund. Withdrawals are not permitted in the last week of class.

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

1. Submission of Withdrawals

Requests to withdraw must be submitted via this form in mySNHU. In all cases, the date of withdrawal is the date the completed form is received. No paper withdrawal forms or emails will be accepted.

2. **Tuition Fee & Refunds**

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

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

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

3. **Financial Aid Disbursements and return of Title IV (Financial Aid Funds)**

All tuition charges and withdrawal requests are subject to review, and students who withdraw may be responsible for paying back part or all of their financial aid disbursement for that term. In addition, withdrawals may have an impact on a student's eligibility for future financial aid.

Please contact the Campus Student Financial Services office at 877.455.7648 or via email at sfscampus@snhu.edu for details.

QUESTIONS?

Students should contact an academic advisor for further clarification.

Wisconsin

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

The student cancels enrollment within 3 business days, Educational Approval Board (EAB 6.04)	Full refund
The Student accepted is unqualified, and the school did not secure a disclaimer under Educational Approval Board (EAB 9.04)	Full refund
The school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school. Educational Approval Board (EAB 7.02)	Full refund
A student who withdraws or is dismissed after three business days but before completing 60% of the potential units of instruction in the current enrollment period shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$100	Pro rata refund
A student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period.	No refund
<i>Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rat refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.</i>	

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

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

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

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

Non-Matriculated, Part-Time Students

Southern New Hampshire University provides limited opportunities for residents of the Greater Manchester area to enroll as special students on a part-time basis in its undergraduate day programs, including the culinary program.

Non-matriculated part-time students may enroll for up to six credit hours in a semester, not to exceed nine credit hours per academic year or more than 12 credit hours in total. Enrollment is on a space-available basis. Contact the Office of Undergraduate Admission for more information. The tuition rate is shown on the tuition and expenses table. There are no refunds for withdrawals due to the reduced cost of

these classes.

Payment Information

Campus Student Financial Services

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

Deposits

Deposit Policy

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

Housing Security Deposit

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

New Student Admission Deposit Refund Policy

Fall admission: The deposit is fully refundable up to May 1. After May 1, deposits are not refundable. Requests for refunds must be submitted in writing to the Director of Admission at admission@snhu.edu.

Spring admission: Deposits are not refundable.

Student Account Payment

Full payment of tuition and fees is required by the semester's payment due date. Fall semester charges are due by August 1. Spring semester charges are due by January 1. Tuition for graduate and doctoral students must be paid prior to the start of the term. Any student not paid in full by the semester's payment due date will be assessed a late payment fee and the student's class schedule may be dropped. Unresolved balances may be subject to collection fees, late fees, and/or finance charges. Textbooks and supplies are sold separately.

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

Payment in Full

1. Students may make payments online at my.snhu.edu
2. Students may make payments through Campus Student Financial Services in

person (cash, check, money order, debit/credit cards and wires accepted)

3. Students may make payments through the mail by sending payments to;
Southern New Hampshire University
Client 800100
PO Box 55008
Boston, MA 02205-5008

Enrollment in Payment Plan:

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

Payment Plan

The university has partnered with Tuition Management Services (TMS) to offer a payment plan option to full-time day students. TMS is an independent payment plan company that is authorized by Southern New Hampshire University to make payment contracts and accept/process payments on the university's behalf. There is an enrollment fee to open a contract (see tuition and fee schedule). Please contact TMS directly to open a contract at 800.722.4867 or www.afford.com. Students will be responsible for making any necessary adjustments to the payment contract in order to settle the account in full with SNHU. Any account balance not contracted with TMS is due and payable immediately to SNHU.

Credit and Collections Policy

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

Finance Charges

Tuition payment is due in full before the official start date of the term. Any outstanding balance as of the term's official start date may be subject to a finance charge of 18% annual rate, assessed monthly at 1.5%

Other Information

- All students with unresolved balances as of the term start must contact the Credit Department for resolution. The Credit Department can be reached at:
Email: Credit@SNHU.edu
Phone: (888) 867-7376
Fax: (603) 668-0259
- Transcripts, diplomas, enrollment verifications, along with registration for future classes will be withheld if the student owes any type of balance.
- Students with unresolved balances will be placed on financial hold; finance charges and late fees may be assessed at the discretion of the university.
- All student accounts sent to a third-party collection agency will be subject to an additional collection fee of up to 40% of the outstanding balance, legal fees and the account will be reported to the credit bureaus.
- All former collection accounts and bankruptcies must pay up front for any future classes.
- The Credit Policy is at the discretion of the Credit Department and subject to

change without notice.

- Students acknowledge and authorize SNHU and/or its agents, including attorneys and /or collection agencies to allow contact via cellular telephone and/or all forms of electronic technology, unless such party is notified in writing to cease such communication.

Industry Sponsors

The university cooperates with many company tuition sponsorships and reimbursement plans. Students attending under these plans should give their center office or Campus Student Financial Services the necessary authorization and inform the office how the tuition payment will be handled.

Active Duty Military

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

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

Third Party Direct Billing

Students may authorize direct billing from the university to a third party. Students must first submit a voucher/letter or military tuition assistance form to Campus Student Financial Services or appropriate center. The voucher must include beginning and end dates of the academic term, courses covered, books, and other fees covered (if any) and maximum dollar value. Paperwork is due before the term start date. The third party will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing. Finance charges are waived upon confirmation of the approved authorization, for only those students 100% covered by his/her sponsor. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

EdLink (formerly known as CAEL)

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

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

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

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

EdLink website to present at the time of registration.

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

Printing on Campus (PenmenPrint)

Students who use on campus printing are provided with an allotment for printing. This service is called PenmenPrint. All active student accounts will receive two printing allotments a year of \$50 each, which will be distributed on January 1st and July 1st of each year. PenmenPrint accounts will stay active the same length of time that a student's email remains active.

Refund Policy

University College

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

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

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

- 100 percent refund before the first day of the term (includes fees).
- 90 percent refund from day 1 to day 10 of the term.
- 50 percent refund from day 11 to day 25 of the term.
- 25 percent refund from day 26 to day 52 of the term.
- No refund after day 52 of the term.

Note: The refund calculation is based on calendar days.

Fees: No refund after the first day of class.

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

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

College of Online and Continuing Education (COCE)

Undergraduate students may drop a course during the first week of a term, and the dropped course will not appear on the student's academic transcript. Undergraduate students may withdraw from courses at any time during the second through fourth week of the undergraduate term with the course grade of "W". Any withdrawals after the fourth week may only be allowed for significant conditions beyond the student's control (e.g. serious illness documented by a physician's letter), as determined and

approved by COCE administration, and will be processed at no refund. Withdrawals are not permitted in the last week of class. This policy also applies to an undergraduate student taking a 16-week course.

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

Undergraduate Students

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

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

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

Graduate Students:

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

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

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

College for America Program

Cancellation and Refund Policy

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

Grace Period Scholarship

A College for America student may be eligible for a Grace Period Scholarship if he or she

meets the following criteria:

- The student entered the term with no more than one unfinished goal.
- The student mastered the final competencies of the entire degree in the first 14 days of the new term.
- The student is not continuing onto an additional CfA degree.
- The student's account is in good standing.

If a student needs to revise any submitted project work as a result of the review process and the mastery of said revisions extend beyond the 14th day, the student will be financially responsible for the full tuition of the new term.

The scholarship will not be granted until the student's CfA graduation review is complete and it is confirmed that his or her degree will be awarded:

- CfA Graduation Review may take 2-4 weeks upon completion of the program.
- CfA Grace Period Scholarship eligibility will be reviewed no later than 7 business days after graduation review is completed and case has been submitted to Support.

CfA reserves the right to determine eligibility on a case-by-case basis as needed.

State Refund Policies

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

Wisconsin

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

University College 2017-2018

The student cancels enrollment within 3 business days, Educational Approval Board (EAB 6.04)	Full refund
The Student accepted is unqualified, and the school did not secure a disclaimer under Educational Approval Board (EAB 9.04)	Full refund
The school procured the student's enrollment as the result of any false representations in the written materials used by the school or in oral representations made by or on behalf of the school. Educational Approval Board (EAB 7.02)	Full refund
A student who withdraws or is dismissed after three business days but before completing 60% of the potential units of instruction in the current enrollment period shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one-time application fee of \$100	Pro rata refund*
A student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period.	No refund
<i>*Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rat refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.</i>	

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

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

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

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

Return of Military Tuition Assistance

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

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

balance due to a TA return is the responsibility of the student.

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

Tuition and Fees

University College Tuition and Fees			
Undergraduate Day Tuition		Per Semester	Per Year
		\$15,378	\$30,756
Housing:		Per Semester	Per Year
Residence Halls			
Single - Hampton, New Castle, Tuckerman, Washington, Windsor		\$ 5,000	\$10,000
Single - Merrimack, Ossipee, Winnepesaukee		\$ 4,500	\$ 9,000
Single - Monadnock		\$ 5,500	\$11,000
Double - Merrimack, Ossipee, Winnepesaukee		\$ 3,700	\$ 7,400
Double - Hampton, New Castle, Washington, Windsor		\$ 4,500	\$ 9,000
Double - Tuckerman		\$ 4,500	\$ 9,000
Double - Monadnock		\$ 5,000	\$10,000
Triple - Tuckerman		\$ 4,500	\$ 9,000
Quad - Tuckerman		\$ 4,500	\$ 9,000
Double with Bath - Tuckerman		\$ 5,000	\$10,000
Quad Double with Bath - Tuckerman		\$ 5,000	\$10,000
Apartments			
Westside (4 or 6 person) - Greeley		\$ 4,750	\$ 9,500
Westside (4 or 6 person) - Spaulding, Whittier		\$ 4,500	\$ 9,000
Eastside (singles) - Conway, Lincoln		\$ 5,500	\$11,000
Townhouses (4 person) - Attitash, Cranmore, Hillsboro, Rockingham, Sunapee		\$4,750	\$ 9,500
Fees:		One Time	Per Semester
Student Activities Fee			\$165

University College 2017-2018

Application Fee		\$40	
New Student Orientation - Fall start		\$180	
New Student Orientation - Spring start		\$50	
Study Abroad Administrative Fee		\$328	
Engineering Program Fee			\$1,500
English as a Second Language (ESL) Tuition and Fees			Per 7 week Term
ESL Tuition			\$ 3,195
UG Transitional Bridge Program Tuition			\$ 3,195
Room and Board: (All ESL students must live in university housing for at least two terms.)	One Time	Per 7 Week Term	Per Semester
Room & Board: Fall and Spring		\$ 2,721	\$ 5,442
Room & Board: Summer		\$ 2,133	\$ 4,265
Program Fees:			
New ESL Student Orientation	\$50		
ESL Program and Activity Fee		\$100	\$200
Graduate Programs Tuition and Fees			
Master's Programs		Per 3 Credit Course	Per Credit Hour
On Campus Evening Degrees/Certificates		\$ 1,881	\$627
On Campus Day Degrees/ 1 YR Program			\$700
On Campus Day Degrees			\$700
Active Duty Military		\$ 1,410	\$470
Doctoral Programs	Per Credit	Per Course	
Ph.D. in International Business (Full-time and Part-time) 800-level course	\$ 1,570	\$ 4,711	
SCED Teach Out	\$ 979		
Dissertation Colloquium		\$ 2,352	
Doctoral Dissertation Continuation Fee		\$ 2,000	
English as a Second Language (ESL) Tuition & Fees		Per 10 Week Term	
Graduate Language Studies Tuition		\$ 1,881	
ILE Tuition and Fees		Per 11 Week Term	
MS - TEFL		\$ 1,881	
PCMH		Per Credit Hour	
PCMH		\$590	

University College 2017-2018

Vermont FBGE (M.ED & CAGS)		\$417	
Vermont FBGE (PDOG)		\$112	
Ed.D. in Educational Leadership		Per Year	Summer
Year 1 Tuition		\$16,000	
Year 2 Tuition		\$16,000	
Year 3 Tuition		\$16,000	
Dissertation Colloquium Fee (beyond year 3)		\$ 2,163	
Year 1 Intensive Fees			\$ 1,600
Year 2 Intensive Fees			\$ 1,600
Year 3 Intensive Fees			\$ 1,600
M.F.A in Creative Writing	Summer	Per Term	Winter
Summer Residency	\$ 1,162		
Writing Intensive Sessions		\$ 7,389.16	
Winter Residency			\$ 1,162
SOE Special Programs			Per 3 Credit Course
SOE Special Programs			\$675
SHRM (Society for Human Resource Management)		Per Certificate	
Certification - Member		\$ 1,200	
Certification - Non Member		\$ 1,265	
Program Fees:	Per Semester	One Time	Annual
Application Fee (PhD, PCMH, FBGE)		\$40	
PhD Dissertation Fee		\$412	
PCMH Orientation Fee		\$590	
New Grad International Student Orientation Fee		\$180	
International Support & Activity Fee (Manchester Grad - Fall and Spring)	\$165		
Activity Fee - Domestic (Manchester Grad - Fall and Spring)	\$100		
Library & Technology Fee (PCMH)			\$265
Dining Plans:		Per Semester	Per Year
Plan 1 - Platinum		\$2,100	\$4,200
Plan 2 - Gold (mandatory plan for first semester freshmen & new residents)		\$1,900	\$3,800
Plan 3 - Silver (not available for first semester freshman or new residents)		\$1,750	\$3,500

University College 2017-2018

Plan 4 - Traditional (not available for first semester freshmen or new residents)		\$1,350	\$2,700
Plan 5 - Choice (not available for first semester freshman or new residents)		\$1,150	\$2,300
Plan 6 - Basic (not available for first semester freshman or new residents)		\$875	\$1,750
Health Fees:	Per Term	Annual	Per Semester
Wellness Fee - Domestic			\$25
Wellness Fee - International	\$10		
Health Insurance - Domestic Fall Start (12 months of coverage - payable with first semester charges)		\$1,325	
Health Insurance - Domestic Spring Start (payable with first semester charges)	\$903		
Health Insurance - International (12 months of coverage, billed at \$114.00/month) *Rate is subject to change			
Parking Permit Fees: (Manchester campus) *Other charges may apply		Weekly	Annual
Parking Permit Fee - Resident without Annual Permit		\$10	
Parking Permit Fee - Resident freshmen			\$200
Parking Permit Fee - Resident non-freshmen			\$100
Parking Permit Fee - Commuter Students			\$50
Parking Permit Fee - Special Programs			\$10
Conditional Fees:		Per Occurrence	
Graduation Fee		\$150	
Late Payment Fee		\$150	
Bounced Check & Credit Card Decline		\$35	
Transcript Fee (Paper)		\$7	
Transcript Fee (Electronic)		\$5	
Rush Processing Fee - Transcript/Diploma		\$20	
Express Shipping Transcript/Diploma (Domestic)		\$20	
Express Shipping Transcript/Diploma (International)		\$50	
Apostille - Notarized/Certified Transcript, State of NH		\$17	

Apostille - Notarized/Certified Diploma, State of NH		\$40	
Duplicate Diploma Fee		\$30	
SNHU OneCard Replacement		\$25	
Student ID Replacement		\$25	

Withdrawal and Proration of Fees

Withdrawal and Proration of Fees Policy (University College - Undergraduate and Graduate Students)

Students who withdraw from the university (see [Withdrawal from SNHU](#)) may be eligible to receive a refund according to the policy listed below that applies to their situations. This policy is applicable to both full-time and part-time day school students.

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

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

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

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

Tuition, fees, room and board are cancelled/reduced based on calendar days, according to the following schedule for day school students:

Tuition, room and board charges:

- 100 percent refund before the first day of the term (includes fees)*.
- 90 percent refund from day 1 to day 10 of the term.
- 50 percent refund from day 11 to day 25 of the term.
- 25 percent refund from day 26 to day 52 of the term.
- No refund after day 52 of the term.

Note: The refund calculation is based on calendar days.

*Fees: No refund after the first day of class.

Tuition & Refunds (University College Undergraduate Summer Terms only)

Withdrawals from 8-week or 16-week course (all types, including face-to-face, hybrid, and online courses):

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

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

Student Affairs

Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cheerleading, cross-country, field hockey, lacrosse, soccer, softball, tennis, volleyball and both indoor and outdoor track and field. Southern New Hampshire University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Northeast-10 Conference.

The university sponsors a varied intramural program known as "Campus Recreation" aimed at active student involvement in athletic activities.

Rec Sports offered by SNHU include Flag Football ("Pro & Rec" - 2 levels of competition), Basketball ("Pro & Rec" - 2 levels of competition), Outdoor Soccer, Softball, Indoor Wiffleball and Volleyball. Mini-tournaments include 3-on-3 Basketball, Racquetball, Tennis, Table Tennis, 3-Point Shootout and Badminton.

The Rec Sports department offers a variety of Fitness Classes including: Boot Camp, Zumba, Cardio Dance, Cardio Kickboxing, Yoga, YoPi Pump, and Water Fitness Classes. The Athletic Department also offers wall-climbing and swimming.

Athletic Facilities

The university has two gymnasiums. The field house has been renovated with a brand new wooden floor sporting the Penmen logos and has a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane, competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include lighted baseball and softball diamonds, a lighted artificial turf field and several practice fields. Also scheduled to open

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

Barnes & Noble Bookstore

The SNHU Bookstore welcomes all students, parents, faculty, staff, and alumni to shop our large selection of textbooks, general reading books, school supplies, school clothing and gifts, as well as convenience items. The bookstore is located in the Robert A. Freese Student Center on the Manchester campus. Our regular semester hours are:

Monday - Thursday	8:30 a.m. to 6:00 p.m.
Friday	8:30 a.m. to 4:00 p.m.
Saturday and Sunday	10:00 a.m. to 2:00 p.m.

To shop our website or to check any changes to the hours, please visit us at www.snhu.bncollege.com.

Contact Information:

Southern New Hampshire Bookstore
2500 N. River Rd
Manchester NH 03106-1045
ph: 603.645.9618
fax: 603.645.9755
email: sm8075@bncollege.com

Campus Ministry

The campus ministry program contributes to the goal of fostering the personal development of students by addressing their religious needs and concerns.

During the school year, the Office of Campus Ministry provides a Roman Catholic Mass on Sunday evening. Students of other religious denominations may contact the Office of Campus Ministry for information concerning the location of a church, mosque, or synagogue in Manchester. The Office of Campus Ministry provides personal and spiritual direction, religious instruction and sacramental preparation.

Our staff consists of a full-time Catholic chaplain/director of Campus Ministry. The hours are posted outside the Campus Ministry Office in the Robert A. Freese Student

Center.

DeColfmacker Veteran's Lounge

The DeColfmacker Veteran's Lounge is the place to meet and socialize with other veterans on campus. At the lounge, student veterans can study or relax before or after classes while enjoying a complimentary cup of coffee or soda. The lounge provides access to the benefits, resources, and services available to veterans. Additionally lounge amenities include cable television, movies, and PlayStation.

Deborah L. Coffin Women's Center

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

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

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

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

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

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

Dining Center

The Southern New Hampshire University dining center offers an exciting and innovative dining program providing a community experience based on fresh and often local ingredients, culinary expertise, healthy options, great service, value, and a shared sense of environmental and social responsibility.

Dine SNHU's retail dining gives students more freedom than many other colleges with a

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

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

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

The Commuter Plan allows dining dollars to be added to an SNHU ID to be used at the dining center and coffee shops on campus including the convenience store in the Student Center. Dining dollars cannot be transferred to Penmen Cash. All meal plan balances carry over from first to second semester. Any balance at the end of the academic year is forfeited. Plans are nonrefundable.

The Dine SNHU team is committed to creating the best possible dining experience. From the outstanding food and service to the various events and celebrations, visit the dining center and enjoy the comfort, convenience, and inviting atmosphere designed especially for you.

For more detailed information on the Dine SNHU program and its outlets, please visit www.dinesnhu.com.

International Student Services (ISS)

International Student Services (ISS) assists and supports international students and scholars while they are at SNHU as non-immigrants. ISS provides immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver's license, practical training assistance, orientation programs and cross-cultural adjustment counseling. ISS also offers the Thanksgiving Host, International Friends and Conversation Partner programs to connect SNHU international students with local American families for occasional meals or activities, and English practice.

An important aspect of the work of ISS is to foster understanding among our students, staff and faculty who come from all over the world; the annual International Education Week celebration, the Cousins program and the Conversational English tutoring program are three initiatives aimed at accomplishing this work. ISS staff also work with the student-led International Students' Association to sponsor intercultural events such as the International Gala, which features food, fashion, music, dance and performances from around the world.

Office of Diversity Programs

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

The Office of Diversity Programs provides support and resources for all members of the SNHU Community, especially underrepresented students as expressed by their ethnicity, gender/gender identity, race, culture or sexual orientation. For more information, go to www.snhu.edu/11580.asp.

Public Safety

Southern New Hampshire University public safety officers are on duty 24 hours a day, seven days a week. Officers patrol the campus in marked vehicles, on bicycles, Segways and on foot. Officers are trained in crime prevention, security patrolling, first aid, fire suppression and preliminary investigations. Officers also spend a good portion of their shifts providing general services for the campus community such as lockouts, roadside assistance and escorting students on campus during hours of darkness.

In addition to patrol efforts the University has strategically placed throughout the campus 27 blue light emergency call phones which ring directly into the public safety office. Extensive exterior lighting of walkways and parking lots are in place. We also utilize a video surveillance system with camera coverage situated at strategic locations.

Although a private university, Southern New Hampshire University's Department of Public Safety continually works in concert with local Police, Fire and EMS. A spirit of cooperation is maintained as the department works hand-in-hand with these agencies to keep our campus safe.

The department provides direct service programs to the members of the university community. The programs are dedicated to the prevention of crime and fire safety awareness. The programs vary in scope and topic but include a hands on Rape Aggression Defense class, personal safety awareness, identity fraud and a winter driving workshop to name a few.

In compliance with the Campus Security Act of 1990 (CLERY Act), SNHU's safety, security programs along with our crime and fire statistics are reported annually to the US Department of Education. This information can be found on the university's website and in brochure form at the Public Safety Office. The Public Safety Office is located in Morrissey House.

Residence Life

The residence life program supports the academic mission of the university by enhancing student learning inside and outside the classroom. Residence Life provides an environment that allows for individual growth and provides facilities that are well-maintained and safe.

Campus living should be an exciting and educational experience. Living in the residence halls creates an environment in which students will grow, learn, accept adult responsibilities, make informed choices, develop friendships, and increase self-awareness.

The Office of Residence Life, located in Green Center 103, offers referral information on university services, sponsors programs and assists with physical accommodations.

The residence program consists of:

Apartment	Townhouses	Residence Halls
Conway	Attitash	Hampton
Greeley	Cranmore	Merrimack
Lincoln	Hillsboro	New Castle
Spaulding	Rockingham	Ossipee
Whittier	Sunapee	Tuckerman
		Washington
		Windsor
		Winnipisaukee

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

All residence hall rooms are furnished with desks, chairs, beds, window shades, and wardrobes. There are convenient common spaces with furnished lounges, microwaves,

flat-panel televisions and study spaces. Students are encouraged to make their residence hall rooms a comfortable personal living space that in many cases they will share with a roommate. In the residence halls, we have a limited number of single rooms available as well as suite-style and pod-style living.

Individual townhouses and apartments are furnished with desks, chairs, beds, window shades, wardrobes, living room and kitchen furniture, and a stove and a refrigerator. Students must provide their own pots, pans, glasses, plates, and silverware. Hampton, Windsor, Conway, and Lincoln house have community rooms for program areas. Our residence areas are active during the summer as well. Students register for summer housing as needed.

Each area is administered by a Residence Director (RD), who is a live-in, professional staff member. RDs supervise the student Resident Assistant staff; develop, coordinate, and encourage programming; investigate and adjudicate judicial matters; act as liaisons between residents and facilities management; and refer students in need of personal assistance. Resident Assistants (RAs) are students who are selected and trained to assist the Office of Residence Life staff. Southern New Hampshire University and the Office of Residence Life hire RAs to work in each residence hall, apartment, and townhouse building. The RAs work with residents to build a climate conducive to academic success, individual growth and the development of appropriate community norms, such as mutual consideration and respect for others. RAs assess and work with their students in order to provide community, self-agency and social justice programming for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office, or needs help concerning a roommate issue or a maintenance request.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis.

Robert A. Freese Student Center

Student Center

The Student Center is dedicated to supporting the growth and learning that occur in all facets of campus life. The Student Center is managed by the Office of Student Involvement and the staff in this facility collaborate with many members of the SNHU community to provide innovative and planned campus programs, activities and services.

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and is a showcase facility. The facility houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association) and the student radio station (Radio SNHU). Several offices are also housed in the Student Center and offer numerous services, including Postal Services, the Campus Bookstore, Campus Ministry, Student Involvement, the Wellness Center, Copies Plus (a student-run copy center) and the Last Chapter Pub. Other services offered in the facility include pool tables, a 24 hour ATM, TVs, a convenience store/coffee shop known as Penmen Place, a Commuter Lounge, an Interfaith Prayer Room, and plenty of places to hang out.

Solicitation Policy

The Office of Student Involvement and staff in the Student Center must approve all advertising by non-university organizations in order to be posted and/or distributed on campus. No solicitation is allowed except with the approval of the Director of Student Involvement or designee.

Businesses are offered certain opportunities to promote their products by reserving a table in the Student Center area or through advertising in the student newspaper. All requests will be considered as long as the service represents a benefit to our students and the institution and does not interfere with any contractual agreements the institution has entered into.

In the residence areas only, student clubs and organizations are allowed to market door-to-door with prior written approval through the Office of Residence Life. If the student group is intending to conduct a fundraiser, the students need to receive approval from the Office of Student Involvement.

Student Affairs Mission and Vision

Mission of Student Affairs

As an educational partner of the university, we foster opportunities for students to learn and to grow as responsible, culturally aware citizens. This is accomplished by engaging students in intentionally designed programs and services which empower students to develop skills and behaviors appropriate to lead positive personal and professional lives.

Our staff values...

Ethics: Responsibility is part of our culture therefore our actions are guided by fairness, honesty and integrity

Diversity: Our University is enriched by human difference and we recognize the inherent dignity of each community member and treat everyone with respect.

Collaboration: Teamwork is the cornerstone of our practice. We strive for a community that seeks input from and communicates effectively across departments and disciplines.

Responsiveness: We stay engaged with the changing needs of our diverse population in order to offer creative and innovative services to address those needs.

Student Engagement: Our work reflects a passion for the personal development of our students. Our goal is to inspire and support our students as they become intellectually engaged and socially responsible citizens.

Vision of Student Affairs

We strive to provide innovative approaches for student-centered learning as we deliberately grow to meet the changing needs of our students.

Student Handbook

The Student Handbook is a critical document for SNHU students, as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. The handbook includes information on the discipline system, expectations, and university conduct policies.

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

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

Student Involvement

The personal growth resulting from university activities is not easily measured. It is, however, directly related to each student's level of involvement and commitment in the community. The university provides opportunities for individual participation and for membership in clubs and organizations.

Student Affairs, through the Office of Student Involvement, strives to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 (undergraduate) and 3.0 (graduate) to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Student Involvement helps organize new clubs and coordinates leadership development, plans many of the major campus programs (Involvement Fairs, Late Night Breakfasts, Welcome Month, Homecoming Weekend) and manages leadership programs (Leadership Awards Banquet, Signature Leadership Program and Camp Synergy teambuilding workshops). The office provides resources and support to over 60 clubs and organizations on campus and directly advises the Inter-Greek Council (IGC), the SNHU Yearbook, the Student Government Association, and the Coordinators for Activities and Programming Events (CAPE), SNHU's main student programming board. It provides information and guidance on planning and presenting events and programs, prepares and activities calendar(<http://snhucalendar.snhu.edu/>) and keeps the rosters of organizations. Visit the SNHU website (www.snhu.edu/224.asp) for a complete listing of clubs and organizations.

Student Government Association

The Student Government Association (SGA) represents all full-time undergraduate and graduate Southern New Hampshire University students.

As the main voice for the student body at SNHU, SGA maintains an open line of communication between the administration, faculty and students. Throughout the year SGA actively participates and has voting power on University standing committees to ensure that students' needs are addressed. The Board of Trustees, Academic Policy,

Curriculum and Student Discipline Committees are just a few of the university committees with SGA representation. SGA encourages student input regarding University policies, facilities, and events. The Office of Student Involvement provides SGA with guidance and advice on the management of their organization.

Coordinators of Activities and Programming Events (CAPE)

The Coordinators of Activities and Programming Events (CAPE) is a student-run organization committed to enriching campus life at Southern New Hampshire University. CAPE provides on and off campus activities for all students by providing social, recreational, educational and cultural programming. Major events include: concerts, comedy shows and Welcome Weekends, Winter Week, Spring Week, SNHU Stock, weekday programs, late night events and other campus traditions.

Greek Life

Through membership in social fraternities and sororities, students often make lifelong friendships based upon mutual interests and experiences outside the classroom. These organizations have a strong commitment to leadership, scholarship and organizing campus and community service projects in an effort to promote themselves and Southern New Hampshire University.

Sororities: Kappa Delta Phi NAS, Phi Omega Psi

Fraternities: Kappa Delta Phi, Phi Delta Theta

The Inter-Greek Council (IGC) is the coordinating board for the fraternal system at Southern New Hampshire University. Its purpose is to organize the new member recruitment program, develop new member education procedures, and provide a forum for discussion for any concerns that exist among the six Greek chapters.

Media Organizations

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

The SNHU yearbook, which is published annually by the Office of Student Involvement, serves to chronicle the university years as a remembrance for all undergraduate students.

Graphic Design majors or students interested in this area are able to join the SNHU Design Team, paid positions in Student Involvement, to help design the yearbook.

Radio SNHU (<http://radio.snhu.edu/>) is a student-run, Internet-based AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

New Student Orientation

The Office of Student Involvement coordinates the SNHU Orientation programs, which are held three times during the year. The programs are the Summer Orientation program held in June, the First Days program held at the opening of the fall term, and the Spring Orientation program held at the beginning of the spring term in January.

These programs are for all full-time, undergraduate students who are new to the university. The programs focus on social, academic, and personal integration and transition issues that all new students face when going to college.

Wellness

The mission of the SNHU Wellness Center is to educate and promote healthy behavior through programming and clinical care in support of the achievement of lifelong academic and personal success. Our Vision is to assure that Health and Wellness is integrated into every aspect of the SNHU community and each individual's personal growth and development.

As a staff, we value prevention over treatment and try to reflect that in our services and programming efforts. We believe that change occurs at both individual and systematic levels that college is an opportunity for growth in and out of the classroom and that learning occurs in a variety of contexts. Furthermore, our work is guided by the beliefs people are responsible for their own actions, asking for help and utilizing available resources is healthy and an educational institution is responsible for challenging students to become intellectually curious, socially responsible and emotionally healthy members of society. The Wellness Center is comprised of three functional areas. They are the Counseling Services, the Health Services, and the Educational Services.

Counseling Services

Sometimes personal and emotional problems can negatively impact learning and living and interfere with a person's development. Even a student with many strengths and abilities can experience difficulties which can be effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, anxiety, adjustment to college, stress management, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Short term counseling sessions are confidential and can be arranged by contacting the Wellness Center. Counseling Services are offered at no additional charge to students.

Health Services

SNHU Health Services is licensed by the Department of Health and Human Services as an Educational Health Facility and must operate according to their regulations. Our staff includes an RN and 2 Nurse Practitioners. We provide treatment and education regarding treatment and symptom management of common acute illnesses and injuries (e.g. colds, flu, sore throat, burns, cuts, urinary tract infections, minor sprains and strains). Our nursing staff also provides personal health counseling and education related to chronic illness, healthy lifestyle, illness prevention, and birth control. In some instances, students are referred to a local urgent care, emergency room or other health care provider and the cost of these services is the responsibility of the student.

To be eligible for health services at the Wellness Center on campus, students must upload all medical record documents in the mySNHU Medical Record portal prior to the start of classes. To view the full University Vaccination Policy please click [here](#):

Health Services Complaint Procedure

All student complaints about care at Health Services should be directed to:

Director of Wellness Center
603.645.9679

If a student feels the complaint is not adequately addressed, contact:

Dean of Students
603.645.9608

Students may also file a complaint with:

Division of Public Health Services
Bureau of Health Facilities Administration
6 Hazen Drive
Concord, NH 03301
1.800.852.3345, Ext 9499

Educational Services

Education is at the core of the Wellness Center's activities and services. The staff members firmly believe in the value of prevention in the development of a whole person. Educational services include classroom presentations on wellness topics; individual consultations with students; workshops and co-sponsorship of substance-free activities; training for student leaders, staff and faculty; and access to resource materials for classroom assignments or personal growth opportunities. Health and Wellness Ambassadors is a health and wellness peer education program that is advised by the Wellness Center.

Health and Wellness Ambassadors receive training and are supported in attending conferences in order to increase their learning and develop skills to be able to teach their peers about Wellness topics. Health and Wellness peer educators provide fun and interactive trainings in residence halls and in larger campus-wide awareness events. Health and Wellness Ambassadors is affiliated with the BACCHUS University and community based network (NASPA) that focuses on health and safety initiatives to promote healthy and safe lifestyle decisions. Peer Educators are eligible to attend training and receive National Certification.

Student Code of Conduct

Academic Honesty Policy

Standards of Academic Honesty Policy

As an academic community committed to fostering an ethical and intellectual environment, University College at Southern New Hampshire University holds its students to these standards of academic honesty; the University expects that all aspects of a student's educational path are conducted with the highest degree of

honesty, accountability for one's own work, and respect for the intellectual property of others. Violations of these academic standards, such as cheating and plagiarism, will result in sanctions. This policy identifies the behaviors and sets the guidelines that members of the SNHU academic community are expected to follow. In addition, this policy describes procedures for handling allegations of misconduct, the sanctions, and the means by which a student can restore his/her academic standing.

Orientation Honesty Policy Discussion

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

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

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

Academic Honesty Definitions

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

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

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

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

citation. Examples include:

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

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

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

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

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

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

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

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

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

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

Unauthorized Collaboration: The sharing of quiz/exam questions or answers with another student without the instructor's permission. The copying of another student's homework without the instructor's permission. Allowing another student to copy work. Group collaboration on individual assignments without the instructor's permission. Using a writing service or having someone else write a paper on the student's behalf.

Attempts to engage in any of the academic conduct described above or the facilitation of any of this academic conduct by another individual will be treated as academic conduct constituting academic dishonesty for purposes of this policy.

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

Academic Honesty Policy Awareness

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

Faculty: Faculty should familiarize themselves with the policy on academic integrity; make clear in their syllabi the University's stance on academic integrity; discuss in their classes their own expectations regarding academic integrity as it applies to specific features of courses; incorporate into their course assignments and/or courses conditions that minimize the chance for violation of the policy; make clear to students in their courses the distinction between group and individual assignments, the method of citation required, and other policies relevant to helping students maintain academic integrity; be willing to clarify misperceptions or confusion, should students have questions about what constitutes academic dishonesty; and to investigate and report any violation of the policy that comes to their attention.

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

Administrators: Administrators should endorse the policy actively by incorporating awareness of it in orientation meetings, promotional literature, educational programs, etc., and support faculty and students who attempt to carry out the provisions of the policy.

Academic Honesty and Process for Violation

General Provisions

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

Process for Violation of Policy

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

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

violation. This information may have been sufficient to alter the original decision. This new evidence will be considered only if it is clear that the evidence could not have been known at the time of the original violation.

2. A procedural error occurred on the faculty member's part and was not addressed in accordance with procedures prescribed by the disciplinary process. This procedural error impaired a student's right to a fair opportunity to be heard.
3. The severity of the sanction is not appropriate for the violation(s) committed, given the past disciplinary history of the student.
6. The associate dean may uphold the original decision, modify the outcome, or overturn the decision entirely. Once the associate dean has made a decision, the student will not be able to appeal again.

For **first-time, more egregious violations, or for repeated cases of academic dishonesty**, the process primarily involves the academic conduct board, which reviews the reports of academic dishonesty, determines responsibility for any charges, and decides appropriate sanctions.

1. When a faculty member learns of a possible violation of academic honesty, the instructor must file an incident report via the SNHU CARE homepage. Submitting this incident report serves as a record in the student's file and provides a means for tracking any repeat violations.
2. The faculty member must discuss the issue with the appropriate department chair or equivalent and associate dean. The dean's office has the discretion to elevate the matter to the academic conduct board based on the complexity or seriousness of the allegation.
3. When the matter is understood to be a first-time, more egregious violation or a repeated case of academic dishonesty, the associate dean notifies the director of community standards, who convenes a hearing with the academic conduct board. The director of community standards notifies the student of the alleged violations no later than five business days after the faculty member becomes aware of the suspected occurrence. The email also provides the student with the academic honesty policy and serves as a reminder of the student's rights and responsibilities.
4. The academic conduct board may be comprised of three-six disinterested voting members, representing the University community and always including faculty, staff, and students. The director of community standards serves as a non-voting facilitator of the hearing process, recording the proceedings, and maintaining the case's private records.
5. The student is invited to attend the hearing to provide an explanation or response to the charge of academic dishonesty. If the student does not attend, the board makes a decision in the student's absence.
6. The board reviews the documentation of academic dishonesty supplied by the charging faculty member, questions both the faculty member and student, and decides student responsibility based upon a preponderance of evidence.
7. If the board finds the student responsible for the violation, the board changes the student's disciplinary standing and imposes academic conduct sanctions where appropriate. While the board may recommend academic sanctions to the faculty member, the board may not assign the student's academic sanction, as that is solely done by the charging faculty member. In all cases, a student's prior disciplinary history (both academic and behavioral) and the length of time between

violations are taken into consideration when selecting appropriate sanctions. Students are no longer in good standing at the level of University probation. All violations are cumulative and a student's disciplinary standing rarely goes backwards in severity.

8. After the hearing concludes, the faculty member may choose to assign an academic sanction, either accepting the academic conduct board's recommendation or deciding his/her own. If the faculty member assigns an academic sanction, he/she requests a meeting with the student to discuss the rationale for the sanction. The faculty member may not change the student's already-assigned conduct sanction and disciplinary standing.
9. The director of community standards shares the hearing's outcome with the student, including any responsibility findings, assigned sanctions from the board and faculty member (if applicable), and the student's right to appeal. If the student does not appeal the outcome within five business days, the board and/or faculty member's decisions are deemed final.
10. If the student initiates an appeal, the appeal board (for appeals relating to process, new information, and/or severity of sanctions involving disciplinary standing and conduct sanctions) and/or associate dean (for appeals relating to academic sanctions) review the appeal within 10 business days. An appeal must demonstrate one or more of the following bases for appeal and explain in detail the support for each basis:
 1. New Information is now available that was not available at the time of the violation. This information may have been sufficient to alter the original decision. This new evidence will be considered only if it is clear that the evidence could not have been known at the time of the original violation.
 2. A procedural error occurred on the faculty member's part and was not addressed in accordance with procedures prescribed by the disciplinary process. This procedural error impaired a student's right to a fair opportunity to be heard.
 3. The severity of the sanction is not appropriate for the violation(s) committed, given the past disciplinary history of the student.
11. The appeal board and/or associate dean may uphold the original decision, modify the outcome, or overturn the decision entirely. Once a decision has been made, the student will not be able to appeal again.

Sanctions for Academic Misconduct

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

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

More than one of the sanctions listed may be imposed for any violation.

When assigning probation or suspension, the summer semester does not count toward the number of semesters assigned. Students remain on probation or

suspension during any University breaks (e.g., summer, winter, spring break) that fall during an assigned sanction.

Academic Hearing Levels and Sanctions:

Level 1

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

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

Level 2

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

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

Level 3

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

- Academic Sanction (academic conduct board will recommend faculty assign one of the following):
- D in the course (this would be the highest grade that the student can achieve in

the course); or an F, if the course is a pass/fail course

- F in the course
- Failure of program requirement
- Conduct Sanction (academic conduct board will assign one or more of the following):
- Community service
- Other sanctions to make amends for the misconduct (e.g., stress management seminar, skills development seminar, alternative research paper)
- Disciplinary Standing (academic conduct board will assign one of the following):
- One semester or more of University suspension
- University probation until 30 days prior to graduation from the University or until the student separates from the University

Level 4

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

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

Copyright Guidelines

Guide to Online Use of Published Material in SNHU Courses

The following is a guide prepared by the Shapiro Library for the use of published material in support of SNHU courses through a learning management system. This is intended for educational purposes only and does not constitute legal advice or SNHU policy. SNHU employees are responsible for adhering to U.S. copyright law and applicable SNHU policies.

Some material is not protected by U.S. copyright law. Material that is in the Public Domain can be posted without copyright clearance or further Fair Use analysis. This applies mostly to older material (in general 1923 or older) that was published in the U.S. A convenient tool to use when trying to determine if something is in the Public Domain is the Copyright Digital Slider at <http://librarycopyright.net/resources/digitalslider/>. Additionally, government documents created by an officer or employee of the U.S. Government as part of that person's official duties are not protected by copyright law. Material published in an open format, such as under a Creative Commons license (<http://creativecommons.org/licenses/>), may also be used in accordance with the license.

Providing students with links to material available on the Internet or in library databases is not the creation of a copy and may be done unless there are specific licensing agreements in place prohibiting linking (Harvard Business Review articles are a notable instance in which licensing prohibits linking). Linking to illegally created material that infringes on copyrights can, however, be considered contributory copyright infringement and should be avoided.

Fair Use allows for the copying of copyrighted material in certain circumstances based on the balancing of several factors:

1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
2. The nature of the copyrighted work;
3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. The effect of the use upon the potential market for or value of the copyrighted work.

Under Fair Use it is generally permissible to post:

- One chapter from a book with more than 10 chapters, or 10% of a book with fewer than 10 chapters;
- One article from an issue of a periodical or newspaper;
- A short story or short essay (less than 2,500 words) or short poem (less than 250 words);
- A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper.

If you wish to use a portion of a copyrighted work in excess of the limitations listed above, you may do so under Fair Use; provided, there is not a reasonable method for obtaining copyright clearance AND the amount duplicated does not constitute a replacement for purchasing the original work. Otherwise, copyright clearance is required.

Making Copies

- When using an excerpt the portion of the material used should not be “the heart of the work.”
- Access to the material must be limited to students enrolled in the course and must not persist beyond the end of the course.
- Students must be reminded of the limitations of the U.S. Copyright Law and must be expressly told that policy prohibits re-distribution of copied material.
- Copied material “must fill a demonstrated, legitimate purpose in the course curriculum” and be narrowly tailored to accomplish it.
- The duplication of works that are consumed in the classroom, such as standardized tests, exercises, and workbooks, normally requires copyright clearance.
- It is permissible to use the same materials from semester to semester without seeking copyright clearance.
- Materials purchased on an individual basis, such as case studies, cannot be posted without copyright clearance.
- Material borrowed through interlibrary loan cannot be posted without copyright clearance.

Clearance can be obtained through vendors such as the [Copyright Clearance Center](#).

If you have questions regarding the copyright status of a particular work, please contact your [library liaison](#).

For more information on Copyright, please visit the library's [copyright guide](#).

Copyright Policy

SNHU requires all members of the University community to comply with all state and federal laws including copyright laws. The students, faculty and staff at SNHU have access to the fundamentals of copyright law and SNHU's guidelines for educational use of copyright materials at [SNHU policies and resources concerning U.S. Copyright Law](#) and the [U.S. Copyright Office's Home Page](#). Unauthorized distribution of copyrighted material, including unlawful peer-to-peer file sharing, is a violation of University policy and may subject the infringing individual to disciplinary action, and also civil and/or criminal penalties described below.

Allegations of copyright infringement by SNHU users that comply with the Digital Millennium Copyright Act, Title II, Section 512 (c) (3) ("DCMA") will be investigated. The University's designated DCMA agent will notify the Provost and Vice President of Academic Affairs of all valid notification of claimed copyright infringement received by SNHU for appropriate action. If SNHU determines that any users have infringed copyrights of others on a repeat basis, the offending user's access to online services may be terminated. SNHU reserves the right to choose how to address or respond to any allegation of copyright infringement received including, without limitation, the choice of any defense under applicable law.

Notification of Claimed Infringement under the Digital Millennium Copyright Act: If any owners of copyrights believe SNHU's users are infringing copyright protected work, they may send a notice to SNHU's designated agent at:

Evan Lowry, Staff Attorney
General Counsel's Office
Southern New Hampshire University
2500 North River Road
Manchester, NH 03106
603.626.9100
e.lowry@snhu.edu

Notification of claimed infringement must contain the information required by and otherwise comply with the Digital Millennium Copyright Act, Title II, Section 512(c).

SNHU DMCA Take-Down Procedure:

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

1. All DMCA notices shall be sent to the University's designated agent listed above. The agent will review the notice to ensure that it contains all elements required by Section 512(c)(3)(A) of the DMCA.
2. The designated agent shall acknowledge receipt of the claim to the complainant. If the notice provided does not substantially comply with the requirements of the DMCA, the agent shall attempt to contact the sender to notify of the non-compliant notice.
3. The designated agent shall coordinate the University's response, maintain records of notices and offenses, and assure all incidents are processed in accordance with

the law. The actions of the agent shall protect the rights of intellectual property owners, while also respecting the rights of those accused of infringement. The agent shall consult the University's General Counsel regarding any questions of applicable law.

4. Upon receipt of a complaint, the designated agent shall work with a representative of the Information Security team to ensure the prompt removal of all infringing material. The agent will take reasonable steps to ensure such action does not negatively impact activities essential to the University's mission.
5. When a compliant counter-notice is received, the designated agent will ensure that the material is restored in accordance with the provisions of the DMCA.
6. Southern New Hampshire University may take steps to terminate access and exercise other disciplinary action in response to valid copyright infringement claims, particularly with regard to claims of repeat infringement.
7. Questions regarding this procedure should be directed to the University's designated agent listed above.

Using SNHU's Copyright Protected Materials

As a general rule, you may print, reproduce, and use the information in, and retrieve files containing publications or images from, only those WWW documents to which SNHU expressly grants permission or license, provided: (1) the use is for non-commercial, personal, or educational purposes only, (2) you do not modify any information or image, and (3) you include any copyright notice originally provided in the materials. If a particular author places further restrictions on the material, you must honor those restrictions. In some instances, specific information contents may be copyrighted by others. By using any of this material, you assume all risks of copyright infringement and related liability.

Using SNHU Logos, Trademarks and Licensed Graphics, and Web Templates

All standard graphics, photographs, and text of the SNHU Home Page and connected pages displaying the SNHU logos and logotype are copyrighted and trademarked by SNHU. Redistribution or commercial use are prohibited without express written permission.

Unlawful File-Sharing

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

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

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an

infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or “statutory” damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For “willful” infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys’ fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Disciplinary Dismissal

If a student is dismissed from SNHU for disciplinary reasons, he/she is permanently dismissed from the university without opportunity for readmission and the student will not be allowed on campus at any time.

Disciplinary Suspension

Southern New Hampshire University reserves the right to suspend any student for disciplinary reasons. Suspension means that the student is dismissed from Southern New Hampshire University for a given period, with an opportunity for readmission. This sanction may only be imposed by the Dean of Students or designee after a hearing. If suspended from the university, the student will be persona non grata on all university facilities and from all university functions for the period of his/her suspension. This information will be used in evaluating re-admission.

Pending action on any disciplinary allegations, the status of students shall not be altered, nor are their rights to continue working toward a degree suspended, except to protect the well-being of students or staff. Only the Chief Academic Officer or Dean of Students may make such a determination and direct provisional suspension.

File Sharing

Introduction

H.R 4137, the Higher Education Opportunity Act (HEOA), is a reauthorization of the Higher Education Act. It includes provisions that are designed to reduce the illegal uploading and downloading of copyrighted works through peer-to-peer (P2P) file sharing. These provisions include requirements that:

- Institutions make an annual disclosure informing students that the illegal distribution of copyrighted materials may subject them to criminal and civil penalties and details the steps institutions will take to detect and punish illegal distribution of copyrighted materials.
- Institutions certify to the Secretary of Education that they have developed written plans to “effectively combat” the unauthorized distribution of copyrighted material.
- Institutions, “to the extent practicable,” offer alternatives to illegal file sharing.
- Institutions identify procedures for periodically reviewing the effectiveness of the plans to combat the unauthorized distribution of copyrighted materials.

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

Annual Disclosure

Consistent with our educational principles, we view education as the most important element in combating illegal sharing of copyrighted materials at SNHU. We use a wide variety of methods to inform our community about the law and SNHU's response to copyright infringement claims:

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

Plans to "Effectively Combat" the Unauthorized Distribution of Copyrighted Material

Southern New Hampshire University employs multiple technology-based deterrents to combat the unauthorized distribution of copyrighted materials. SNHU's firewall and network monitoring technologies enable bandwidth-shaping technology to both block network access to known sites/services employed in the unauthorized distribution of copyrighted materials. SNHU responds promptly to legitimate notices or letters of illegal copyright infringement based on the requirements of the Digital Millennium Copyright Act and sent to our DMCA agent address. In addition, SNHU takes appropriate disciplinary action against community members who violate its rules and policies governing file-sharing and copyright. Disciplinary procedures may include, but are not limited to, referral to student affairs or human resources with possible sanctions including suspension or termination of network privileges for repeat infringers.

Alternatives to Illegal File Sharing

There are many legal sources for copyrighted material such as music and movies. They have a wide range of business models; some are free and some charge a nominal fee. The Motion Picture Association of America maintains an up-to-date and comprehensive list of legal sources available at <https://www.wheretowatch.com>. In addition, Educause maintains a comprehensive list of Legal Downloading Resources at <https://www.educause.edu/legalcontent>. Members of the SNHU community are encouraged to take advantage of these legitimate sources of digital content.

Reviewing Effectiveness

Beginning in 2011-2012 and periodically thereafter, SNHU will assess the extent to which our anti-piracy efforts are succeeding. We will analyze the impact of our technical efforts to combat illegal file sharing, and other aspects of our plan to combat the unauthorized distribution of copyrighted materials, and make changes or updates deemed necessary.

Inclusivity & Non-Discrimination

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

- Respect the varied histories, identities, ideas, and experiences of all people.
- Respect the diversity of all social groups, including race, ethnicity, sex, gender identity, gender expression, nationality, veteran status, sexual orientation, ability, age, religion, socio-economic class, and all intersections.
- Reject bigotry and discrimination of all forms, including harassment, bullying, hate speech, and non-compliance with preferred names and gender pronoun requests.

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

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

Definitions of Types of Discrimination

Harassment

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

Bullying

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

Hate Speech

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

Bigotry

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

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

Student Complaints about Students: If a student feels that another student has violated the classroom Inclusivity and Non-Discrimination Policy, the student should

request a meeting with their professor.

The professor will:

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

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

The Dean will:

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

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

- If the VPAA *supports* the response, the Dean is responsible for follow through on the recommended action within seven days.
- If the VPAA *revises* the response, the Dean is responsible for follow through on

the revised action within seven days. *The VPAA may consult with the President's Commission for LGBTQ+ Advocacy, SNHU's Chief Diversity Officer and / or with Human Resources, in order to develop recommendations and / or educational resources relevant to the incident.

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

Network Acceptable Use

Southern New Hampshire University encourages the use and application of information technologies to support research, instruction and student needs. Users of Southern New Hampshire University equipment, software and computer accounts are expected to follow acceptable standards of ethics and conduct in their use of computing resources. All Southern New Hampshire University faculty, students and staff should be aware of the following acceptable use policy requirements, which augment the existing 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:
 1. illegal purposes;
 2. transmitting threatening, obscene or harassing materials;
 3. interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses and using the network to make unauthorized entry to any other computers accessible via the network);
 4. profit-making from the selling of services and/or the sale of network access;
 5. excessive private or personal business.
3. The following activities are specifically prohibited:
 1. tampering with Southern New Hampshire University-owned computer or communication hardware and software;
 2. defining and/or changing IP addresses on any machine;
 3. intercepting or attempting to intercept e-mail and file transfers;
 4. originating or attempting to originate mail from someone else;
 5. attempting to log on to computers without an account (other than using

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

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

Online Course Etiquette

All students are expected to adhere to strict course etiquette policies when working in the online environment. Due to the open nature of the discussion forums, students are expected to post professional, relevant responses that are suitable to an academic environment. Since any number of sensitive topics may be discussed, students must maintain an open mind while reading their peers' postings. Students are required to be mindful of and respectful toward the person receiving any communication. Any comments deemed disruptive to the learning environment may be permanently deleted and may result in disciplinary action (minor or major).

Online Services

Students can search for classes, register online, print course schedules, view mid-term and final grades, submit address or phone number changes, drop or add classes and much more with my.SNHU. Students gain access to my.SNHU by visiting my.snhu.edu, and using their assigned login ID and password. Complete instructions are available online for all students.

Personal Computer Software

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

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

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

Support Services

Academic Advising Office

Academic advising is a key component of a university experience; it is one of the few endeavors universal to all college and university students and plays a significant role in their education.

Academic Advisor Assignment

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

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

After this initial transition, students will be assigned to a faculty advisor in the department under which their major resides. Students still exploring their major options will continue to work with their professional advisor and begin work with a faculty advisor once their major has been declared. While all students have an assigned academic advisor, the Academic Advising Office services, including academic planning and program changes, are available to all campus undergraduate students.

Peer Advising

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

Office Mission

Through active partnership and advocacy, we educate and empower students through

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

Office Goals

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

ADA/504 Grievances

1 Introduction

Southern New Hampshire University (the University) is dedicated to providing equal access to individuals with disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973 and Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act of 2008. The University prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The University has adopted this policy providing for prompt and equitable resolution of complaints regarding any action prohibited by the ADA or Section 504.

2 Definitions

Complaint: Disability discrimination concern handled informally through the appropriate department as outlined in the Informal Complaint Process

Grievance: Disability discrimination concern handled formally through the appropriate department as outlined in the Formal Grievance Process

3 Policy 3.1 Scope

It is the policy of Southern New Hampshire University to not discriminate on the basis of disability. This policy extends to all rights, privileges, programs and activities, including housing, employment, admissions, financial assistance, and educational and athletic programs. It is also the policy of the University to provide reasonable accommodations to persons with disabilities unless such accommodations would impose an undue burden or fundamental alteration to the program in question; or for employees, would unreasonably interfere with the performance of the position's essential functions.

3.2 Purpose

The purpose of this policy is to ensure that all complaints based on disability are thoroughly and fairly investigated by the authorized units of the University, which will conduct an adequate, reliable, and impartial investigation of all complaints, with due regard for the rights of all parties. The University will take steps to prevent the recurrence of any discrimination or harassment and to correct its discriminatory effects on the complainant and others, if appropriate. Retaliation against any individual who has filed a complaint, or who has cooperated in the investigation of such a complaint, is unlawful and in violation of University policy.

The University has adopted an internal grievance process providing for prompt and equitable resolution of complaints regarding any action prohibited by the Americans with Disabilities Act (ADA) and by the Department of Education regulations implementing Section 504 of the Rehabilitation Act of 1973, as amended. Section 504 states, in part, that "no otherwise qualified individual with a disability...shall solely by reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." Complaints can include physical, electronic, or programmatic barriers (such as an inoperative elevator, an inaccessible website, or a blocked access ramp), a refusal to make a reasonable accommodation, failure to follow an approved accommodation, the inadequacy of an accommodation that has been granted, etc.

4 Procedure

Any student, faculty, staff, or member of the public who believes he or she has been subject to discrimination on the basis of disability, by any party, may file a complaint or grievance under this procedure. Concerns can be handled through an *informal complaint process* or can be escalated to a more *formal grievance process*. Steps for both options are outlined below.

Southern New Hampshire University will make appropriate arrangements to ensure that persons with disabilities are provided reasonable accommodations, if needed, to participate in the grievance process. The complainant should contact the ADA/504 Compliance Coordinator by email at adacompliance@snhu.edu or phone 603.645.9664 for such arrangements.

Informal Complaint Process

The University encourages the informal resolution of complaints and will assist any individual with that process. The University is also committed to the prompt investigation and resolution of concerns pertaining to the civil rights of individuals attending the University, employed by the University or participating in University functions, of which it is aware regardless of the filing of an actual grievance. Complaints can be resolved informally by:

- College of Online and Continuing Education (COCE) and College for America (CfA) students should contact:
Director, Online Accessibility Center
866.305.9430
oac@snhu.edu
- University College (UC) and Program in Clinical Mental Health Counseling (PCMH) students should contact:

Director, Campus Accessibility Center

603.644.3118

cac@snhu.edu

- Staff and Faculty of the University should contact their local HR Business Partner or request information from:
Hr4u@snhu.edu
- Members of the public and those with questions should contact:
ADA/504 Compliance Coordinator
adacompliance@snhu.edu
Phone: 603.645.9664
- Students working in a paid capacity for the University should contact the appropriate department depending on the circumstances. Student-related complaints would be handled through the student channels listed above. Employment-related complaints would be handled through Human Resources.

Formal Grievance Process

1. An individual dissatisfied with the informal resolution attempt or wishing to forego an informal resolution may follow the more formal grievance process. A formal grievance should be filed as soon as possible after the incident or informal resolution attempt and no more than 180 calendar days from date of the incident. A formal grievance must be filed in writing and should contain a statement of facts, as specific as possible, regarding the concern or action. Any person having an issue with completing the grievance form may contact the ADA/504 Compliance Coordinator by email at adacompliance@snhu.edu or by phone at 603.645.9664 for assistance.

● COCE & CFA:

Students should file a grievance using the following form:

https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout_id=3

● UC & PCMH:

Students should file a grievance using the following form:

https://cm.maxient.com/reportingform.php?SouthernNHUnivCOCE&layout_id=55

● HR:

Staff and Faculty should contact their local HR Business Partner or request information from: Hr4u@snhu.edu

- The formal grievance process for employees will differ from the steps below. Employees should refer to the Employee Handbook and Master Agreement for details on the employee grievance process. Contact Human Resources for more information.

● Members of the public:

- Members of the public may file a formal grievance by requesting a formal grievance form from the ADA/504 Compliance Coordinator by email at

- The formal grievance process for members of the public will be similar to the processes identified below and will be investigated by the appropriate reviewer depending on the nature of the grievance.

● Students working in a paid capacity for the University should contact the appropriate department depending on the circumstances. Student-related complaints would be handled through the student channels listed above. Employment-related complaints would be handled through Human Resources.

2. To be timely, a formal grievance must be filed within 180 calendar days of the date of the incident.

3. Once a formal grievance form is received, the reviewer will investigate the matter set forth in the written grievance, as may be appropriate, within 20 working days following the opening of a grievance. These rules contemplate thorough investigations, affording all interested persons and their representatives, if any, an opportunity to present witnesses and submit evidence relevant to the grievance. In conducting an investigation, the reviewer may forward a copy of the grievance statement to the persons whose actions (or inactions) are the subject of the grievance and may request a written response from appropriate individuals within the University. The reviewer may also interview witnesses, meet with concerned parties, receive oral or written statements, and make other appropriate inquiries.

4. The reviewer will issue a written determination as to the validity of the grievance and a description of the resolution, if any, and forward a copy to the complainant's SNHU email account, and respondent if applicable, no later than 20 working days after the grievance is received. The deadline may be extended for good cause.

● **COCE & CfA:**

After completing the investigation, if no discrimination is found, the reviewer will forward a copy of the report and recommendation to the Director of Dispute Resolution. If discrimination is found, the reviewer will forward a copy of the report and recommendation to the appropriate University officials as follows:

COCE:

- If the grievance arises out of an academic unit, the report will be forwarded to the Director of Dispute Resolution as well as the Dean of the appropriate school or college, unless he or she is the subject of the grievance. In such cases, the report will be sent to the COCE Vice President of Academic Affairs (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Director of Dispute Resolution as well as the administrative head of the unit, unless he or she is the subject of the grievance. In such cases, the report will be forwarded to the COCE Assistant Vice President of Student Success (or designee).
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

CfA:

- If the grievance arises out of an academic unit, the report will be forwarded to the Director of Online Accessibility Center as well as the Chief Academic Officer, unless he or she is the subject of the grievance. In such cases, the report will be sent to the Executive Director (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Director of Online Accessibility Center as well as the Chief Learning Architect.
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

● UC & PCMH:

After completing the investigation, if no discrimination is found, the reviewer will forward a copy of the report and recommendation to the Director of the Campus Accessibility Center. If discrimination is found, the reviewer will forward a copy of the report and recommendation to the appropriate University officials as follows:

- If the grievance arises out of an academic unit, the report will be forwarded to the Director of the Campus Accessibility Center as well as the Dean of the appropriate school or college, unless he or she is the subject of the grievance. In such cases, the report will be sent to the Vice President of Academic Affairs (or designee).
- If the grievance arises from a non-academic unit, the report will be forwarded to the Director of the Campus Accessibility Center as well as the administrative head of the unit, unless he or she is the subject of the grievance. In such cases, the report will be forwarded to the Dean or administrative head of the division.
- In all cases, formal written notification will be sent to the student's SNHU email account at the conclusion of the investigation.

5. Southern New Hampshire University will keep all files and records related to the grievances filed for seven years.

6. The complainant, or respondent if applicable, may appeal the decision of the initial grievance within 10 working days to the ADA/504 Compliance Coordinator who will involve other University officials as deemed necessary. A link to the appeals form will be included in the formal written notification sent to the complainant, and respondent if applicable, at the conclusion of the formal investigation.

The appeal must specify the particular substantive and/or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the current resolution. In the written appeal, the appellant must explain why he or she believes the factual information considered was incomplete, the analysis of the facts was incorrect, and/or the appropriate standard or procedure was not applied, *and* how this should change the University's determination of the matter.

A copy of the ADA/504 Compliance Coordinator's written decision will be sent to the reviewer of the formal grievance, the Director of Dispute Resolution (for COCE and CfA students) or Director of the Campus Accessibility Center (for UC and PCMH students), and the complainant's SNHU email account, and respondent's if applicable, within 20 working days of the filing of the appeal. The decision of the ADA/504 Compliance Coordinator is final.

7. The informal resolution option remains available at all stages of a grievance, up to and including appeal.

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

Campus Accessibility Center

Procedure for Students Requesting Disability Support Services

Southern New Hampshire University is dedicated to providing equal access to students with documented disabilities, in accordance with Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act (ADA) of 1990, and the Americans with Disabilities Act Amendments Act of 2008.

The University prohibits unlawful discrimination on the basis of disability, and takes action to prevent such discrimination by providing reasonable accommodations to eligible students with disabilities.

The university makes no pre-admission inquiry about an applicant's disability. We recognize that to disclose any disability is a personal choice that every applicant may exercise. We respect this choice; however, we encourage individuals with a disability to self-disclose to the Campus Accessibility Center and provide necessary information. The Campus Accessibility Center will assist in the process of identifying accommodation needs.

It is the ***responsibility of a student with disabilities*** to complete the following steps to be considered for accommodations at SNHU.

1. Contact the Campus Accessibility Center

1. cac@snhu.edu

2. 603-644-3118

3. On campus students may complete a [Voluntary Disclosure and Request for Accommodation Form](#)

2. Review and submit the [Disability Verification Form](#).

3. Complete intake interview with assigned Accommodations Specialist (in person, by phone, or via email) to discuss documentation and accommodation history to determine one's disability status and the need for particular accommodations. These determinations are made on a case-by-case basis.

4. If approved for accommodations at SNHU, students with disabilities are responsible for meeting, by phone or in person, with their assigned Accommodations Specialist at the beginning of each term/semester to review appropriate accommodations and update as needed. Students with disabilities are also expected to follow established procedures for specific accommodations. These procedures will be discussed at the student's meeting at the beginning of each term/semester.

The procedures and guidelines of the Campus Accessibility Center are developed to address disability-related subjects. Note that housing or meal plan accommodations are not applicable to College for America students. Some of the most frequent subjects are listed below:

1. Reasonable accommodations are made to provide academic, programmatic and physical access. Examples of program accommodations include sign language interpreters, CART providers, accessible text formats, and testing accommodations. Physical access refers to building, classroom and residence hall accessibility.
2. Personal services and personal aides (PCA) are not ADA/504 accommodations and are not provided by the University.
3. Special Housing Requests: Accommodations for housing, if approved, address the needs of the documented disability and not a specific location or roommate request. In order to be considered for a housing accommodation, a student must submit the [Housing Accommodation Request Procedure and Forms](#) to the Campus Accessibility Center.
4. Meal Plan Accommodations: In order to accurately and equitably evaluate meal plan accommodation requests based on medical or disability related conditions, [Meal Plan Accommodation Request Procedure and Forms](#) must be submitted to the Campus Accessibility Center to establish the existence of the condition and substantiate the need for the accommodations.

ADA/504 Grievances

Students, staff, faculty, or members of the public who believe they have been denied appropriate disability related accommodations, including appropriate auxiliary aids and services may file a grievance with Southern New Hampshire University.

View the [ADA/504 Grievances](#) policy.

Student Rights & Responsibilities

Rights

- To not be denied access due to a disability, according to the law
- To receive reasonable accommodations that provide equal opportunity
- To have access to auxiliary aids/assistive technology as available to other students
- To not be counseled toward “more restrictive career objectives”
- To receive assistance from the Campus Accessibility Center in removing physical, academic and attitudinal barriers
- To not be discriminated against due to a disability or receive any retaliatory discrimination, as protected by law

Responsibilities

- To identify to the Campus Accessibility Center
- To provide documentation of disability
- To participate in an intake interview with a Campus Accessibility Center staff member to initiate services
- To initiate specific accommodations by following the procedures outlined in a discussion with the Campus Accessibility Center staff member
- To provide professors with reasonable notice in which to implement the

accommodations

- To provide for personal independent living needs or other personal disability-related needs
- To assume personal responsibility for meeting with faculty and requesting additional assistance
- To follow all Campus Accessibility Center policies and procedures to receive accommodations

Privacy and Release of Information

The Campus Accessibility Center at Southern New Hampshire University is committed to ensuring that all medical, educational, and psychological information regarding a student's disability is maintained as private as required or permitted by law.

Guidelines about the treatment of such information have been adopted by the Campus Accessibility Center and are shared with students. These guidelines incorporate relevant state and federal regulations and guidelines.

1. No one has immediate access to student files at the Campus Accessibility Center except appropriate staff and the ADA/504 compliance officer. Any information regarding a disability is considered private and will be shared only with others within the institution on a need-to-know basis as determined by ODS staff.
2. This information is protected by the Family Educational Rights and Privacy Act.
3. Information in files will not be released except in accordance with federal and state laws which require release in the following circumstances: if a student reports or describes intent to harm him/herself or another person(s); reports or describes any physical abuse, neglect, or sexual abuse of children or vulnerable adults.; reports or describes sexual exploitation by counseling or health care professionals; or as otherwise required by law.
4. A student's file may be released pursuant to a court order or subpoena.
5. A student may give written authorization for the release of information to individuals or agencies outside the institution when she or he wishes to share it with others. Before giving such authorization, the student should understand the information being released, the purpose of the release, and to whom the information is being released. Information will not be released without consent unless release is required by federal or state law. Unless the student is a minor, information will not be released to parents without the student's consent.
6. A student has the right to review his or her own file as provided by applicable law.
7. Southern New Hampshire University cannot guarantee the privacy of information conveyed by electronic means, such as email.

Dorothy S. Rogers Career Development Center

The Career & Professional Development Center assists students with career planning during and after their college careers. Career planning is critical for all graduates who are seeking career opportunities in an increasingly competitive job market.

Career Preparation that Begins on Day 1

Graduates must be market ready to compete in a constantly changing economic environment. Recognizing this need, the Career Development Center has launched a comprehensive career development program to help students identify interests, assess

their skills and abilities and prepare for post graduate success. Students are encouraged to take advantage of the resources available through the Career Development Center early in their academic career.

Our professional team offers individual career coaching as well as career fairs and networking events that feature alumni and employers throughout the year. From career assessment tools designed to help clarify career objectives to career exploration resources to job and internship assistance, the Career Development team can assist students at all stages of the career search process.

Our services include:

- Resume writing & review
- Interview preparation
- Career assessments
- LinkedIn Training
- Networking skills
- Job search planning
- Graduate school guidance
- Internship search
- Career coaching

All students have access to [SNHU Recruit](#), an online job and internship posting site that lists current openings and employer contacts across a variety of industries in the corporate and non-profit sectors. The Career Development Center also offers an on campus recruiting program. An early partnership with the Career Development Center will help students enter the workforce well prepared for success.

Internship

Developing skills and building experience in a professional environment are critical to post graduate success. Students at Southern New Hampshire University are encouraged to participate in internships and pre-professional experiences as part of their SNHU experience. Students can participate in internships on a non-credit basis or as an academic internship for credit.

The Career Development Center actively engages employers to build relationships with internship employers from a variety of industries. Students can easily access information about employers and current opportunities via the online resources maintained by the Career Development Center or by visiting the office.

Harry A.B. and Gertrude C. Shapiro Library

The Harry A.B. and Gertrude C. Shapiro Library serves as the primary information resource center for students, faculty and staff at Southern New Hampshire University. Located in the Library Learning Commons building, its mission is to promote successful academic careers and lifelong learning through the delivery of information and instruction using innovative services and technologies.

The library collections are developed to support the university's expanding curriculum at all levels. These collections contain more than 244,000 paper and electronic books; 2,600 streaming videos; online access to theses and dissertations; more than 190

proprietary databases; as well as video games and gaming consoles. In addition, SNHU faculty and student research is now being collected online in the institutional repository, the SNHU Academic Archive.

In 2014, Shapiro Library moved into the 52,000 square foot Library Learning Commons building. The new Learning Commons building provides a center of learning that meets the needs of today's students and their collaborative, social learning style while conveniently providing more services in one location. Located at the center of campus, the Library Learning Commons provides a beautiful, state of the art facility for students to conduct their academic work. In addition to housing library services, the Learning Commons also houses an IT help desk, The Learning Center, a café, and the Innovation Lab & Makerspace. The mission of the Innovation Lab & Makerspace is to support SNHU students, faculty, and staff in exploring new technologies, learning new skills, and developing innovation. Equipment in the space includes 3D printers, 3D scanners, a laser cutter and engraving system, Alienware computers, Apple quad-core and dual GPU Mac computers, and a large format printer. Workshops are regularly held to train students on the use of this equipment and are open to all students, regardless of major. For more information visit: <http://libguides.snhu.edu/makerspace>.

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

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

The library's online gateway can be accessed from the university's portal at my.snhu.edu.

Institute for Language Education (ILE)

The Institute for Language Education, located in the School of Liberal Arts, houses the English as a Second Language (ESL) Program, undergraduate and graduate transitional English programs, foreign languages, and the Master of Science in Teaching English as a Foreign Language Program (MSTEFL). For information on the MS-TEFL program, please contact the ILE office.

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

ILE Scholastic Standing Committee

Effective January 1, 2013, a new Scholastic Standing Committee was established by the

Institute for Language Education (ILE) to address issues with underperforming students. The committee has the authority to issue Academic Warnings, but will forward recommendations for Academic Suspensions or other sanctions to the appropriate (graduate or undergraduate) University Scholastic Standing Committee which will make a final decision on such cases. As with other Scholastic Standing Committees, the ILE-SSC will create its own internal processes, referring periodically to the APC for guidance.

Media Services Center

The center provides video recording and streaming of events, sound, lighting, and video post-production for use in classroom instruction and group functions. Internal and external marketing videos are produced here, as well as classroom and conference room layout design and installation. The Media Services Center also provides cable TV quality assurance to the main SNHU campus.

Technology Resources

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

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

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

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

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

The Learning Center

The Learning Center, located in the Wolak Library/Learning Commons, offers a wide array of academic support services, including, but not limited to, the following:

- **Tutoring:** SNHU offers tutoring for many university courses through walk-in and/or individualized tutoring. Tutors are faculty members, graduate students and undergraduate peers. In addition, in some courses peer tutors are hired as classroom assistants to provide an additional resource to the students and to faculty members.
- **Peer Mentoring:** Many students lack sufficient study and organizational skills to

be successful at the university. The mentoring program provides "generic" instruction in areas such as time management, exam preparation and note-taking skills.

- **Individualized Programming:** The Learning Center is committed to assisting all students in meeting their academic goals. We therefore offer individualized programming which includes, but is not limited to structured study hours, faculty checks, weekly meetings with the Director, or appropriate Coordinator, etc. Additional innovative programs include the Scholarship Retention Program, designed to assist first-year, merit-based scholarship recipients retain their scholarships; the NCAA Eligibility Program, designed to help intercollegiate athletes maintain their eligibility, Conversational English (in partnership with International Student Services) to assist international students with their spoken English skills, and ReStart with Success, offered to students who have previously failed an accounting, writing or math course.
- **JumpStart Summer Bridge Program:** The Learning Center also administers a one-week summer bridge program called JumpStart. It is designed to provide early introduction to the academic and social expectations of the university, as well as provide instruction in study/organizational skills, familiarity with the campus, and an earlier opportunity to meet other incoming students. This program has a cap of 50 students.
- **Remedial Assistance:** The Learning Center offers remedial assistance to students at risk of academic dismissal through intensive professional tutoring/mentoring and/or through programs called Second Start and Commit to Success. Second Start is a semester-long workshop series with built-in assisted study sessions and frequent faculty contact. The Commit to Success program involves intensive professional mentoring as well as frequent faculty contact, structured study hours, and working with a peer mentor. The Scholastic Standing Committee or the director of The Learning Center refers students to both programs.
- **Tutor Training:** The Tutor Training Program at SNHU is an internationally certified program. The Learning Center is authorized by the College Reading and Learning Association to award tutor training certification at three levels of tutor expertise (regular, advanced and master).

Inquiries and questions about services available through The Learning Center should be directed to the center director.

Programs

Academic Affairs

General Education

Description

The General Education program at Southern New Hampshire University provides students with the knowledge, skills, and cultural awareness necessary to succeed in their major fields of study and become leaders in their chosen professions and communities. Students who complete the General Education program will also acquire the tools to become independent thinkers and lifelong learners who are able to make informed moral and ethical decisions. The General Education program is spread across all four years of study. The program is made up of three interrelated components: Foundation Courses that are primarily skills-based; Exploration Courses that require students to explore courses in fine arts and humanities, social and behavioral sciences, as well as in science, technology, and mathematics; and Integration Clusters in which students study one critical theme from a variety of interdisciplinary perspectives. ** Please refer to your Program Evaluation or your Academic Advisor for specific course information. **

Program Outcomes

1. A graduate of SNHU is expected to gain awareness and understanding of human cultures and the physical and natural world through study in Fine Arts and Humanities; Social and Behavioral Sciences; and Science, Technology, and Mathematics
2. A graduate of SNHU is expected to use effective written, verbal, and non-verbal communication for a variety of situations, genres, purposes, and audiences
3. A graduate of SNHU is expected to think critically and creatively by locating, assessing, and analyzing relevant information using quantitative and qualitative reasoning
4. A graduate of SNHU is expected to demonstrate the ability to learn and work collaboratively with individuals of diverse cultures and perspectives in order to reach common goals
5. A graduate of SNHU is expected to assess and accept the consequences of one's actions, be an informed and responsible citizen, and affect positive change in the world
6. A graduate of SNHU is expected to integrate general and discipline-based knowledge, apply this knowledge in and beyond the classroom, and reflect upon these experiences

Requirements

Foundation Courses
13 Total Credits

- Complete all of the following
English (FENG)

- Complete:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

Southern New Hampshire University (FSNH)

- Complete all of the following
 - 1 of the following:
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - SNHU202 - SNHU Experience: Transition to SNHU (1)
 - NOTE: Transfer students must take SNHU 202.
 - Complete:
 - SNHU303 - SNHU Experience: Life after SNHU (2)
 - SNHU404 - SNHU Experience: Gen Ed Capstone (1)

Mathematics (FMAT)

- 1 of the following:
 - MAT101 - Culinary Mathematics (3)
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)
 - MAT130 - Applied Finite Mathematics (3)
 - MAT135 - The Heart of Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT160 - Introduction to Game Theory (3)
 - MAT210 - Applied Calculus I (3)
 - MAT211 - Applied Calculus II (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT238 - Inferential Statistics with Algebra (3)
 - MAT240 - Applied Statistics (3)
 - MAT241 - Modern Statistics with Software (3)
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
- NOTE: MAT 101 is for Culinary majors only.
- NOTE: MAT 106 and MAT 206 are for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors only.

Exploration Courses

24 Total Credits

- Complete all of the following
 - These requirements focus on students' development of knowledge of human cultures and the physical and natural world. This area requires students to explore courses in various disciplines. Students must take at least one (1) 100-, 200-, and 300-level Exploration course. Students will be required to develop their skills by completing a 100-level course before taking a 200-level course; by completing a 200-level course before taking a 300-level course; and by completing a 300-level course before taking a 400-level course. Courses taken as Exploration Courses may not also count as Major Courses.
 - NOTE: Students must choose two (2) courses from each of the Exploration

Areas with a maximum of one (1) course per subgroup.

Fine Arts and Humanities (EFAH)

- Complete 2 of the following

Group A

- 1 of the following:
 - FAS226 - Digital Photography (3)
 - FAS260 - History of Architecture (3)
 - FAS270 - Introduction to Film History (3)
 - FAS301 - Film and American Culture (3)
 - FAS302 - Gender and Film (3)
 - FAS320 - History of Design (3)
 - FAS326 - History of Photography (3)
 - FAS335 - Romanticism to Impressionism (3)
 - FAS342 - Modernism (3)
 - FAS345 - Contemporary Art (3)
 - FAS370 - American Art (3)
 - FAS380 - Women, Art and Society (3)
 - HUM201 - Intro to Humanities I (3)
 - HUM202 - Intro to Humanities II (3)
 - MUS223 - Appreciation and History of Music (3)

Group B

- 1 of the following:
 - HON201 - Interdisciplinary Studies I (3)
 - HON202 - Interdisciplinary Studies II (3)
 - LIT229 - World Mythology (3)
 - LIT231 - Nature Writers (3)
 - LIT233 - Banned Books (3)
 - LIT235 - War Literature (3)
 - LIT237 - Young Adult Literature (3)
 - LIT239 - Literature and the Mind (3)
 - LIT241 - Crime Literature (3)
 - LIT243 - Pop Fiction (3)
 - LIT247 - Gender and Text (3)
 - LIT300 - Literary Theory (3)
 - LIT306 - Medieval Literature (3)
 - LIT307 - Renaissance and Restoration Literature (3)
 - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
 - LIT310 - Victorian Literature (3)
 - LIT311 - Modern British Literature (3)
 - LIT312 - Early American Literature (3)
 - LIT313 - The American Renaissance (3)
 - LIT314 - American Realism and Naturalism (3)
 - LIT315 - Twentieth Century American Literature and Beyond (3)
 - LIT317 - European Literature (3)
 - LIT318 - World Literature (3)
 - LIT319 - Shakespeare (3)
 - LIT323 - Studies in Drama (3)
 - LIT325 - Studies in the Novel (3)
 - LIT327 - Studies in Poetry (3)
 - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)

University College 2017-2018

- LIT335 - Major Author Studies (3)
- LIT345 - Postcolonial Encounters (3)
- LIT350 - The Black Literary Tradition (3)
- LIT450 - Seminar in American Literature (3)
- LIT451 - Seminar in British Literature (3)
- LIT452 - Seminar in Global Literature (3)

Group C

- 1 of the following:
 - HIS101 - Exploring the Past (3)
 - HIS102 - The Medieval World: Exploring the Past (3)
 - HIS103 - The Early Modern World: Exploring the Past (3)
 - HIS104 - The Modern World: Exploring the Past (3)
 - HIS109 - Western Civilization to 1500 (3)
 - HIS110 - Western Civilization Since 1500 (3)
 - HIS220 - Modern European History: 1890-Present (3)
 - HIS222 - War and Society: Antiquity to 1800 (3)
 - HIS223 - Modern War & Society (3)
 - HIS235 - Modern Russia (3)
 - HIS238 - Modern Germany: 1871 - Present (3)
 - HIS240 - World War I (3)
 - HIS241 - World War II (3)
 - HIS242 - The Cold War (3)
 - HIS245 - United States History since 1945 (3)
 - HIS249 - The Common Good (3)
 - HIS254 - Civil Rights Movement (3)
 - HIS259 - Silk Roads and Samurai (3)
 - HIS260 - Modern China (3)
 - HIS264 - Modern Japan (3)
 - HIS270 - American Environmental History (3)
 - HIS301 - World History and Culture (3)
 - HIS308 - Case Studies in Revolution (3)
 - HIS309 - Dictators in the Modern Era (3)
 - HIS314 - European Conquest of New World (3)
 - HIS319 - African-American History since the Civil War (3)
 - HIS321 - The Ancient World of Greece and Rome (3)
 - HIS330 - Civil War and Reconstruction (3)
 - HIS338 - Young America (3)
 - HIS357 - American Slavery (3)
 - HIS374 - The Renaissance and the Reformation (3)
 - HON201 - Interdisciplinary Studies I (3)
 - HON202 - Interdisciplinary Studies II (3)

Group D

- 1 of the following:
 - HON201 - Interdisciplinary Studies I (3)
 - HON202 - Interdisciplinary Studies II (3)
 - PHL111 - Introduction to Critical Thinking (3)
 - PHL210 - Introduction to Philosophy (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL220 - Death and the Meaning of Life (3)
 - PHL222 - Happiness and the Good Life (3)

- PHL230 - Religions of the World (3)
- PHL316 - Business Ethics (3)
- PHL363 - Environmental Ethics (3)

Social and Behavioral Sciences (ESBS)

- Complete 2 of the following

Group A

- 1 of the following:
 - ATH111 - Introduction to Cultural Anthropology (3)
 - ATH200 - Native History and Culture (3)
 - SOC112 - Introduction to Sociology (3)
 - SOC213 - Sociology of Social Problems (3)
 - SOC317 - Sociology of the Family (3)
 - SOC320 - Sociology of Gender (3)
 - SOC324 - Sociology of Crime and Violence (3)
 - SOC328 - Sociology of Aging (3)
 - SOC330 - Sociology of Minority Relations (3)
 - SOC333 - Sport and Society (3)
 - SPT333 - Sport, Society, and Ethics (3)
- NOTE: Students may take only one of the following two courses, SOC 333 and SPT 333.

Group B

- 1 of the following:
 - ECO101 - Economics of Social Issues (3)
 - ECO201 - Microeconomics (3)
 - ECO202 - Macroeconomics (3)
 - ECO375 - Economics of Professional Sports In the U.S. (3)
- NOTE: Students may take only one of the following two courses, ECO 375 and SPT 375.

Group C

- 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV322 - Environment and Development (3)
 - ENV372 - Sustainability Strategies for Business (3)
 - ENV445 - Sustainability Capstone Experience (3)
 - POL210 - American Politics (3)
 - POL211 - International Relations (3)
 - POL348 - U.S. Environmental Law and Politics (3)

Group D

- 1 of the following:
 - PSY108 - Introduction to Psychology (3)
 - PSY211 - Lifespan Development (3)
 - PSY216 - Psychology of Personality (3)
 - PSY257 - Social Psychology (3)

Science, Technology, and Mathematics (ESTM)

- Complete 2 of the following

Group A

- 1 of the following:
 - BIO101 - Principles of Biology (3)

University College 2017-2018

- BIO210 - Introduction to Anatomy and Physiology (3)
- BIO215 - People, Places, and Plagues (3)
- BIO302 - Field Ornithology (3)
- BIO340 - Human Health and the Environment (3)
- CHM101 - Fundamentals of Chemistry (3)
- ENV100 - Introduction to Sustainability (3)
- ENV219 - Environmental Issues (3)
- ENV372 - Sustainability Strategies for Business (3)
- ENV445 - Sustainability Capstone Experience (3)
- GEO200 - World Geography (3)
- PHY101 - Principles of Physics (3)
- SCI212 - Principles of Physical Science I (3)
- SCI215 - Contemporary Health (3)
- SCI218 - Natural Resources (3)
- SCI219 - Environmental Issues (3)
- SCI220 - Energy and Society (3)
- SCI251 - Natural Sciences I (3)
- SCI252 - Natural Sciences II (3)

Group B

- 1 of the following:
 - GAM207 - Information Technology and Digital Games (3)
 - IT100 - Introduction to Information Technology (3)
 - IT135 - Interactive Scripting in Virtual Environment (3)
 - IT205 - Digital Music (3)
 - IT209 - Introduction to Robotics (3)
 - IT210 - Business Systems Analysis and Design (3)
 - IT270 - Web Site Design (3)

Group C

- 1 of the following:
 - MAT106 - Math for Elementary Education I (3)
 - MAT130 - Applied Finite Mathematics (3)
 - MAT135 - The Heart of Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT160 - Introduction to Game Theory (3)
 - MAT206 - Math for Elementary Education II (3)
 - MAT210 - Applied Calculus I (3)
 - MAT211 - Applied Calculus II (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT238 - Inferential Statistics with Algebra (3)
 - MAT240 - Applied Statistics (3)
 - MAT260 - Cryptology (3)
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - PHL214 - Formal Logic (3)
- NOTE: MAT 106 and MAT 206 are for Early Childhood Education, Elementary Education, Middle School Mathematics Education, Music Education, and Special Education majors only.

General Education Electives (EGED)

- 2 of the following:

University College 2017-2018

- COM126 - Introduction to Mass Communication (3)
- COM212 - Public Speaking (3)
- COM220 - Intercultural Communication (3)
- COM320 - Exploring World Cultures/Mass Media (3)
- DEV260 - Family and Culture (3)
- EDU232 - Young Adult Literature (3)
- EDU245 - Literature for Children and Young Adolescents (3)
- EDU255 - Robotics in K-12 Education (3)
- ENG220 - Business Communication (3)
- ENG350 - The English Language (3)
- HOS220 - Geography of Global Cultures (3)
- INT113 - Introduction to International Business (3)
- LAR111 - Elementary Arabic and Culture I (3)
- LAR112 - Elementary Arabic and Culture II (3)
- LAS111 - Elementary American Sign Language I (3)
- LAS112 - Elementary American Sign Language II (3)
- LFR111 - Beginning French I (3)
- LFR112 - Beginning French II (3)
- LMN111 - Elementary Mandarin Language/Culture I (3)
- LMN112 - Elementary Mandarin Language/Culture II (3)
- LMN211 - Intermediate Mandarin Language and Culture (3)
- LSP111 - Beginning Spanish I (3)
- LSP112 - Beginning Spanish II (3)
- MKT113 - Introduction to Marketing (3)
- MKT265 - Social Media & Marketing Communications (3)
- MKT270 - Professional Selling (3)
- MKT337 - Marketing Research (3)
- MKT345 - Consumer Behavior (3)
- MKT350 - Ethical Issues in Marketing (3)
- Students may choose courses from the above selection or from any other Exploration Courses.

Integration Clusters

9 Total Credits

- Complete 1 of the following
 - Choose three (3) courses from a minimum of two (2) subjects from any one (1) Integration Cluster.

America (IAME)

- 9 credit(s) from the following:
 - ECO201 - Microeconomics (3)
 - ECO375 - Economics of Professional Sports In the U.S. (3)
 - EDU232 - Young Adult Literature (3)
 - FAS301 - Film and American Culture (3)
 - FAS370 - American Art (3)
 - HIS245 - United States History since 1945 (3)
 - HIS254 - Civil Rights Movement (3)
 - HIS270 - American Environmental History (3)
 - HIS308 - Case Studies in Revolution (3)
 - HIS330 - Civil War and Reconstruction (3)
 - HIS338 - Young America (3)

University College 2017-2018

- HIS357 - American Slavery (3)
- JUS101 - Introduction to Criminal Justice (3)
- POL210 - American Politics (3)
- SNHU490 - General Education Internship (0 - 15)
- NOTE: Students may take only one of the following two courses, ECO 375 and SPT 375.

Diversity (IDIV)

- 9 credit(s) from the following:
 - ECO101 - Economics of Social Issues (3)
 - FAS302 - Gender and Film (3)
 - FAS380 - Women, Art and Society (3)
 - HIS254 - Civil Rights Movement (3)
 - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
 - LIT247 - Gender and Text (3)
 - LIT350 - The Black Literary Tradition (3)
 - PHL230 - Religions of the World (3)
 - SOC112 - Introduction to Sociology (3)
 - SOC320 - Sociology of Gender (3)
 - SOC328 - Sociology of Aging (3)
 - SOC330 - Sociology of Minority Relations (3)
 - SNHU490 - General Education Internship (0 - 15)

Environmental Sustainability and Human Societies (IESH)

- 9 credit(s) from the following:
 - BIO340 - Human Health and the Environment (3)
 - ENV100 - Introduction to Sustainability (3)
 - ENV322 - Environment and Development (3)
 - ENV372 - Sustainability Strategies for Business (3)
 - ENV445 - Sustainability Capstone Experience (3)
 - GEO200 - World Geography (3)
 - HIS270 - American Environmental History (3)
 - LIT231 - Nature Writers (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - SCI219 - Environmental Issues (3)
 - SNHU490 - General Education Internship (0 - 15)

Ethics (IETH)

- 9 credit(s) from the following:
 - ECO101 - Economics of Social Issues (3)
 - ENV219 - Environmental Issues (3)
 - HIS249 - The Common Good (3)
 - JUS309 - White Collar Crime (3)
 - JUS395 - The Death Penalty (3)
 - LIT345 - Postcolonial Encounters (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL316 - Business Ethics (3)
 - PHL363 - Environmental Ethics (3)
 - SCI218 - Natural Resources (3)
 - SCI219 - Environmental Issues (3)
 - SNHU490 - General Education Internship (0 - 15)
 - SOC333 - Sport and Society (3)
 - SPT333 - Sport, Society, and Ethics (3)

- NOTE: Students may take only one of the following two courses, ENV 219 and SCI 219.
- NOTE: Students may take only one of the following two courses, SOC 333 and SPT 333.

Global Culture (IGCU)

- 9 credit(s) from the following:
 - COM220 - Intercultural Communication (3)
 - COM320 - Exploring World Cultures/Mass Media (3)
 - FAS260 - History of Architecture (3)
 - HIS235 - Modern Russia (3)
 - HIS238 - Modern Germany: 1871 - Present (3)
 - HIS260 - Modern China (3)
 - HIS264 - Modern Japan (3)
 - HIS301 - World History and Culture (3)
 - HOS220 - Geography of Global Cultures (3)
 - LAR111 - Elementary Arabic and Culture I (3)
 - LAR112 - Elementary Arabic and Culture II (3)
 - LAS111 - Elementary American Sign Language I (3)
 - LAS112 - Elementary American Sign Language II (3)
 - LFR111 - Beginning French I (3)
 - LFR112 - Beginning French II (3)
 - LIT229 - World Mythology (3)
 - LMN111 - Elementary Mandarin Language/Culture I (3)
 - LMN112 - Elementary Mandarin Language/Culture II (3)
 - LSP111 - Beginning Spanish I (3)
 - LSP112 - Beginning Spanish II (3)
 - MUS223 - Appreciation and History of Music (3)
 - PHL230 - Religions of the World (3)
 - SNHU490 - General Education Internship (0 - 15)
 - SPT465 - Global Sport Business (3)

Global Society (IGSO)

- 9 credit(s) from the following:
 - ATH111 - Introduction to Cultural Anthropology (3)
 - ATH200 - Native History and Culture (3)
 - COM220 - Intercultural Communication (3)
 - ECO322 - International Economics (3)
 - ECO360 - The Rise of Modern Asia (3)
 - GEO200 - World Geography (3)
 - HIS249 - The Common Good (3)
 - INT113 - Introduction to International Business (3)
 - INT221 - Global Financial System (3)
 - INT316 - Cultural & Political Environment of International Business (3)
 - JUS305 - International Criminal Justice (3)
 - PHL230 - Religions of the World (3)
 - SNHU490 - General Education Internship (0 - 15)
 - SOC112 - Introduction to Sociology (3)
 - SOC213 - Sociology of Social Problems (3)

I, Robot (IIRO)

- 9 credit(s) from the following:
 - EDU255 - Robotics in K-12 Education (3)

University College 2017-2018

- GAM205 - Introduction to Games (3)
- GAM207 - Information Technology and Digital Games (3)
- GAM210 - History of Digital Games (3)
- GAM450 - Artificial Intelligence (3)
- IT135 - Interactive Scripting in Virtual Environment (3)
- IT209 - Introduction to Robotics (3)
- IT450 - Artificial Intelligence (3)
- MAT260 - Cryptology (3)
- PHL214 - Formal Logic (3)
- PSY300 - Biopsychology (3)
- PSY305 - Cognitive Psychology (3)
- SNHU490 - General Education Internship (0 - 15)

Popular Culture (IPOC)

- 9 credit(s) from the following:
 - COM126 - Introduction to Mass Communication (3)
 - COM320 - Exploring World Cultures/Mass Media (3)
 - FAS270 - Introduction to Film History (3)
 - FAS301 - Film and American Culture (3)
 - FAS320 - History of Design (3)
 - FAS326 - History of Photography (3)
 - FAS345 - Contemporary Art (3)
 - GAM205 - Introduction to Games (3)
 - GAM210 - History of Digital Games (3)
 - IT205 - Digital Music (3)
 - IT270 - Web Site Design (3)
 - MKT265 - Social Media & Marketing Communications (3)
 - MUS223 - Appreciation and History of Music (3)
 - SNHU490 - General Education Internship (0 - 15)

War and Peace (IWAP)

- 9 credit(s) from the following:
 - ATH111 - Introduction to Cultural Anthropology (3)
 - ECO322 - International Economics (3)
 - ENV219 - Environmental Issues (3)
 - FAS342 - Modernism (3)
 - HIS223 - Modern War & Society (3)
 - HIS240 - World War I (3)
 - HIS241 - World War II (3)
 - HIS242 - The Cold War (3)
 - HIS249 - The Common Good (3)
 - HIS330 - Civil War and Reconstruction (3)
 - LIT318 - World Literature (3)
 - LIT345 - Postcolonial Encounters (3)
 - PHL230 - Religions of the World (3)
 - POL211 - International Relations (3)
 - SCI219 - Environmental Issues (3)
 - SNHU490 - General Education Internship (0 - 15)

Wellness (IWEL)

- 9 credit(s) from the following:
 - BIO210 - Introduction to Anatomy and Physiology (3)
 - BIO215 - People, Places, and Plagues (3)

- FIN250 - Personal Financial Planning (3)
 - PHL212 - Introduction to Ethics (3)
 - PSY211 - Lifespan Development (3)
 - SCI215 - Contemporary Health (3)
 - SNHU490 - General Education Internship (0 - 15)
 - SOC317 - Sociology of the Family (3)
 - SOC333 - Sport and Society (3)
 - SPT333 - Sport, Society, and Ethics (3)
- NOTE: Students may take only one of the following two courses, SOC 333 and SPT 333.

Grand Total Credits: **46**

Individualized Major (BA)

Description

A true, UC-wide IMP would allow students to pull relevant courses from throughout our Schools—and even our Colleges and beyond—to create majors and minors that directly address their academic and career-preparation needs. How it works Students may elect to create an IMP at any time until they complete 60 credit hours. The process for the creation of an IMP is as follows: 1. The student identifies an appropriate full-time faculty member who is willing to oversee and help the student throughout the major or minor; this faculty mentor would serve as the point person for the student's academic program. The mentor also gives the individualized major/minor an academic home in an appropriate Department and School. It is the student's responsibility to ask the faculty member to serve as mentor. Mentors must be approved by their Department Chairs, who will consider availability, appropriateness of background and expertise, and other factors. If no faculty members are willing and able to serve as the mentor, the IMP cannot be approved. 2. Working with the faculty mentor, representatives from the Career Development Center, the Office of the University Registrar, Career Services, alumni in relevant fields, professors from relevant departments, and others, the student develops the curriculum for the individualized major or minor. Please see "Curriculum Parameters" below for specifics. 3. The student and the faculty mentor submit the curriculum to the faculty member's Department Chair for consideration. The Department Chair weighs the appropriateness and academic rigor of the curriculum and approves only those proposals that meet SHNU academic expectations. 4. If approved by the Chair, the proposal goes to the Dean for further consideration. 5. Finally, the proposal is submitted to the VPAA, who has the ultimate responsibility for ensuring rigor. 6. Once the proposal is fully approved, the student works closely with the faculty mentor throughout the program's duration to ensure that the curriculum is followed and to make any changes that are needed. Students are strongly encouraged to consult frequently with a professional advisor as well. Changes to the curriculum must be approved by the Mentor, Chair, Dean, and VPAA as well. Curriculum parameters The curriculum for majors must include the full General Education program, and both majors and minors must include courses in an appropriate range of 100- to 400-level offerings. It is the responsibility of the faculty mentors to ensure strong academic rigor throughout the program, and they should report the curriculum and rationale to the Department and

School for discussion. At least two-thirds of the courses should come from UC's existing course catalog, but some independent studies can be crafted to fill gaps. An essential requirement for all IMPs would be the involvement of appropriate faculty members capable of teaching the courses and independent studies. Proposals that fall too far outside the expertise of our existing faculty will be declined. The curriculum can include online courses from COCE, and some courses can also come from other institutions if they offer courses that more fully align with the IMP curriculum. SNHU participates in a large consortium of institutions that allow the free exchange of credits; courses taken at institutions outside SNHU consortia can often be brought in through a normal transfer process. The curriculum for Individualized Majors should break down along these guidelines: • General Education: 45 credit hours. • Major: 33 to 45 credits. • Minor: 15 credits. (These can be standard or individualized minors.) • Free electives: remainder. Individualized Minors can be more flexible. The development of the curriculum must also include an Information Resource Plan, developed in collaboration with Library faculty. Other policies: • For prospective students, we can encourage participation in the IMP, but we cannot guarantee availability in advance. The support of a faculty mentor and the Chair, Dean, and VPAA is required. If that can be arranged prior to matriculation, the student can arrive with the IMP in place. • Because serving as the mentor for an IMP would require significant time and energy, no faculty member should serve as the mentor for more than three IMPs at any given time. • Students graduating with an individualized major will be noted in University records as having earned an "IMP major in X." • Deans will receive frequent updates regarding the students requesting IMPs. • Students are encouraged to work with the Study Abroad office to build study-abroad opportunities into their IMPs.

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Major Courses
45 Total Credits

- Complete all of the following
 - 45 credit(s).
 - Note: students can design a major containing 33 to 45 credits. Depending on the number of credits chosen in the major, the number of credits required in the free electives will make up the remainder to equal a total of 120 overall program credits.

Free Electives
30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

Individualized Major (BS)

Description

A true, UC-wide IMP would allow students to pull relevant courses from throughout our Schools—and even our Colleges and beyond—to create majors and minors that directly address their academic and career-preparation needs. How it works Students may elect to create an IMP at any time until they complete 60 credit hours. The process for the creation of an IMP is as follows: 1. The student identifies an appropriate full-time faculty member who is willing to oversee and help the student throughout the major or minor; this faculty mentor would serve as the point person for the student's academic program. The mentor also gives the individualized major/minor an academic home in an appropriate Department and School. It is the student's responsibility to ask the faculty member to serve as mentor. Mentors must be approved by their Department Chairs, who will consider availability, appropriateness of background and expertise, and other factors. If no faculty members are willing and able to serve as the mentor, the IMP cannot be approved. 2. Working with the faculty mentor, representatives from the Career Development Center, the Office of the University Registrar, Career Services, alumni in relevant fields, professors from relevant departments, and others, the student develops the curriculum for the individualized major or minor. Please see "Curriculum Parameters" below for specifics. 3. The student and the faculty mentor submit the curriculum to the faculty member's Department Chair for consideration. The Department Chair weighs the appropriateness and academic rigor of the curriculum and approves only those proposals that meet SHNU academic expectations. 4. If approved by the Chair, the proposal goes to the Dean for further consideration. 5. Finally, the proposal is submitted to the VPAA, who has the ultimate responsibility for ensuring rigor. 6. Once the proposal is fully approved, the student works closely with the faculty mentor throughout the program's duration to ensure that the curriculum is followed and to make any changes that are needed. Students are strongly encouraged to consult frequently with a professional advisor as well. Changes to the curriculum must be approved by the Mentor, Chair, Dean, and VPAA as well. Curriculum parameters The curriculum for majors must include the full General Education program, and both majors and minors must include courses in an appropriate range of 100- to 400-level offerings. It is the responsibility of the faculty mentors to ensure strong academic rigor throughout the program, and they should report the curriculum and rationale to the Department and School for discussion. At least two-thirds of the courses should come from UC's existing course catalog, but some independent studies can be crafted to fill gaps. An essential requirement for all IMPs would be the involvement of appropriate faculty members capable of teaching the courses and independent studies. Proposals that fall too far outside the expertise of our existing faculty will be declined. The curriculum can include online courses from COCE, and some courses can also come from other institutions if they offer courses that more fully align with the IMP curriculum. SNHU participates in a large consortium of institutions that allow the free exchange of credits; courses taken at institutions outside SNHU consortia can often be brought in through a normal transfer process. The curriculum for Individualized Majors should break down along these guidelines: • General Education: 45 credit hours. • Major: 33 to 45 credits. • Minor: 15 credits. (These can be standard or individualized minors.) • Free electives: remainder. Individualized Minors can be more flexible. The development of the curriculum must also include an Information Resource Plan, developed in collaboration with Library faculty. Other policies: • For prospective students, we can encourage participation in the IMP, but we cannot guarantee availability in advance. The support of a faculty mentor and the Chair, Dean, and VPAA is required. If that can be arranged prior to matriculation, the student can arrive with the IMP in place. • Because

serving as the mentor for an IMP would require significant time and energy, no faculty member should serve as the mentor for more than three IMPs at any given time. • Students graduating with an individualized major will be noted in University records as having earned an “IMP major in X.” • Deans will receive frequent updates regarding the students requesting IMPs. • Students are encouraged to work with the Study Abroad office to build study-abroad opportunities into their IMPs.

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Major Courses
45 Total Credits

- Complete all of the following
 - 45 credit(s).
 - Note: students can design a major containing 33 to 45 credits. Depending on the number of credits chosen in the major, the number of credits required in the free electives will make up the remainder to equal a total of 120 overall program credits.

Free Electives
30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

Military (Minor)

Description

This minor is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement. Students need to maintain a minimum GPA of a 2.0 in order to participate and need to maintain full-time status. Interested students should work with the Office of the University Registrar to determine eligibility.

Requirements

Required Courses
16 Total Credits

- Complete:
 - MILT113 - Introduction to ROTC (2)
 - MILT114 - Introduction to ROTC II (2)
 - MILT201 - Self/Team Development I (2)
 - MILT202 - Individual/Team Military Tactics (2)
 - MILT301 - Leading Small Organizations I (4)
 - MILT302 - Leading Small Organizations II (4)

Grand Total Credits: **16**

College of Engineering, Technology, and Aeronautics

Aeronautical Engineering (BS)

Description

The Aeronautical Engineering program prepares students for professional careers in civilian and military aviation; including aircraft piloting, design, development and testing of aircraft and aircraft systems. The program includes a five-semester design sequence within which students work in teams applying theories learned in the classroom to transform concepts into functioning designs that they will build and operate. In addition to the design sequence, CETA offers students the opportunity to plan and conduct their own flight tests. The College maintains an instrumented light aircraft flown by professional pilots to provide students with in-flight experience; allow them to participate as flight test engineers, using a specially designed data collection system to record key flight parameters; and perform post-flight data analysis. CETA students have the ability to select at least one concentration from the following: Composite Materials, Mechanical Systems, Robotics, Thermal-Fluid Systems, and Unmanned Aerial Vehicles. Students will have the opportunity to be involved in different clubs and organizations, such as student chapters of the American Institute of Aeronautics and Astronautics (AIAA), the American Society of Mechanical Engineers

(ASME), and Sigma Gamma Tau, the national aerospace engineering honor society. Aeronautical Engineering Program Educational Objectives: Within a few years of graduation, graduates of the Southern New Hampshire Aeronautical Engineering are expected to attain: I. Professional careers in Aeronautical Engineering or other disciplines utilizing the knowledge and problem solving skills they developed in the SNHU Aeronautical Engineering program; II. Increasing responsibility in technical and/or management areas; III. Recognition or affirmation from their managers and peers as effective and valued members of their work team; IV. Increasing discernment and sensitivity in the consideration of global and societal contexts and consequences when making engineering decisions; V. Expansion of their professional, personal, and interpersonal skills and engagement in lifelong learning activities, including post-graduate education for some graduates; VI. Involvement with professional and other service activities that contribute to industry and society.

Program Outcomes

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret data.
3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and the ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools needed for engineering practice.
12. A knowledge of aerodynamics, aerospace materials, structure, propulsion, flight mechanics, and stability and control.
13. Design competence that includes integration of aeronautical topics.
14. An ability to develop flight test plans and conduct in-flight experiments, as well as analyze, interpret, and report the resulting data.

Requirements

General Education Courses

49 Total Credits

- Complete all of the following
 - 46 credit(s) from:

Must include:

- CHM101 - Fundamentals of Chemistry (3)
- EG110 - Engineering Design I (3)
- EG498 - Capstone Design I (3)
- EG499 - Capstone Design II (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT275 - Calculus II: Integration & Series (3)

University College 2017-2018

- MAT330 - Differential Equations (3)
- PHY215 - Physics I (3)
- PHY215L - Physics I Lab (1)
- SOC335 - Technology and Society (3)
- 3 credit(s) from the following:
 - MAT225L - Calculus I: Single-Variable Calculus Lab (0 - 1)
 - MAT275L - Calculus II: Integration & Series Lab (0 - 1)
 - CHM1ST3 - Fundamentals of Chemistry Lab (1)
- NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

Engineering Core

20 Total Credits

- Complete all of the following
 - Complete:
 - EG207 - Instrumentation & Measurements (3)
 - EG316 - Electrical Circuits (3)
 - EG333 - Control Systems Analysis (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)
 - PHY216 - Physics II (3)
 - PHY216L - Physics II Lab (1)
 - 1 credit(s) from the following:
 - MAT350LE - Applied Linear Algebra-Engineering Lab (0 - 1)
 - NOTE: All Engineering Core courses require a minimum grade of C-.

Major Courses

48 Total Credits

- Complete all of the following
 - Complete:
 - EG112 - Engineering Design II (3)
 - EG200 - Statics (3)
 - EG201 - Fluid Mechanics (3)
 - EG202 - Mechanics of Materials I (3)
 - EG203 - Dynamics (3)
 - EG208 - Materials Science (3)
 - EG209 - Thermodynamics I (3)
 - EG308 - Gas Dynamics (3)
 - EG310 - Engineering Design III (3)
 - EG314 - Aerodynamics (3)
 - EG326 - Aircraft Structures (3)
 - EG330 - Propulsion (3)
 - EG412 - Aircraft Design I (3)
 - EG418 - Flight Dynamics I (Performance) (3)
 - EG419 - Flight Dynamics II/Stability/Control (3)
 - EG390 - Experiment Design and Analysis (3)
 - NOTE: All Engineering Major courses require a minimum grade of C-.

Concentration(s) and Free Electives

12 Total Credits

- Complete all of the following
 - Students must declare one (1) concentration for 6 credits and complete 6 credits in free electives, or may declare two (2) concentrations. If a student completes the Robotics Concentration for 9 credits, they cannot declare a second concentration and must complete 3 credits of free electives. Students may declare up to two concentrations from Composite Materials, Mechanical Systems, Thermal Fluid Systems, or Unmanned Aerial Vehicle.
 - 12 credit(s).
 - NOTE: All Concentration courses require a minimum grade of C-.

Grand Total Credits: **129**

Aeronautical Engineering (BS) - Composite Materials (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EG409 - Composite Materials (3)
 - EG411 - Composite Processing (3)
 - NOTE: EG 208 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Aeronautical Engineering (BS) - Mechanical Systems (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EG341 - Design of Machine Components (3)
 - EG350 - Advanced Dynamics of Mechanical Systems (3)
 - NOTE: EG 310 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Aeronautical Engineering (BS) - Robotics (Concentration)

Requirements

- Complete:
 - EG424 - Industrial Robots (3)
 - EG426 - Mobile Robots (3)
 - MAT350 - Applied Linear Algebra (3)

Grand Total Credits: **9**

Aeronautical Engineering (BS) - Thermal-Fluid Systems (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EG410 - Heat Transfer (3)
 - EG420 - Design of Thermo-Fluid Systems (3)
 - NOTE: EG 209 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Aeronautical Engineering (BS) - Unmanned Aerial Vehicle (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EG335 - Fundamentals of Systems Engineering (3)
 - EG430 - Unmanned Aerial Vehicle Analysis and Design (3)
 - NOTE: EG 419 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Air Traffic Management (BS)

Description

The Air Traffic Management (ATM) curriculum includes a variety of aviation-specific courses and is highlighted by hands-on air traffic training in the Visual Flight Rules

(VFR) control tower simulator and in the Terminal Radar Approach Control (TRACON) radar simulator. Overall, the lab simulator portion of ATM curriculum yields 240 hours of simulated air traffic control, and may provide an advantage for students interested in a career as an air traffic controller, flight manager, or a variety of other fields in the aviation profession. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

27 Total Credits

- Complete all of the following
 - 27 credit(s) from:

Must include:

- AM201 - Aviation Law (3)

Except:

- BUS205 - Foundations of Business Law (2)
- OL105 - Organizational Fundamentals (2)

- NOTE: Air Traffic Management students must only take 2 credits of SB 405.

Major Courses

36 Total Credits

- Complete all of the following
 - Complete:
 - AE205 - Aircraft Operations (3)
 - AE306 - Human Factors of Flight (3)
 - AE498 - Aviation Safety Capstone (3)
 - AM340 - Airport and Airspace Capacity Management (3)
 - AM340L - Airport and Airspace Capacity Management (1)
 - AT110 - Fundamentals of Air Traffic Control (3)
 - AT210 - Air Traffic Control Tower Operations (3)
 - AT210L - Air Traffic Control Tower Operating Lab (1)
 - AT310 - Airspace and Air Traffic Systems Management (3)
 - AT310L - Air Space/Air Traffic Management Lab (1)
 - AT315 - AT Management/Operating Environment (3)
 - AT315L - AT Management/Operating Environmental Lab (1)
 - AT410 - Sector Resource Management (3)
 - AT410L - Sector Resource Management Lab (1)
 - AT415 - AT Management/AS Mod/Pol/DM (3)
 - AT415L - AT Management/AS Mod/Pol/DM Lab (1)

- NOTE: All Air Traffic Management Major courses require a minimum grade of C-.

Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **123**

Aviation Management (BS)

Description

The Aviation Management program combines general academic preparation with the development of business management skills and the specialized knowledge of the unique aspects of aviation business. Graduates of this program will have skills in communications, quantitative reasoning, and critical thinking; the understanding of general business practices; and the knowledge of the aviation industry. Program Objective Students in the Aviation Management degree program pursue tracks designed for work in the general aviation industry, the airline industry or at airports. Typically, graduates begin at entry level operations positions and use their educational qualifications and backgrounds to move into jobs with supervisory responsibilities or staff positions. In addition, graduates have the general education and business background to make them particularly well qualified for master's degree programs in business, public administration, or law. The Aviation Management major prepares students for careers in a wide variety of fields, and includes specialized courses and experiences that enhance the student's opportunities for entry into the aviation field. This is accomplished by strongly emphasizing the importance of general education as well as a core of traditional business courses, and then complementing these with courses and experiences in the aviation industry that help the graduate to quickly become a productive member of an aviation organization.

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

27 Total Credits

- Complete all of the following
 - 27 credit(s) from:

Must include:

- AM201 - Aviation Law (3)

Except:

- BUS205 - Foundations of Business Law (2)
- OL105 - Organizational Fundamentals (2)
- NOTE: Students must take 2 credits of SB 405.

Major Courses

27 - 28 Total Credits

- Complete all of the following
 - NOTE: All Aviation Management Major courses require a minimum grade of C-.
 - Complete:
 - AE205 - Aircraft Operations (3)
 - AE306 - Human Factors of Flight (3)
 - AM205 - Aircraft Operating Economics (3)
 - AM220 - Airport Operations (3)
 - 3 credit(s) from the following:
 - AE498 - Aviation Safety Capstone (3)
 - AM410 - Trends/Current Problems in Aviation Management (3)
 - AM445 - Aviation Policy Seminar (3)
 - AM480 - Independent Study (3 - 12)
 - NOTE: Students in the Airline Operations Concentration must choose between AE 498, AM 410, and AM 480.

Concentrations

- Complete 1 of the following

General & Corporate Aviation Management

- Complete:
 - AM215 - General Aviation Operations (3)
 - AM330 - Business & Corporate Aviation (3)
 - FIN330 - Corporate Finance (3)
 - OL320 - Entrepreneurship (3)

Airline Operations

- Complete:
 - AM320 - Air Carrier Operation (3)
 - AM404 - Studies/International Aerospace (3)
 - AM445 - Aviation Policy Seminar (3)
 - OL318 - Employee and Labor Relations (3)

Airport Management

- Complete all of the following
 - Complete:
 - AM320 - Air Carrier Operation (3)
 - AM340 - Airport and Airspace Capacity Management (3)
 - AM340L - Airport and Airspace Capacity Management (1)
 - AM360 - Airport Planning and Management (3)
 - OL318 - Employee and Labor Relations (3)
 - NOTE: Students in the Airport Management track will complete a total of 121 credits for their program.

Free Electives
21 Total Credits

- 21 credit(s).

Grand Total Credits: **120 - 121**

Aviation Operations and Management (BS)

Description

The Aviation Operations and Management (AOM) program leads to the Bachelor of Science degree and combines general academic preparation and professional pilot education with additional study in aviation management and business management. The degree is designed to prepare students for employment as professional pilots and for leadership roles in a variety of flight operations settings, or for enrollment in an appropriate graduate degree program. SNHU's partnership with Air Direct Aviation Flight Academy (ADAFA) is a key component of the AOM program. ADAFA holds Federal Aviation Administration (FAA) Air Agency Certificate # DIPS197T. The program consists of an intensive first year of required flying practicums correlated with associated classroom courses. The front-loaded focus on flying and academics related to aviation allows the student to progress through private, instrument, commercial and certified flight instructor ratings in the first year of the program. The curriculum begins in the summer term to allow for progression through private and instrument ratings by mid-fall semester, allowing the student pilot increased opportunity for weather flying. Upon successful completion of the first year, the student should be awarded an FAA-certified CFI rating, allowing the student both to serve in a flight instructor role while attending college and to build flight hours prior to graduation. The second summer (fourth semester) is a full practicum and internship during which the student will perform as a CFI full time for three months. Semester five is an intensive academic semester and completes the flying requirements with a multi-engine certification. Unique to this degree program, the final semesters will consist of the business core and remaining general education requirements. These requirements can be accomplished either in residence, on-line, or in combination, depending on student's academic needs and preferences.

Program Outcomes

1. Successfully complete requirements for FAA certifications for Certified Flight Instructor, having completed required private, instructor, commercial and CFI ratings.
2. Demonstrate knowledge of and ability to succeed as a commercial airline pilot.
3. Demonstrate an understanding of and be able to apply the fundamental aeronautical skills necessary to function as a manager in the aviation industry
4. Demonstrate an understanding of and be able to use the business tools, skills and concepts to address practical business problems in the aviation industry
5. Demonstrate an understanding of and be able to apply aviation safety issues in all problem solving exercises
6. Apply mathematics, science, and applied sciences to aviation-related disciplines
7. Apply management methodology in identifying and solving management issues

8. Communicate effectively, using both written and oral communication skills, as an entry-level manager

Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- AV380 - Aviation Flight Instructor Practicum (3)
- PSY108 - Introduction to Psychology (3)
- AV442 - Aviation Economics and Policy (3)
- AV201 - Aviation Meteorology (3)
- AV490 - Aviation Internship I (3)

Integrated Business Core

21 Total Credits

- 21 credit(s) from:

Must include:

- ACC105 - Foundations of Accounting I (2)
- AM201 - Aviation Law (3)
- INT105 - International Business: A Macro Perspective (2)
- MKT105 - Foundations of Marketing (2)
- QSO205 - Business Operations Management (2)
- OL215 - Principles of Management (3)
- OL318 - Employee and Labor Relations (3)
- SB100 - Integration & Application of Business I (2)
- SB105 - Integration & Application of Business II (2)

Aviation Core

18 Total Credits

- Complete:

- AT110 - Fundamentals of Air Traffic Control (3)
- AV220 - Advanced Aircraft and Navigation Systems (3)
- AV306 - Human Factors of Flight (3)
- AV401 - Aerodynamics and Aircraft Performance (3)
- AV410 - Aviation Safety (3)
- AV491 - Aviation Internship II (3)

Major Courses

31 Total Credits

- Complete:

- PLT101 - Private Pilot Ground (3)
- PLT102 - Private Pilot Flight (3)
- PLT103 - Instrument Ground Training (3)
- PLT104 - Instrument Flight Training (3)

- PLT105 - Commercial Pilot I (2)
- PLT201 - Fundamentals of Instruction (3)
- PLT202 - Certified Flight Instructor I (3)
- PLT203 - Certified Flight Instructor II (3)
- PLT205 - Commercial Pilot II (3)
- PLT305 - Commercial Pilot III (3)
- PLT405 - Commercial Multi-Engine (2)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **121**

Computer Science (BS)

Description

The Computer Science Program prepares students professional careers in the development of software for various industrial and service applications. The program focuses on algorithm development, programming, architecture design, and networks; using relevant industry/service-based projects to apply the basic concepts and theories in computer science. In addition to computer science and mathematics courses, Students begin programming the during their freshman year, and conclude the spring semester by implementing a team-based software development project. This academic study and intensive project-based learning approach continues throughout the four-year program and culminates in a senior capstone software development project or an industry or government internship experience. CETA supports student participation in the annual Consortium for Computing Sciences in Colleges – Northeastern Region (CCSCNE) Conference, where students have the opportunity to present posters on their projects and compete in programming challenges. The College also funds undergraduate student research projects, guided by faculty members, in areas such as mobile application development and outcome assessment software tools. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Program Outcomes

1. Employ strategies for working within collaborative environments that enable diverse audiences to support ethical and responsible organizational decision-making in the field of computer science
2. Develop and deliver professional quality communications that are technically sound, appropriately adapted to specific audiences, and that reflect one's identity in the computer science field
3. Design and evaluate computing solutions that solve a given problem using algorithmic principles and computer science practices and standards appropriate to its solution, while managing the trade-offs involved in design choices
4. Demonstrate an ability to use well-founded and innovative techniques, skills, and tools in computing practices for the purpose of implementing computer solutions that deliver value and accomplish industry-specific goals

5. Develop a security mindset that anticipates adversarial exploits in software architecture and designs to expose potential vulnerabilities, mitigate design flaws, and ensure privacy and enhanced security of data and resources

Requirements

General Education Courses

48 Total Credits

- Complete all of the following
 - 45 credit(s) from:

Must include:

- CS113 - Introduction to Programming (3)
- CS113L - Intro to Programming Lab (1)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT225L - Calculus I: Single-Variable Calculus Lab (0 - 1)
- MAT230 - Discrete Mathematics (3)
- MAT275 - Calculus II: Integration & Series (3)
- MAT275L - Calculus II: Integration & Series Lab (0 - 1)
- MAT350 - Applied Linear Algebra (3)
- MAT350LC - Applied Linear Algebra-Computer Science Lab (1)
- PHY215 - Physics I (3)
- PHY215L - Physics I Lab (1)
- PHY216 - Physics II (3)
- PHY216L - Physics II Lab (1)
- SOC335 - Technology and Society (3)
- 1 of the following:
 - EDU255 - Robotics in K-12 Education (3)
 - GAM205 - Introduction to Games (3)
 - GAM207 - Information Technology and Digital Games (3)
 - GAM210 - History of Digital Games (3)
 - GAM450 - Artificial Intelligence (3)
 - IT135 - Interactive Scripting in Virtual Environment (3)
 - IT209 - Introduction to Robotics (3)
 - IT450 - Artificial Intelligence (3)
 - MAT260 - Cryptology (3)
 - PHL214 - Formal Logic (3)
 - PSY300 - Biopsychology (3)
 - PSY305 - Cognitive Psychology (3)

Major Courses

45 Total Credits

- Complete all of the following
 - Complete:
 - CS112 - Discrete Mathematics II (3)
 - CS114 - Intro to Software Engineering (3)
 - CS114L - Introduction to Software Engineering Lab (1)
 - CS203L - Sophomore Software Engineering Lab I (2)
 - CS204L - Sophomore Software Engineering Lab II (2)
 - CS217 - Data Structure and Algorithms (3)

University College 2017-2018

- CS218 - Data Structure and Algorithms II (3)
- CS219 - Computer Architecture I (3)
- CS303L - Junior Software Engineering Lab I (2)
- CS304L - Junior Software Engineering Lab II (2)
- CS312 - Algorithms (3)
- CS317 - Computer Networks (3)
- CS321 - Programming Language Concepts (3)
- CS361 - Computer Software and Operating Systems (3)
- IT251 - Introduction to Unix/Linux Operating System (3)

Capstone

- Complete 1 of the following
 - Complete:
 - CS413 - Software Engineering Project I (3)
 - CS414 - Software Engineering Project II (3)
 - 6 credit(s) from the following:
 - CS445 - Computer Science Internship (0 - 15)
 - 6 credit(s) from the following:
 - CS499 - Computer Science Capstone (3)

Major Electives
12 Total Credits

- Complete all of the following
 - 12 credit(s) from the following:
 - CS231 - Database Systems (3)
 - CS328 - Embedded Systems (3)
 - CS409 - 3D Game Programming (3)
 - CS411 - Artificial Intelligence (3)
 - CS425 - Systems Architecture (3)
 - CS427 - Computer Graphics (3)
 - CS435 - Advanced Computer Graphics/Algorithms (3)
 - EE301 - Digital Circuits (3)
 - EE301L - Digital Circuits Lab (1)
 - EG424 - Industrial Robots (3)
 - EG426 - Mobile Robots (3)
 - NOTE: Courses containing labs must be taken together.

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Construction Management (BS)

Description

The Construction Management Program prepares students for a broad range of professional careers within the construction industry including residential, commercial, and industrial sectors, as well as infrastructure and heavy construction. The program focuses on the application of business, management, and engineering principles to the construction of buildings and large-scale infrastructures. Construction management represents an industry that brings together private businesses, public entities, and trades to create and build projects. CETA students will gain knowledge in computer applications and graphics, surveying, project management, construction materials, construction law and contracts. This will enable them to approach construction decisions with an informed consideration of global and societal contexts and consequences, especially those decisions that might have an economic or environmental impact on an area. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Program Outcomes

1. Apply knowledge of mathematics, science and construction management in their professional functions.
2. Apply effective research and problem solving skills in construction management.
3. Function on multi-disciplinary teams.
4. Plan, organize, and control a construction project.
5. Understand professional and ethical responsibility.
6. Communicate effectively.
7. Understand the impact of construction in a global, economic, environmental, and societal context.
8. Recognize the need for and have the ability to engage in life-long learning.
9. Be aware of contemporary issues and their potential impact on the construction industry.

Requirements

General Education Courses

46 Total Credits

- 46 credit(s) from:

Must include:

- CHM101 - Fundamentals of Chemistry (3)
- CM410 - Advanced Estimating and Bid Analysis (3)
- CM415 - Construction Planning and Scheduling (3)
- CM498 - Senior Capstone Project (3)
- ECO201 - Microeconomics (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT225L - Calculus I: Single-Variable Calculus Lab (0 - 1)
- PHY215 - Physics I (3)
- PHY215L - Physics I Lab (1)
- PSY108 - Introduction to Psychology (3)

Integrated Core

26 Total Credits

- 26 credit(s) from:

Except:

University College 2017-2018

- BUS205 - Foundations of Business Law (2)
- QSO205 - Business Operations Management (2)

Major Courses

39 Total Credits

- Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)
 - CM115 - Construction Plan Reading and Building Codes (3)
 - CM120 - Computer Graphics Applications for Construction (3)
 - CM230 - Construction Surveying (3)
 - CM250 - Heavy Construction Equipment (3)
 - CM320 - Construction Methods and Materials (3)
 - CM370 - Construction Estimating and Scheduling (3)
 - CM375 - Building Systems (3)
 - CM380 - Construction Law and Contracts (3)
 - CM390 - Materials Testing and Quality Control (3)
 - CM400 - Construction Project Management & Safety (3)
 - EG200 - Statics (3)
 - EG202 - Mechanics of Materials I (3)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

Electrical and Computer Engineering (BS)

Description

The Electrical and Computer Engineering Program prepares students for professional careers in the design, development, and integration of electronic and computer components and equipment in a wide range of industries; including telecommunications and networking, computer hardware, aerospace, automotive, and medical instrumentation. The program includes a three-semester design sequence within which students work in teams applying theories learned in the classroom to transform concepts into functioning designs that they will build and operate. The program provides a strong foundation in materials, circuit design, and component and system applications; and emphasizes component to system level design to enhance student experience in integrating systems and hardware and software interfaces. CETA students have the ability to select at least one concentration from the following: Control Systems, Network Security, Programming, Robotics, and Wireless Technology. Students will have the opportunity to be involved in different clubs and organizations within the College and on campus.

Requirements

General Education Courses

46 Total Credits

- Complete all of the following
 - 46 credit(s) from:
Must include:
 - CHM101 - Fundamentals of Chemistry (3)
 - EG110 - Engineering Design I (3)
 - EG498 - Capstone Design I (3)
 - EG499 - Capstone Design II (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT225L - Calculus I: Single-Variable Calculus Lab (0 - 1)
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT275L - Calculus II: Integration & Series Lab (0 - 1)
 - MAT330 - Differential Equations (3)
 - PHY215 - Physics I (3)
 - PHY215L - Physics I Lab (1)
 - SOC335 - Technology and Society (3)
 - NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

Engineering Core
20 Total Credits

- Complete all of the following
 - Complete:
 - EG207 - Instrumentation & Measurements (3)
 - EG316 - Electrical Circuits (3)
 - EG333 - Control Systems Analysis (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)
 - PHY216 - Physics II (3)
 - PHY216L - Physics II Lab (1)
 - 1 credit(s) from the following:
 - MAT350LE - Applied Linear Algebra-Engineering Lab (0 - 1)
 - NOTE: All Engineering Core courses require a minimum grade of C-.

Major Courses
44 Total Credits

- Complete all of the following
 - Complete:
 - CS111 - Discrete Mathematics I (3)
 - CS113 - Introduction to Programming (3)
 - CS113L - Intro to Programming Lab (1)
 - CS114 - Intro to Software Engineering (3)
 - CS114L - Introduction to Software Engineering Lab (1)
 - CS219 - Computer Architecture I (3)
 - CS317 - Computer Networks (3)
 - CS328 - Embedded Systems (3)
 - EE201 - Signals and Systems (3)
 - EE210 - Continuous and Discrete System (3)
 - EE210L - Continuous & Discrete Systems Lab (1)

- EE220 - Electromagnetics (3)
- EE301 - Digital Circuits (3)
- EE301L - Digital Circuits Lab (1)
- EE320 - Digital Signal Processing (3)
- EE325 - Probabilistic Methods in Electrical and Computer Engineering (3)
- EE330 - Analog Electronics (3)
- EE330L - Analog Electronics (1)

- NOTE: All Engineering Major courses require a minimum grade of C-.

Concentration(s) and Free Electives

18 Total Credits

- Complete all of the following
 - Students must declare one (1) concentration, but may declare two (2) concentrations. If a student completes the Robotics Concentration for 9 credits, they may choose a second concentration or complete 6 credits of free electives. If a student chooses Control Systems, Network Security, Programming, or Wireless for 6 credits, they may also take Robotics for 9 credits, another concentration for 6 credits and 3 credits of free electives, or 9 credits of free electives.
 - 18 credit(s).
 - NOTE: All Concentration courses require a minimum grade of C-.

Grand Total Credits: **128**

Electrical and Computer Engineering (BS) - Control Systems (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - CS361 - Computer Software and Operating Systems (3)
 - EG426 - Mobile Robots (3)
 - NOTE: CS 328 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Electrical and Computer Engineering (BS) - Network Security (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EE310 - Communication Systems (3)
 - EE420 - Computer Network Security (3)
 - NOTE: CS 317 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Electrical and Computer Engineering (BS) - Programming (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - CS217 - Data Structure and Algorithms (3)
 - CS218 - Data Structure and Algorithms II (3)
 - NOTE: CS 114 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Electrical and Computer Engineering (BS) - Robotics (Concentration)

Requirements

- Complete:
 - EG424 - Industrial Robots (3)
 - EG426 - Mobile Robots (3)
 - MAT350 - Applied Linear Algebra (3)

Grand Total Credits: **9**

Electrical and Computer Engineering (BS) - Wireless (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EE310 - Communication Systems (3)
 - EE410 - Wireless Technology and System (3)
 - NOTE: CS 317 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Mechanical Engineering (BS)

Description

The Mechanical Engineering Program prepares students for professional careers in the design, development, and manufacture of mechanical systems in a wide variety of industries. The program includes a five-semester design sequence within which students work in teams applying theories learned in the classroom to transform concepts into functioning designs that they will build and operate. The program provides a strong foundation in electro-mechanical systems, programming and control systems, robotics and machine vision, thermo-fluid systems, power/energy systems, lean manufacturing, and advanced materials. Within the design sequence, mechanical engineering students work with their aeronautical engineering peers to collect and analyze flight data. CETA students have the ability to select at least one concentration from the following: Composite Materials, Propulsion Systems, and Robotics. Students will have the opportunity to be involved in different clubs and organizations, such as student chapters of the American Institute of Aeronautics and Astronautics (AIAA) and the American Society of Mechanical Engineers (ASME). Mechanical Engineering Program Educational Objectives: Within a few years of graduation, graduates of the Southern New Hampshire Mechanical Engineering are expected to attain: I. Professional careers in Mechanical Engineering or other disciplines utilizing the knowledge and problem solving skills they developed in the SNHU Mechanical Engineering program; II. Increasing responsibility in technical and/or management areas; III. Recognition or affirmation from their managers and peers as effective and valued members of their work team; IV. Increasing discernment and sensitivity in the consideration of global and societal contexts and consequences when making engineering decisions; V. Expansion of their professional, personal, and interpersonal skills and engagement in lifelong learning activities, including post-graduate education for some graduates; VI. Involvement with professional and other service activities that contribute to industry and society.

Program Outcomes

1. An ability to apply knowledge of mathematics, science, and engineering.
2. An ability to design and conduct experiments, as well as to analyze and interpret

data.

3. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability.
4. An ability to function on multi-disciplinary teams.
5. An ability to identify, formulate, and solve engineering problems.
6. An understanding of professional and ethical responsibility.
7. An ability to communicate effectively.
8. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.
9. A recognition of the need for, and the ability to engage in life-long learning.
10. A knowledge of contemporary issues.
11. An ability to use the techniques, skills, and modern engineering tools needed for engineering practice.
12. An ability to apply principles of engineering, basic science, and mathematics to model, analyze, design, and realize physical systems, components or processes.
13. An ability to work professionally in both thermo-fluid and electro-mechanical system area.

Requirements

General Education Courses

49 Total Credits

- Complete all of the following
 - 46 credit(s) from:

Must include:

- CHM101 - Fundamentals of Chemistry (3)
- EG110 - Engineering Design I (3)
- EG498 - Capstone Design I (3)
- EG499 - Capstone Design II (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT275 - Calculus II: Integration & Series (3)
- MAT330 - Differential Equations (3)
- PHY215 - Physics I (3)
- PHY215L - Physics I Lab (1)
- SOC335 - Technology and Society (3)
- 3 credit(s) from the following:
 - MAT225L - Calculus I: Single-Variable Calculus Lab (0 - 1)
 - MAT275L - Calculus II: Integration & Series Lab (0 - 1)
 - CHM1ST3 - Fundamentals of Chemistry Lab (1)
- NOTE: EG 110, EG 498, and EG 499 require a minimum grade of C-.

Engineering Core

20 Total Credits

- Complete all of the following
 - Complete:
 - EG207 - Instrumentation & Measurements (3)
 - EG316 - Electrical Circuits (3)

University College 2017-2018

- EG333 - Control Systems Analysis (3)
- MAT325 - Calculus III: Multivariable Calculus (3)
- MAT350 - Applied Linear Algebra (3)
- PHY216 - Physics II (3)
- PHY216L - Physics II Lab (1)
- 1 credit(s) from the following:
 - MAT350LE - Applied Linear Algebra-Engineering Lab (0 - 1)
- NOTE: All Engineering Core courses require a minimum grade of C-.

Major Courses

45 Total Credits

- Complete all of the following
 - Complete:
 - EG112 - Engineering Design II (3)
 - EG200 - Statics (3)
 - EG201 - Fluid Mechanics (3)
 - EG202 - Mechanics of Materials I (3)
 - EG203 - Dynamics (3)
 - EG208 - Materials Science (3)
 - EG209 - Thermodynamics I (3)
 - EG310 - Engineering Design III (3)
 - EG318 - Thermodynamics II (3)
 - EG325 - Mechanics of Materials II (3)
 - EG341 - Design of Machine Components (3)
 - EG350 - Advanced Dynamics of Mechanical Systems (3)
 - EG390 - Experiment Design and Analysis (3)
 - EG410 - Heat Transfer (3)
 - EG420 - Design of Thermo-Fluid Systems (3)
 - NOTE: All Engineering Major courses require a minimum grade of C-.

Concentration(s) and Free Electives

15 Total Credits

- Complete all of the following
 - Students must declare one (1) concentration for 6 credits and complete 6 credits in free electives, or may declare two (2) concentrations. If a student completes the Robotics Concentration for 9 credits, they cannot declare a second concentration and must complete 3 credits of free electives. Students may declare up to two concentrations from Composite Materials and Propulsion Systems.
 - 15 credit(s).
 - NOTE: All Concentration courses require a minimum grade of C-.

Grand Total Credits: **129**

Mechanical Engineering (BS) - Composite Materials (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EG409 - Composite Materials (3)
 - EG411 - Composite Processing (3)
 - NOTE: EG 208 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Mechanical Engineering (BS) - Propulsion Systems (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - EG308 - Gas Dynamics (3)
 - EG330 - Propulsion (3)
 - NOTE: EG 318 is a concentration requirement that is fulfilled in the major.

Grand Total Credits: **6**

Mechanical Engineering (BS) - Robotics (Concentration)

Requirements

- Complete:
 - EG424 - Industrial Robots (3)
 - EG426 - Mobile Robots (3)
 - MAT350 - Applied Linear Algebra (3)

Grand Total Credits: **9**

School of Arts and Sciences

American Studies (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 5 of the following:
 - FAS301 - Film and American Culture (3)
 - FAS370 - American Art (3)
 - HIS245 - United States History since 1945 (3)
 - HIS254 - Civil Rights Movement (3)
 - HIS270 - American Environmental History (3)
 - HIS330 - Civil War and Reconstruction (3)
 - HIS332 - Colonial New England (3)
 - HIS338 - Young America (3)
 - HIS357 - American Slavery (3)
 - LIT312 - Early American Literature (3)
 - LIT313 - The American Renaissance (3)
 - LIT314 - American Realism and Naturalism (3)
 - LIT315 - Twentieth Century American Literature and Beyond (3)
 - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
 - LIT335 - Major Author Studies (3)
 - LIT350 - The Black Literary Tradition (3)
 - LIT450 - Seminar in American Literature (3)
 - POL210 - American Politics (3)
 - POL305 - State and Local Government (3)
 - POL306 - The American Legal Tradition (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - May also include HIS 319. This course is no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by the University College.
 - Maximum 3 courses per subject.

Grand Total Credits: **15**

Anthropology and Geography (Minor)

Description

In an increasingly interconnected world an understanding of intercultural communication patterns, and cultural competence are critical. This program will provide students in any major with the knowledge and skills to communicate effectively cross culturally, and to deepen their awareness of cultural differences and how to accommodate them in their daily life. This program will further provide students in the social sciences with a strong foundation for graduate study.

Program Outcomes

1. Apply knowledge of culture and geography to students' field of study.
2. Integrate primary source literature and data to formulate new hypothesis about cultural behaviors.
3. Adhere to ethical standards for ethnographic research.

Requirements

- Complete all of the following
 - Complete:
 - ATH111 - Introduction to Cultural Anthropology (3)
 - GEO200 - World Geography (3)
 - 6 credit(s) from the following type of course(s):
Anthropology, Geography, World Religion (PHL-230), or any faculty led travel courses.
 - 3 credit(s) from subject(s): HIS

Grand Total Credits: **15**

Applied Mathematics (Minor)

Description

The Applied Mathematics Minor at SNHU is devoted to learning and understanding the mathematical methods and reasoning involved in solving real-world problems, including problems in business, the social sciences and the natural sciences.

Requirements

Required Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)
 - 1 of the following:
 - MAT240 - Applied Statistics (3)
 - MAT275 - Calculus II: Integration & Series (3)

Electives

6 Total Credits

- 6 credit(s) from:
 - MAT135 - The Heart of Mathematics (3)
 - MAT160 - Introduction to Game Theory (3)

Subject(s): MAT within the range of course numbers 200-499

Except:

- MAT206 - Math for Elementary Education II (3)
- MAT360 - Statistics and Probability for Teachers (3)
- MAT362 - Algebra for Teachers (3)

Grand Total Credits: **15**

Art History (Minor)

Requirements

Required Courses

6 Total Credits

- Complete:
 - HUM201 - Intro to Humanities I (3)
 - HUM202 - Intro to Humanities II (3)

Electives

9 Total Credits

- 3 of the following:
 - FAS110 - Introductory Drawing (3)
 - FAS226 - Digital Photography (3)
 - FAS260 - History of Architecture (3)
 - FAS270 - Introduction to Film History (3)
 - FAS301 - Film and American Culture (3)
 - FAS302 - Gender and Film (3)
 - FAS303 - Golden Age of Film Comedy (3)
 - FAS305 - Digital Documentary Photography (3)
 - FAS320 - History of Design (3)
 - FAS326 - History of Photography (3)
 - FAS335 - Romanticism to Impressionism (3)
 - FAS342 - Modernism (3)
 - FAS345 - Contemporary Art (3)
 - FAS370 - American Art (3)
 - FAS380 - Women, Art and Society (3)

Grand Total Credits: **15**

Behavioral Neuroscience (Minor)

Description

The Behavioral Neuroscience minor provides students an opportunity to gain interdisciplinary insights about how the brain functions at both molecular and behavioral levels, as well as the interactions that occur in between. Behavioral neuroscience has become a hub of the physical, behavioral and social sciences. For example, psychological research has increasingly made use of the terminology and brain scanning technologies from the neuroscience. Behavioral neuroscience has also informed other disciplines as well, from art to marketing. A student may earn a minor in Behavioral Neuroscience by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - PSY108 - Introduction to Psychology (3)

Required Courses

16 Total Credits

- Complete all of the following
 - Complete:
 - BIO210 - Introduction to Anatomy and Physiology (3)
 - BIO210L - Anatomy and Physiology Lab (1)
 - BIO320 - Neuroscience (3)
 - PSY300 - Biopsychology (3)
 - 2 of the following:
 - BIO325 - Animal Behavior (3)
 - PSY225 - Health Psychology (3)
 - PSY307 - Sensation and Perception (3)

Grand Total Credits: **19**

Biology (BS)

Description

The Biology Major integrates practical skills (laboratory and field work) and theoretical education into courses that investigate the diversity and biology of plants, animals, and microbes. This Major is designed to provide students with the knowledge and skills to succeed in careers in the biological sciences, including those in the field of health. It is also a strong foundation for those wishing to go on to teach biology. The curriculum focuses on the structure and function of cells, tissues, and organ systems in living organisms, the evolutionary relationships among all organisms, and on the interactions between living systems and the environment. In research partnerships with our

faculty, SNHU students participate in original research projects that utilize cutting edge technologies, as well as traditional field based studies. The hands-on teaching environment and small classroom size at SNHU allows students to investigate their own interests, and to find support for high-quality undergraduate research projects that further develop their proficiency in biology. Our goal is to foster awareness, appreciation, and understanding of biology as a diverse and dynamic field, and to prepare students to enter career paths or graduate programs that utilize their skills and knowledge.

Program Outcomes

1. Apply principles and concepts from the broad range of biological sciences, including cell biology, genetics, evolution and ecology.
2. Design and conduct independent laboratory or field research that is consistent with the standards and practices of research in the biological sciences.
3. Collect, evaluate, interpret, and communicate data and information according to the standards of practice in the biological sciences.
4. Apply fundamental mathematical tools (statistics, calculus) and physical principles (physics, chemistry) to the analysis of relevant biological situations.
5. Assess the ethical dimensions inherent in biological research, especially as it pertains to biotechnology and health science.

Requirements

General Education Courses
45 Total Credits

- Complete all of the following
 - 42 credit(s) from:
 - Must include:
 - PSY108 - Introduction to Psychology (3)
 - SOC112 - Introduction to Sociology (3)
 - 1 of the following:
 - MAT241 - Modern Statistics with Software (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)

Arts and Sciences Courses
9 Total Credits

- Complete 1 of the following
 - Complete all of the following
 - Complete:
 - COM212 - Public Speaking (3)
 - SOC312 - Biosociology (3)
 - 1 of the following:
 - MAT300 - Applied Statistics II: Regression Analysis (3)
 - PSY225 - Health Psychology (3)
 - Complete:
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT330 - Differential Equations (3)

Major Courses

36 Total Credits

- Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - BIO121 - General Biology II (3)
 - BIO121L - General Biology II Lab (1)
 - BIO200 - Bioethics (3)
 - BIO210 - Introduction to Anatomy and Physiology (3)
 - BIO210L - Anatomy and Physiology Lab (1)
 - BIO270 - Genetics (3)
 - BIO280 - The Microbial World (3)
 - BIO280L - The Microbial World Lab (1)
 - CHM120 - General Chemistry I (3)
 - CHM120L - General Chemistry I Lab (1)
 - CHM121 - General Chemistry II (3)
 - CHM121L - General Chemistry II Lab (1)
 - CHM309 - Biological Chemistry (3)
 - PHY101 - Principles of Physics (3)

Major Electives

9 Total Credits

- 9 credit(s) from the following:
 - BIO110 - Introduction to Public Health (3)
 - BIO302 - Field Ornithology (3)
 - BIO312 - Zoology (3)
 - BIO314 - Introductory Botany (3)
 - BIO315 - Ecological Principles and Field Methods (3)
 - BIO320 - Neuroscience (3)
 - BIO325 - Animal Behavior (3)
 - BIO330 - Conservation Biology (3)
 - BIO335 - Vertebrate Morphology (3)
 - BIO340 - Human Health and the Environment (3)
 - BIO344 - Invasive Biology (3)
 - BIO480 - Independent Study (0 - 3)

Free Electives

21 Total Credits

- 21 credit(s).

Grand Total Credits: **120**

Biology (Minor)

Description

The problems societies face around the world today, such as epidemics and outbreaks, the rise of antibiotic resistance, and the loss of biodiversity, require solutions that incorporate scientific skills and knowledge. This program will provide students in any major with valuable knowledge of biology to add to their area of focus. It is also suitable for students who wish to pursue further study in the life sciences to meet requirements for graduate school admission.

Program Outcomes

1. Apply knowledge of the structure and function of organisms, genetics, and evolutionary theory to their own field of study.
2. Integrate information from primary scientific literature and data sources in the development and exploration of hypotheses.
3. Adhere to standards and best practices for safely and effectively collecting and analyzing data in the field and laboratory.

Requirements

Required Courses

17 Total Credits

- Complete all of the following
 - Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - BIO121 - General Biology II (3)
 - BIO121L - General Biology II Lab (1)
 - 3 of the following:
 - BIO110 - Introduction to Public Health (3)
 - BIO200 - Bioethics (3)
 - BIO202 - Field Ornithology (3)
 - BIO270 - Genetics (3)
 - BIO280 - The Microbial World (3)
 - BIO312 - Zoology (3)
 - BIO314 - Introductory Botany (3)
 - BIO315 - Ecological Principles and Field Methods (3)
 - BIO325 - Animal Behavior (3)
 - BIO330 - Conservation Biology (3)
 - BIO335 - Vertebrate Morphology (3)
 - BIO340 - Human Health and the Environment (3)
 - BIO344 - Invasive Biology (3)

Grand Total Credits: **17**

Clinical Mental Health Counseling (MS)

Description

Students seeking the Master of Science must earn a minimum of 63 or 66 credits with a GPA of 3.0 or better on the 4.0 scale, including completion of an approved 100 hours of practicum and two to three 300-hour internships. No grades below a "C" will be accepted for graduation and no more than two grades of "C+" or below. Students must complete the M.S. within eight calendar years of acceptance. No more than six graduate credits may be transferred from another accredited college or university; transfer credits are subject to approval by SNHU.

Requirements

Major Foundation Courses

16 Total Credits

- Complete all of the following
 - Complete:
 - PCMH600 - Overview of Clinical MH & SA Counseling (3)
 - PCMH610 - Helping Relationships & Clinical Counseling Techniques (3)
 - PCMH615 - Practicum (1)
 - PCMH621 - Treatment Planning in Clinical MH & SA Counseling (3)
 - PCMH650A - Internship I (1.5)
 - PCMH650B - Internship I (1.5)
 - PCMH680 - Diagnosis, Assessment & Psychopathology (3)
 - NOTE: Foundation Courses do not count towards the grand total of program credits.

Major Courses

9 Total Credits

- Complete 1 of the following
 - Child Clinical Concentration Courses**
 - Complete:
 - PCMH635 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family (3)
 - PCMH636 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family) (3)
 - PCMH689 - Early Childhood and Infant Mental Health (3)
 - Adult Clinical Concentration Courses**
 - Complete:
 - PCMH645 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult (3)
 - PCMH646 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult) (3)
 - PCMH692 - Elders: Mental Health and Addictions (3)

Advanced Major Courses

38 Total Credits

- Complete:
 - PCMH605 - Measurement & Testing (3)
 - PCMH662A - Internship II (1.5)
 - PCMH662B - Internship II (1.5)

University College 2017-2018

- PCMH665 - Program Evaluation and Systems Research (3)
- PCMH666 - Professional Counseling Orientation & Ethics (3)
- PCMH670 - Organizational Leadership & System Change (3)
- PCMH675 - Mental Health, Addictions and Family Systems (3)
- PCMH676 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan (3)
- PCMH682 - Human Growth & Development (3)
- PCMH683 - Group Process (3)
- PCMH685 - Social and Cultural Foundations (3)
- PCMH686 - Career and Lifestyle Development (3)
- PCMH688 - Clinical Counseling Theories (3)
- PCMH690A - Master's Project (1)
- PCMH690B - Master's Project (1)

Grand Total Credits: **63**

Communication (BA)

Description

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, social media, professional writing, journalism, advertising, and other mass media professions. Students also have the opportunity to focus their studies through a variety of minors and internship experiences. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment

Program Outcomes

1. Design, develop, and deliver professional quality oral, written, and visual communications that are coherent, technically sound, and appropriately adapted to specific audiences and contexts
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape communication across interpersonal, group, and organizational settings
3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of communication messages
4. Evaluate and respond to complex problems associated with the design, development, and delivery of communication messages through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Apply professional, ethical, and socially and culturally sensitive communication practices across interpersonal, group, organizational, and intercultural settings

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - ENG220 - Business Communication (3)
 - 6 credit(s) from:
 - GRA310 - Digital Graphic Design for the Web (3)
 - POL210 - American Politics (3)
 - PSY257 - Social Psychology (3)
 - SCI219 - Environmental Issues (3)
 - SOC328 - Sociology of Aging (3)
- Subject(s): HIS within the range of course numbers 100-199
- NOTE: Students may only take one (1) HIS course from the 100 level.

Major Courses

33 Total Credits

- Complete:
 - COM126 - Introduction to Mass Communication (3)
 - COM212 - Public Speaking (3)
 - COM227 - Public Relations (3)
 - COM230 - Graphics and Layout in Print Media (3)
 - COM232 - Desktop Publishing (3)
 - COM235 - Multimedia Journalism (3)
 - COM244 - Digital Video Production: Level I (3)
 - COM310 - Social Media (3)
 - COM320 - Exploring World Cultures/Mass Media (3)
 - COM322 - Advanced Public Speaking (3)
 - COM430 - Organizational Communications (3)

Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

Communication (Minor)

Description

A student may earn a minor in Communication by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - COM126 - Introduction to Mass Communication (3)
 - COM212 - Public Speaking (3)
 - 9 credit(s) from subject(s): COM

Grand Total Credits: **15**

Creative Writing and English (BA)

Description

Novelists, memoirists, poets, playwrights and screenwriters articulate the questions of our time. They help us to free ourselves from our easy assumptions and to empathize with people whose circumstances differ from our own. Literature gives our culture a way to talk to itself. SNHU's major in creative writing is for students interested in careers in writing and book publishing, and for students who simply wish to explore a passion for writing. It teaches skills useful for journalism, law, communications, and many other professions. It prepares students for graduate programs, like the university's low-residency Master of Fine Arts in fiction and nonfiction writing. Creative writing courses begin during freshman year. Publishing opportunities at SNHU include the student literary journal, The Manatee, and contests in the university's nationally-distributed journal, Amoskeag. Faculty help students prepare work for submission to graduate programs, agents, and editors. Students on the main campus in Manchester spend classroom time with agents, editors, publicists, and visiting writers. Students attend workshops, readings, and networking events. Our faculty includes nationally acclaimed writers. They host renowned visiting writers. Students can join the creative writing club and the New Hampshire Writers' Project, the only statewide literary organization for writers of all levels and genres, which is housed on the university's main campus in Manchester. Students who wish to major in creative writing on the main campus in Manchester must submit a writing sample of 5-10 pages to the program coordinator. Students applying to the online program in creative writing must submit a sample to the online program. Creative writing majors on the main campus in Manchester choose a concentration in fiction, a concentration in nonfiction, or no concentration. Online majors choose a concentration in fiction, nonfiction, poetry or screenwriting. Majors on the main campus who choose no concentration take workshops in three out of four genres. Majors on the main campus who choose a

concentration in fiction or nonfiction focus on a long work in the chosen genre. Online majors focus on the chosen genre and take a course in writing for new media. For majors on the main campus, the concentrations in fiction and nonfiction make it easier to complete a B.A. in Creative Writing and English in three years with coursework during summers. The concentrations can also help students write work samples strong enough to earn admission to the low-residency M.F.A. program. Students who finish a B.A. with a concentration in fiction or nonfiction in three years can earn both a B.A. and an M.F.A. over the course of five years, if they are accepted to the M.F.A. program in the third year of the B.A.

Program Outcomes

1. Apply techniques and terminology essential to analyzing (and appreciating) literary form, genre, structure, and style
2. Produce creative works in a variety of genres (fiction, non-fiction, poetry, drama, screenwriting), employing the conventions and techniques of those genres
3. Produce a body of advanced work in the student's chosen genre, reflecting a culmination of the student's workshop training and the beginning of professionalization

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Arts and Sciences Courses
9 Total Credits

- Complete all of the following
 - Complete:
 - HUM201 - Intro to Humanities I (3)
 - HUM202 - Intro to Humanities II (3)
 - 3 credit(s) from:
 - COM212 - Public Speaking (3)
 - PHL210 - Introduction to Philosophy (3)

Subject(s): HIS within the range of course numbers 100-199

Major Courses
24 Total Credits

- Complete all of the following
 - Complete:
 - ENG226 - Introduction to Creative Writing (3)
 - ENG340 - Context of Writing: Writers/Publishing (3)
 - ENG350 - The English Language (3)
 - ENG431 - Advanced Creative Writing (3)
 - LIT300 - Literary Theory (3)
 - 1 of the following:
 - LIT319 - Shakespeare (3)

- LIT335 - Major Author Studies (3)
- 3 credit(s) from subject(s): LIT within the range of course numbers 300 - 399
- 3 credit(s) from subject(s): LIT within the range of course numbers 400 - 499

Major Electives or choose a Concentration

9 Total Credits

- 3 of the following:
 - ENG326 - Genre Writing Workshop (3)
 - ENG327 - Playwriting Workshop (3)
 - ENG328 - Poetry Writing Workshop (3)
 - ENG329 - Fiction Writing Workshop (3)
 - ENG330 - Nonfiction Writing Workshop (3)

Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

Creative Writing and English (BA) - Fiction Writing (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - ENG329 - Fiction Writing Workshop (3)
 - 9 credit(s) from the following:
 - ENG431 - Advanced Creative Writing (3)

Grand Total Credits: **12**

Creative Writing and English (BA) - Non-Fiction Writing (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - ENG330 - Nonfiction Writing Workshop (3)
 - 9 credit(s) from the following:
 - ENG431 - Advanced Creative Writing (3)

Grand Total Credits: **12**

Creative Writing (Minor)

Requirements

Required Courses

12 Total Credits

- Complete:
 - ENG327 - Playwriting Workshop (3)
 - ENG328 - Poetry Writing Workshop (3)
 - ENG329 - Fiction Writing Workshop (3)
 - ENG330 - Nonfiction Writing Workshop (3)

Electives

3 Total Credits

- Complete 1 of the following
 - 1 of the following:
 - COM235 - Multimedia Journalism (3)
 - ENG220 - Business Communication (3)
 - ENG480 - Independent Study (3)
 - 3 credit(s) from subject(s): LIT within the range of course numbers 300 - 399

Grand Total Credits: **15**

Crime and Criminology (Certificate)

Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12 credit program is designed for students interested in future careers or graduate study in the areas of social work, criminal psychology, or sociology. Students will explore related topics including victimology, sociology of deviance, and crimes against children.

Requirements

Required Courses

12 Total Credits

- Complete all of the following
 - 1 of the following:
 - JUS101 - Introduction to Criminal Justice (3)
 - POL306 - The American Legal Tradition (3)
 - Complete:
 - JUS215 - The Victim and the Justice System (3)
 - 2 of the following:
 - JUS211 - Organized Crime (3)
 - JUS305 - International Criminal Justice (3)
 - JUS309 - White Collar Crime (3)
 - JUS429 - Terrorism (3)
 - JUS468 - Crimes Against Children (3)
 - PSY205 - Forensic Psychology (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY310 - Criminal Psychology (3)
 - SOC213 - Sociology of Social Problems (3)
 - SOC324 - Sociology of Crime and Violence (3)
 - SOC326 - Sociology of Deviant Behavior (3)

Grand Total Credits: **12**

Digital Media Video Production (Minor)

Description

A Digital Media and Video Production minor would enable a student to combine specialized knowledge within their major with theoretic and practical knowledge of video production to create documentary, commercial, or promotional videos.

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - COM244 - Digital Video Production: Level I (3)
 - FAS270 - Introduction to Film History (3)
 - 3 of the following:
 - COM344 - Digital Video Production: Level II (3)
 - COM345 - Animation and Visual Effects (3)
 - COM454 - Documentary Video Production (3)
 - COM455 - Commercial Video Production (3)
 - ENG230 - Writing for Film (3)
 - FAS301 - Film and American Culture (3)
 - FAS302 - Gender and Film (3)
 - FAS303 - Golden Age of Film Comedy (3)

Grand Total Credits: **15**

English Language and Literature (BA)

Description

Turn your passion for reading and writing into a career. Gain the communication and research skills needed in the workplace today. Learn to think critically and write effectively. Welcome to SNHU's BA in English language and literature program. The BA in English language and literature degree opens up several career possibilities beyond the traditional roles of writers and teachers. English language and literature majors also go on to become lawyers, politicians, marketing communication professionals, historians, museum curators, and nonprofit directors, just to name a few. Classes are generally small. The literature courses, for example, average about 20 students and the writing courses just about 15 students. This allows professors to keep the classes lively and highly interactive. You won't ever find yourself sitting in a huge auditorium, struggling to follow along with a lecture. In fact, some of the most unique learning opportunities might take place out of the classroom. Because of SNHU's ideal location in the heart of New England, the birthplace of American literature, professors often build in visits to historic literary sites such as Walden Pond to add depth to the subject matter. The program includes an extensive overview of American and British literature and a sampling of world literature. You'll also be required to take courses in linguistics,

literary theory, and Shakespeare. Optional courses include Postcolonial Studies, multinational literature, as well as regularly rotating courses on single authors (Dickens or Hemingway, for example) and specific genres (drama, poetry, and the novel).

Program Outcomes

1. Critical and Creative Thinking - Identify and analyze ambiguity; Interpret implicit meaning; Assess the reasoning in arguments by others; Support interpretations with textual evidence
2. Cultural Literacy - Differentiate between an author's historical period and place within a literary movement; Assess and critique the influence of cultural categories of race, class, gender, and orientation; Integrate a variety of historical perspectives into analysis of contemporary issues; Articulate orally and in writing the culturally important role of literature in different historical periods
3. Literary Analysis - Employ critical methods and terminology to analyze literary form, genre, structure, and style; Incorporate theoretical perspectives into interpretation of texts; Demonstrate skills of literary analysis through written and oral presentations
4. Analytical Writing - Develop an engaging literary analysis that develops an original thesis through a logical, organized argument that emphasizes close reading of the text; Integrate critical thinking, cultural knowledge, and critical analysis with (at 300-level and higher) research and documentation of secondary sources
5. Collaboration - Demonstrate an ability to work with peers on collaborative projects; Utilize oral and written communication skills in a group dynamic

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - HUM201 - Intro to Humanities I (3)
 - HUM202 - Intro to Humanities II (3)
 - 3 credit(s) from subject(s): HIS within the range of course numbers 100 - 299

Major Courses

33 Total Credits

- Complete all of the following
 - Complete:
 - ENG350 - The English Language (3)
 - LIT300 - Literary Theory (3)
 - 1 of the following:
 - LIT319 - Shakespeare (3)
 - LIT335 - Major Author Studies (3)

- 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 299

British/Euro

- 1 of the following:
 - LIT306 - Medieval Literature (3)
 - LIT307 - Renaissance and Restoration Literature (3)
 - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
 - LIT310 - Victorian Literature (3)
 - LIT311 - Modern British Literature (3)
 - LIT317 - European Literature (3)

American

- 1 of the following:
 - LIT312 - Early American Literature (3)
 - LIT313 - The American Renaissance (3)
 - LIT314 - American Realism and Naturalism (3)
 - LIT315 - Twentieth Century American Literature and Beyond (3)

World, Multi-Ethnic, Postcolonial, Black Lit (WMPB)

- 1 of the following:
 - LIT318 - World Literature (3)
 - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
 - LIT345 - Postcolonial Encounters (3)
 - LIT350 - The Black Literary Tradition (3)
- 3 credit(s) from subject(s): LIT within the range of course numbers 400 - 499
- 1 of the following:
 - LIT323 - Studies in Drama (3)
 - LIT325 - Studies in the Novel (3)
 - LIT327 - Studies in Poetry (3)
- Complete 1 of the following
 - 6 credit(s) from the following:
 - LIT485 - Senior Thesis in Literature (3)
 - Complete all of the following
 - 3 credit(s) from subject(s): LIT within the range of course numbers 300 - 499
 - 3 credit(s) from subject(s): LIT, or ENG within the range of course numbers 300 - 499

Free Electives
33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

English Language and Literature (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 299
 - 9 credit(s) from subject(s): LIT within the range of course numbers 300 - 399
 - 3 credit(s) from subject(s): LIT within the range of course numbers 400 - 499

Grand Total Credits: **15**

Environmental Science (BS)

Description

In today's world, it's essential to go green. Nowhere is this task more urgent than in developing countries, where the implementation of Western development models has created serious environmental challenges. The B.S. in Environmental Science and Sustainability (International) at SNHU provides international students with the knowledge, skills, and practical experience needed to meet these challenges sustainably in governments, nongovernmental organizations, and businesses worldwide. Our program blends insights from environmental science, the environmental social sciences, and other sustainability-focused fields into a uniquely practical learning experience that is more than merely interdisciplinary. Students spend their first two years in an environmental or other degree program at their home universities, then complete their remaining degree requirements in two years on campus at SNHU. They also take all of their SNHU environmental science and sustainability courses with the American students enrolled in the ordinary 4-year version of the program, immersing themselves not just in the content of their coursework, but also in American culture and university life.

Program Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of solutions to environmental problems
2. Analyze intersections of the human and natural world drawing upon an understanding of the structures and functions of ecological systems and processes
3. Propose practical solutions that address the complexity of environmental problems by employing interdisciplinary approaches
4. Articulate a personal ethical framework that integrates environmental science concepts, principles, and practical experiences
5. Apply various technological and field-based methods to the study of the

environment

6. Design and execute projects that effectively integrate the scientific method and quantitative and qualitative research methods (including laboratory procedures) as applied to questions related to the natural environment

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- PHY101 - Principles of Physics (3)

Arts and Sciences Courses

9 Total Credits

- Complete:

- GEO200 - World Geography (3)
- HIS270 - American Environmental History (3)
- PHL363 - Environmental Ethics (3)

Major Courses

27 Total Credits

- Complete:

- BIO120 - General Biology I (3)
- BIO120L - General Biology I Lab (1)
- BIO315 - Ecological Principles and Field Methods (3)
- CHM120 - General Chemistry I (3)
- CHM120L - General Chemistry I Lab (1)
- ENV101 - Environmental Science (3)
- ENV111 - Environmental Science Compass (1)
- ENV220 - GIS, Field Methods and Technology (3)
- ENV250 - Environmental Science Research Methods (3)
- ENV440 - Senior Seminar (3)
- PHY105 - Geology (3)

Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from subject(s): BIO, CHM, ENV, or SCI within the range of course numbers 200 - 399

Free Electives

27 Total Credits

- 27 credit(s).

Grand Total Credits: **120**

Environmental Science (BS) - Compliance and Sustainability (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - ENV100 - Introduction to Sustainability (3)
 - 3 credit(s) from the following:
 - POL319 - US Environmental Law and Politics (3)
 - POL349 - Comparative Environmental Law and Sustainable Development (3)
 - 6 credit(s) from the following:
 - ENV322 - Environment and Development (3)
 - ENV361 - Environmental Impact and Site Assessment (3)
 - ENV372 - Sustainability Strategies for Business (3)
 - ENV373 - LEED Green Associate Credential (1)
 - ENV374 - OSHA General Industry Outreach Training (1 - 3)
 - ENV375 - Hazardous Waste Coordinator Certificate (1)
 - POL319 - US Environmental Law and Politics (3)
 - POL349 - Comparative Environmental Law and Sustainable Development (3)
 - SCI373 - Regional Sustainability Field Study (3)
 - SOC318 - Sustainable Communities (3)
 - SOC373 - Regional Sustainability Field Study (3)
 - POL 329 is also an option for the above selections. This course is no longer available through University College.
 - NOTE: Students may take only one of the following two courses, SCI 373 and SOC 373.

Grand Total Credits: **12**

Environmental Science (BS) - Energy and Natural Resources (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - CHM121 - General Chemistry II (3)
 - CHM121L - General Chemistry II Lab (1)
 - 3 of the following:
 - CHM200 - Environmental Chemistry (3)
 - ENV305 - Global Climate Change (3)
 - SCI218 - Natural Resources (3)
 - SCI220 - Energy and Society (3)
 - SCI333 - Waste: Sources, Reduction, & Remediation (3)
 - SCI373 - Regional Sustainability Field Study (3)
 - SOC373 - Regional Sustainability Field Study (3)
 - NOTE: Students may take only one of the following two courses, SCI 373 and SOC 373.

Grand Total Credits: **13**

Environmental Science (BS) - Wildlife and Conservation Biology (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - BIO121 - General Biology II (3)
 - BIO121L - General Biology II Lab (1)
 - 3 of the following:
 - BIO202 - Field Ornithology (3)
 - BIO312 - Zoology (3)
 - BIO314 - Introductory Botany (3)
 - BIO325 - Animal Behavior (3)
 - BIO330 - Conservation Biology (3)

Grand Total Credits: **13**

Environmental Studies (Minor)

Description

This course of study is designed for students who are not pursuing an environmental degree. As environmental concerns become more relevant, a minor in Environmental Studies can enhance one's education and expand career opportunities. A student may earn a minor in Environmental Studies by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - PHL363 - Environmental Ethics (3)
 - SCI219 - Environmental Issues (3)
 - 3 of the following:
 - ENV305 - Global Climate Change (3)
 - GEO200 - World Geography (3)
 - HIS270 - American Environmental History (3)
 - LIT231 - Nature Writers (3)
 - SOC318 - Sustainable Communities (3)

Grand Total Credits: **15**

European Culture (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 2 of the following:
 - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
 - LIT310 - Victorian Literature (3)
 - LIT317 - European Literature (3)
 - LIT311 - Modern British Literature (3)
 - 3 of the following:
 - FAS335 - Romanticism to Impressionism (3)
 - FAS342 - Modernism (3)
 - HIS235 - Modern Russia (3)
 - HIS238 - Modern Germany: 1871 - Present (3)
 - LFR311 - French Civilization and Culture (3)
 - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
 - LIT310 - Victorian Literature (3)
 - LIT311 - Modern British Literature (3)
 - LIT317 - European Literature (3)
 - MUS223 - Appreciation and History of Music (3)

Grand Total Credits: **15**

Fiction (MFA)

Description

The School of Arts and Sciences offers a low-residency graduate program in creative writing. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre (fiction or nonfiction) at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing. With four writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults. Students study with faculty mentors who are accomplished writers and teachers, participate in lectures, readings, and master classes with visiting writers of national reputation, hone their work through mentor and peer review, read publicly from their own work and meet with publishing professionals in a community dedicated to creative endeavor. Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with faculty mentors. Individualized study is supplemented with residency periods (seven consecutive days each in June and January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

Program Outcomes

1. Complete a fiction manuscript of professional quality, suitable for submission to editors
2. Understand literary concepts necessary for teaching composition and creative writing and for working in publishing

Requirements

Major Courses
60 Total Credits

- Complete:
 - MFA501F - Summer Residency I Fiction (3)
 - MFA502F - Winter Residency I Fiction (3)
 - MFA503F - Summer Residency II Fiction (3)
 - MFA504F - Winter Residency II Fiction (3)
 - MFA510 - MFA Workshop: Fiction Writing I (12)
 - MFA511 - MFA Workshop: Fiction Writing II (12)
 - MFA512 - Graduate Fiction Workshop III (12)
 - MFA513 - Graduate Fiction Workshop IV (12)

Game Art and Development (BA)

Description

Whether it's creating lifelike characters, imagining rich virtual game worlds or designing creatures from another planet, SNHU's major in Game Art and Development can get you on your way to working in the fast-paced, exciting world of video game art. This BA program balances fundamental skill development with advanced training in the techniques used by industry professionals today. Students learn and apply principles used in video game art asset creation such as 3D modeling, lighting, shading, anatomy illustration, digital painting, 3D mesh topology, texturing and rigging. Courses mirror the standard workflow pipeline used in industry for the production of art assets for multiple video game platforms, including web, console, PC and mobile. You'll graduate with a vast toolkit of skills and a body of work for your portfolio. SNHU Game Art and Development graduate have found employment as: Character Artist Environment Artist Level Designer World Builder Designers Technical Artist Weapons Artist 3-D Generalist 3-D product modelers UI/UX artist Texture Artist

Program Outcomes

1. Design and develop professional quality digital game and interactive media elements that combine technical and aesthetic design principles to create engaging and dynamic experiences
2. Critically analyze and recommend strategies for addressing the impact of various physical, cognitive, cultural, and social factors that shape the design, development, and interpretation of digital games and interactive media
3. Evaluate, select, and effectively apply tools and technology commonly used in the design and production of digital games and other interactive media
4. Evaluate and respond to complex problems associated with the design and development of digital games through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Optimize the design of interactive media elements to the strengths and limitations of the processes and techniques used in the production of digital games

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- BIO210 - Introduction to Anatomy and Physiology (3)
- PSY108 - Introduction to Psychology (3)

Arts and Sciences Courses

9 Total Credits

- Complete:

University College 2017-2018

- ENG226 - Introduction to Creative Writing (3)
- FAS110 - Introductory Drawing (3)
- LIT229 - World Mythology (3)

Major Courses

33 Total Credits

- Complete:
 - GRA105 - Concept Art and Color Theory (3)
 - GRA201 - Intro to Digital Sculpting (3)
 - GRA202 - 3-D Modeling and Animation (3)
 - GRA211 - Interactive Animation (3)
 - GRA212 - 3-D Character Animation (3)
 - GRA215 - Texturing for Games (3)
 - GRA311 - Environment Design (3)
 - GRA401 - Character Design (3)
 - GRA402 - Creature Design (3)
 - GRA440 - 3-D Art and Design (3)
 - FAS310 - Illustration (3)

Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

Game Art and Development (Minor)

Description

A student may earn a minor in Game Art and Development by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - GRA220 - Introduction to Digital Imaging (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - GRA201 - Intro to Digital Sculpting (3)
 - GRA202 - 3-D Modeling and Animation (3)
 - GRA212 - 3-D Character Animation (3)
 - GRA311 - Environment Design (3)
 - 1 of the following:
 - GRA401 - Character Design (3)
 - GRA402 - Creature Design (3)

Grand Total Credits: **18**

Game Programming and Development (BS)

Program Outcomes

1. Create, execute, and document clear and effective code in a variety of programming languages and game engines relevant to professional game development
2. Integrate methods and techniques for creating realistic, dynamic gameplay experiences, including game AI, game physics, 2D and 3D graphics, and interface design
3. Articulate and solve complex logic problems associated with programming interactive game systems
4. Apply effective, industry-standard design, production, and testing techniques through all phases of game development
5. Adhere to the standards and expectations of the professional game development community, especially regarding effective communication, respect for all people and cultures, ethical decision-making, and the ability to function effectively as a member of a team
6. Research, develop, and contribute to advances and trends within the field of

game programming

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT210 - Applied Calculus I (3)
- PHY101 - Principles of Physics (3)
- PSY108 - Introduction to Psychology (3)

Arts and Sciences Courses

9 Total Credits

- Complete:
 - COM212 - Public Speaking (3)
 - ENG220 - Business Communication (3)
 - MAT350 - Applied Linear Algebra (3)

Major Courses

42 Total Credits

- Complete all of the following
 - Complete:
 - GAM110 - Game Programming I (3)
 - GAM220 - Game Programming II (3)
 - GAM312 - Scripting for Games (3)
 - GAM345 - Algorithms and Data Structures for Games (3)
 - GAM350 - Multiplayer Video Game Development (3)
 - GAM405 - Artificial Intelligence for Games (3)
 - GAM415 - Graphics Game Engine (3)
 - GAM495 - Game Programming Capstone (3)
 - GRA202 - 3-D Modeling and Animation (3)
 - GRA210 - Fundamentals of Game Design (3)
 - GRA211 - Interactive Animation (3)
 - GRA315 - Game Design and Production (3)
 - GRA317 - Studio Environment (3)
 - 3 credit(s) from:
 - COM230 - Graphics and Layout in Print Media (3)
 - GRA220 - Introduction to Digital Imaging (3)
 - IT205 - Digital Music (3)
 - IT210 - Business Systems Analysis and Design (3)
 - IT315 - Object Oriented Analysis and Design (3)
 - IT330 - Database Design and Management (3)
 - IT340 - Network and Telecommunication Management (3)

Subject(s): GAM within the range of course numbers 300-499

Free Electives

24 Total Credits

- 24 credit(s).

Grand Total Credits: **120**

Game Programming and Development (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - GAM110 - Game Programming I (3)
 - GAM211 - Interactive Animation (3)
 - GAM220 - Game Programming II (3)
 - GAM312 - Scripting for Games (3)
 - 1 of the following:
 - GAM345 - Algorithms and Data Structures for Games (3)
 - GAM350 - Multiplayer Video Game Development (3)
 - GAM405 - Artificial Intelligence for Games (3)
 - GAM415 - Graphics Game Engine (3)

Grand Total Credits: **15**

Gender Studies (Minor)

Description

The minor in Gender Studies offers students of any major an interdisciplinary examination of gender across cultures. Students may declare the minor by filling out the Undergraduate Program Modification form and taking five courses with a significant focus on gender (from an evolving list of offerings).

Requirements

Required Courses

15 Total Credits

- 5 of the following:
 - DEV260 - Family and Culture (3)
 - FAS302 - Gender and Film (3)
 - FAS380 - Women, Art and Society (3)
 - LIT247 - Gender and Text (3)
 - PSY319 - Social Development: Child and Adolescent (3)
 - PSY331 - Human Sexuality (3)
 - SOC320 - Sociology of Gender (3)
 - SOC330 - Sociology of Minority Relations (3)

Grand Total Credits: **15**

Graphic Design and Media Arts (BA)

Description

The mission of the SNHU Graphic Design major is to equip students to be professional graphic designers competent in the latest design technologies and educated in the cultural contexts of the liberal arts. The SNHU Graphic Design major is the most technologically oriented B.A. graphics program in the region. Its graduates are equipped with high level skills using professional equipment that makes them competitive in the marketplace. At the same time, its grounding in liberal education and the humanities gives students a cultural frame of reference that enriches them both professionally and personally. Their liberal arts background prepares them for undertaking "real-world" visual communication projects that demand an understanding of a broad range of content. Professional graphic designers turn ideas into visual statements. The Graphic Design major is the program of choice for students who have artistic talent or interests and also seek meaningful creative employment upon graduation.

Program Outcomes

1. Design, develop, adapt, and present professional quality graphic and media works that articulate a clear, coherent message using appropriate and effective technical and aesthetic design principles
2. Critically analyze and recommend strategies for addressing the impact of various

physical, cognitive, cultural, and social factors that shape how graphic and media messages are interpreted

3. Evaluate, select, and effectively apply various tools and technology to the design, development, and dissemination of graphic and media works
4. Evaluate and respond to complex problems associated with the design, development, and delivery of graphic and visual media through critical and creative thinking and collaboration with an interdisciplinary team of specialists and stakeholders
5. Apply professional, ethical, and socially and culturally sensitive practices to the design and development of visual media elements

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- FAS226 - Digital Photography (3)
- IT270 - Web Site Design (3)

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - COM212 - Public Speaking (3)
 - 3 credit(s) from subject(s): FAS within the range of course numbers 200 - 499
 - 3 credit(s) from subject(s): HIS within the range of course numbers 200 - 499

Major Courses

33 Total Credits

- Complete all of the following
 - Complete:
 - COM128 - Language and Practice of Media Arts (3)
 - COM230 - Graphics and Layout in Print Media (3)
 - COM232 - Desktop Publishing (3)
 - GRA101 - Basic Design and Color Theory (3)
 - GRA220 - Introduction to Digital Imaging (3)
 - GRA310 - Digital Graphic Design for the Web (3)
 - GRA340 - Typography (3)
 - GRA410 - Advanced Digital Graphic Design for Web (3)
 - GRA420 - Advanced Digital Imaging (3)
 - GRA470 - User Interface and Experience (3)
 - 1 of the following:
 - FAS320 - History of Design (3)
 - FAS326 - History of Photography (3)

Free Electives
33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

Graphic Design (Minor)

Requirements

3 Total Credits

- Complete:
 - GRA220 - Introduction to Digital Imaging (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - COM230 - Graphics and Layout in Print Media (3)
 - COM232 - Desktop Publishing (3)
 - GRA310 - Digital Graphic Design for the Web (3)
 - GRA470 - User Interface and Experience (3)
 - 3 credit(s) from subject(s): FAS within the range of course numbers 300 - 499

Grand Total Credits: **18**

History (BA)

Description

The history major provides students with the mental discipline needed for them to assume lives of positive impact in any specific vocational field. In pursuit of this goal, the program cultivates a historical perspective, which is integrative of all fields of human knowledge; analyzes the choices, and consequences of those choices, of various human communities; appreciates the development of wisdom and beauty; develops advanced critical thinking and communication skills through intensive examination of the elements of history (among them texts, images, objects, landscapes) and the crafting of contemporary historical arguments based upon those sources; examines the creation of history through the work of historians; and encourages civic engagement through a deeper and more nuanced understanding of the development of human societies and the importance of competent, creative, and generous leadership in forging peaceful societies. In addition to the prescribed coursework, students are strongly encouraged to participate in internships and study abroad programs as a way of broadening their intellectual and cultural development

University College 2017-2018
and preparing them for success in a wide range of fields.

Program Outcomes

1. Demonstrate knowledge of the development of human societies by analyzing and interpreting a variety of sources that provide evidence to support an argument about the past
2. Utilize critical thinking skills for formulating effective analysis of appropriate primary and secondary sources
3. Develop historical perspectives and arguments and express those arguments in effective and applicable formats
4. Practice civic engagement through the application of history in the public realm
5. Analyze multiple historical and theoretical viewpoints effectively through an open-minded, empathetic perspective on the past

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Arts and Sciences Courses
9 Total Credits

- Complete all of the following
 - Complete:
 - COM212 - Public Speaking (3)
 - 1 of the following:
 - FAS342 - Modernism (3)
 - FAS370 - American Art (3)
 - HUM201 - Intro to Humanities I (3)
 - HUM202 - Intro to Humanities II (3)
 - MUS223 - Appreciation and History of Music (3)
 - 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 399

Major Courses
33 Total Credits

- Complete all of the following
 - 2 of the following:
 - HIS101 - Exploring the Past (3)
 - HIS102 - The Medieval World: Exploring the Past (3)
 - HIS103 - The Early Modern World: Exploring the Past (3)
 - HIS104 - The Modern World: Exploring the Past (3)

America

- 1 of the following:
 - HIS245 - United States History since 1945 (3)
 - HIS254 - Civil Rights Movement (3)
 - HIS270 - American Environmental History (3)

University College 2017-2018

- HIS330 - Civil War and Reconstruction (3)
- HIS332 - Colonial New England (3)
- HIS338 - Young America (3)
- HIS357 - American Slavery (3)

Europe

- 1 of the following:
 - HIS220 - Modern European History: 1890-Present (3)
 - HIS235 - Modern Russia (3)
 - HIS238 - Modern Germany: 1871 - Present (3)
 - HIS240 - World War I (3)
 - HIS321 - The Ancient World of Greece and Rome (3)
 - HIS374 - The Renaissance and the Reformation (3)

Asia

- 1 of the following:
 - HIS259 - Silk Roads and Samurai (3)
 - HIS260 - Modern China (3)
 - HIS264 - Modern Japan (3)

Global and Comparative

- 1 of the following:
 - HIS222 - War and Society: Antiquity to 1800 (3)
 - HIS223 - Modern War & Society (3)
 - HIS241 - World War II (3)
 - HIS242 - The Cold War (3)
 - HIS249 - The Common Good (3)
 - HIS301 - World History and Culture (3)
 - HIS308 - Case Studies in Revolution (3)
 - HIS309 - Dictators in the Modern Era (3)
 - HIS314 - European Conquest of New World (3)
- 12 credit(s) from subject(s): HIS within the range of course numbers 200 - 399
- Complete:
 - HIS401 - Making History: Capstone (3)

Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

History (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 6 credit(s) from subject(s): HIS within the range of course numbers 100 - 199
 - 9 credit(s) from subject(s): HIS within the range of course numbers 200 - 499

Grand Total Credits: **15**

Interactive Storytelling for Games (Minor)

Description

Many contemporary digital games create immersive, engaging experiences for players through the effective development of story and narrative. The interactive nature of games, however, challenges the author-centric approach of conventional fiction writing. The minor in Interactive Storytelling is designed to introduce students to techniques and challenges specific to the interactive medium of the digital game. Students complete coursework emphasizing both theoretical and practical perspectives and apply their learning in hands-on creative assignments.

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - ENG226 - Introduction to Creative Writing (3)
 - GAM215 - World-Building for Games (3)
 - GAM315 - Interactive Storytelling (3)
 - 2 of the following:
 - GAM210 - History of Digital Games (3)
 - ENG230 - Writing for Film (3)
 - ENG327 - Playwriting Workshop (3)
 - ENG329 - Fiction Writing Workshop (3)

Grand Total Credits: **15**

Justice Studies (AS)

Description

The Associate in Science degree in Justice Studies is a two-year program. Students completing this program may transfer to a B.S. and then M.S. Justice Studies program

Program Outcomes

1. Graduates of the Justice Studies program will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Graduates of the Justice Studies program will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Graduates of the Justice Studies program will be socially responsible citizens and professionals who are ethically informed and culturally aware

Requirements

General Education Courses

22 Total Credits

- Complete all of the following
 - 12 credit(s) from:
 - Must include:
 - COM212 - Public Speaking (3)
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)
 - IT100 - Introduction to Information Technology (3)
 - 1 of the following:
 - MAT130 - Applied Finite Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT240 - Applied Statistics (3)
 - 1 of the following:
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - SNHU202 - SNHU Experience: Transition to SNHU (1)
 - NOTE: Transfer students must take SNHU 202.
 - 6 credit(s) from subject(s): ATH, BIO, CHM, COM, ENG, FAS, GEO, GOV, GRA, HIS, HON, LFR, LIT, LSP, MAT, PHL, PHY, POL, PSY, SCI, or SOC within the range of course numbers 100 - 499

Major Courses

33 Total Credits

- Complete all of the following
 - Complete:
 - IT210 - Business Systems Analysis and Design (3)
 - JUS101 - Introduction to Criminal Justice (3)
 - JUS102 - American Policing (3)
 - JUS103 - Correctional Systems (3)

- JUS104 - Introduction to Security (3)
- JUS215 - The Victim and the Justice System (3)
- JUS261 - Judicial Administration (3)
- JUS375 - Criminal Law (3)
- JUS455 - Legal Traditions (3)
- 6 credit(s) from subject(s): JUS

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **61**

Justice Studies (BS)

Description

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

Program Outcomes

1. Graduates of the Justice Studies program will be able to draw upon theory, research and historical perspective as professionals and apply such into their daily practice
2. Graduates of the Justice Studies program will be able to apply and demonstrate their academic and professional skills as effective communicators, critical and independent thinkers, and analytical problem solvers
3. Graduates of the Justice Studies program will be socially responsible citizens and professionals who are ethically informed and culturally aware

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Arts and Sciences Courses

9 Total Credits

- Complete:
 - PHL210 - Introduction to Philosophy (3)
 - PSY108 - Introduction to Psychology (3)
 - SOC112 - Introduction to Sociology (3)

Major Courses

18 Total Credits

- Complete all of the following
 - Complete:
 - JUS101 - Introduction to Criminal Justice (3)
 - JUS261 - Judicial Administration (3)
 - JUS305 - International Criminal Justice (3)
 - JUS375 - Criminal Law (3)
 - JUS455 - Legal Traditions (3)
 - 1 of the following:
 - JUS224 - Legal and Justice Research Methods (3)
 - PSY224 - Research II: Scientific Investigations (3)
 - SCS224 - Social Science Research Methods (3)

Major Electives or choose a Concentration

24 Total Credits

- Complete all of the following
 - **Crime and Criminology**
 - 6 credit(s) from the following:
 - JUS211 - Organized Crime (3)
 - JUS215 - The Victim and the Justice System (3)
 - JUS309 - White Collar Crime (3)
 - JUS429 - Terrorism (3)
 - JUS468 - Crimes Against Children (3)
 - PSY205 - Forensic Psychology (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY310 - Criminal Psychology (3)
 - SOC213 - Sociology of Social Problems (3)
 - SOC324 - Sociology of Crime and Violence (3)
 - SOC326 - Sociology of Deviant Behavior (3)

Law and Legal Process

- Complete all of the following
 - 6 credit(s) from the following:
 - BUS206 - Business Law I (3)
 - BUS307 - Business Law II (3)
 - JUS325 - Law, Justice and Family (3)
 - JUS331 - Juvenile Justice System (3)
 - JUS376 - Criminal Procedure (3)
 - JUS395 - The Death Penalty (3)
 - JUS485 - Forensic Law (3)
 - JUS496 - Administrative Law (3)
 - JUS497 - Law and Evidence (3)
 - POL316 - Legal Reasoning and the Constitution (3)

- May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Policing and Law Enforcement

- Complete all of the following
 - 6 credit(s) from the following:
 - JUS102 - American Policing (3)
 - JUS103 - Correctional Systems (3)
 - JUS104 - Introduction to Security (3)
 - JUS111 - Introduction to Criminalistics (3)
 - JUS201 - Criminal Investigation (3)
 - JUS202 - Industrial and Retail Security (3)
 - JUS345 - Probation and Parole (3)
 - JUS394 - Problems in Policing (3)
 - JUS465 - Police Organization and Management (3)
 - JUS466 - Homeland Security (3)
 - May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Electives

- Complete all of the following
 - 6 credit(s) from the following:
 - ACC421 - Auditing and Forensic Accounting (3)
 - COM448 - Media Ethics and Law (3)
 - INT309 - Legal Environment of International Business (3)
 - JUS185 - American Kenpo (3)
 - JUS186 - Judo (3)
 - JUS187 - Brazilian Jiu-Jitsu (3)
 - JUS400 - Foreign Study in Criminal Justice (3 - 12)
 - JUS480 - Independent Study in Law and Justice (0 - 3)
 - JUS498 - Criminal Justice Internship (0 - 15)
 - PAD330 - Public Administration (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL214 - Formal Logic (3)
 - POL210 - American Politics (3)
 - POL305 - State and Local Government (3)
 - POL306 - The American Legal Tradition (3)
 - POL326 - World Legal Traditions (3)
 - POL336 - Advocacy and the Law (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - SPT307 - Sport Law (3)
 - May also include ACC 423, ACC 425, ACC 427, JUS 479, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.
 - NOTE: Students may substitute the 6 credits with courses approved by the Department Chair

Free Electives
24 Total Credits

- Complete all of the following
 - 24 credit(s).
 - NOTE: Students with a concentration must only complete 12 credits of free electives.

Grand Total Credits: **120**

Justice Studies (BS) - Crime and Criminology (Concentration)

Requirements

- Complete all of the following
 - Crime and Criminology**
 - 18 credit(s) from the following:
 - JUS211 - Organized Crime (3)
 - JUS215 - The Victim and the Justice System (3)
 - JUS309 - White Collar Crime (3)
 - JUS429 - Terrorism (3)
 - JUS468 - Crimes Against Children (3)
 - PSY205 - Forensic Psychology (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY310 - Criminal Psychology (3)
 - SOC213 - Sociology of Social Problems (3)
 - SOC324 - Sociology of Crime and Violence (3)
 - SOC326 - Sociology of Deviant Behavior (3)
 - Police and Law Enforcement**
 - 6 credit(s) from the following:
 - JUS102 - American Policing (3)
 - JUS103 - Correctional Systems (3)
 - JUS104 - Introduction to Security (3)
 - JUS111 - Introduction to Criminalistics (3)
 - JUS201 - Criminal Investigation (3)
 - JUS202 - Industrial and Retail Security (3)
 - JUS345 - Probation and Parole (3)
 - JUS351 - Civil Liability of CJ Personnel (3)
 - JUS394 - Problems in Policing (3)
 - JUS465 - Police Organization and Management (3)
 - JUS466 - Homeland Security (3)
 - May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.
 - Law and Legal Process**
 - 6 credit(s) from the following:
 - BUS206 - Business Law I (3)

University College 2017-2018

- BUS307 - Business Law II (3)
- JUS325 - Law, Justice and Family (3)
- JUS331 - Juvenile Justice System (3)
- JUS335 - Private Security Law (3)
- JUS376 - Criminal Procedure (3)
- JUS395 - The Death Penalty (3)
- JUS485 - Forensic Law (3)
- JUS496 - Administrative Law (3)
- JUS497 - Law and Evidence (3)
- POL316 - Legal Reasoning and the Constitution (3)
- May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Justice Studies Electives

- 6 credit(s) from the following:
 - ACC421 - Auditing and Forensic Accounting (3)
 - COM448 - Media Ethics and Law (3)
 - INT309 - Legal Environment of International Business (3)
 - JUS185 - American Kenpo (3)
 - JUS186 - Judo (3)
 - JUS187 - Brazilian Jiu-Jitsu (3)
 - JUS400 - Foreign Study in Criminal Justice (3 - 12)
 - JUS480 - Independent Study in Law and Justice (0 - 3)
 - JUS498 - Criminal Justice Internship (0 - 15)
 - PAD330 - Public Administration (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL214 - Formal Logic (3)
 - POL210 - American Politics (3)
 - POL305 - State and Local Government (3)
 - POL306 - The American Legal Tradition (3)
 - POL326 - World Legal Traditions (3)
 - POL336 - Advocacy and the Law (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - SPT307 - Sport Law (3)
- May also include ACC 423, ACC 425, ACC 427, JUS 479, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: **36**

Justice Studies (BS) - Law and Legal Process (Concentration)

Requirements

- Complete all of the following
 - Law and Legal Process**
 - 18 credit(s) from the following:

- BUS206 - Business Law I (3)
- BUS307 - Business Law II (3)
- JUS325 - Law, Justice and Family (3)
- JUS331 - Juvenile Justice System (3)
- JUS376 - Criminal Procedure (3)
- JUS395 - The Death Penalty (3)
- JUS485 - Forensic Law (3)
- JUS496 - Administrative Law (3)
- JUS497 - Law and Evidence (3)
- POL316 - Legal Reasoning and the Constitution (3)
- May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Police and Law Enforcement

- 6 credit(s) from the following:
 - JUS102 - American Policing (3)
 - JUS103 - Correctional Systems (3)
 - JUS104 - Introduction to Security (3)
 - JUS111 - Introduction to Criminalistics (3)
 - JUS201 - Criminal Investigation (3)
 - JUS202 - Industrial and Retail Security (3)
 - JUS345 - Probation and Parole (3)
 - JUS394 - Problems in Policing (3)
 - JUS465 - Police Organization and Management (3)
 - JUS466 - Homeland Security (3)
- May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Crime and Criminology

- 6 credit(s) from the following:
 - JUS211 - Organized Crime (3)
 - JUS215 - The Victim and the Justice System (3)
 - JUS309 - White Collar Crime (3)
 - JUS429 - Terrorism (3)
 - JUS468 - Crimes Against Children (3)
 - PSY205 - Forensic Psychology (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY310 - Criminal Psychology (3)
 - SOC213 - Sociology of Social Problems (3)
 - SOC324 - Sociology of Crime and Violence (3)
 - SOC326 - Sociology of Deviant Behavior (3)

Justice Studies Electives

- 6 credit(s) from the following:
 - ACC421 - Auditing and Forensic Accounting (3)
 - COM448 - Media Ethics and Law (3)
 - INT309 - Legal Environment of International Business (3)
 - JUS185 - American Kenpo (3)
 - JUS186 - Judo (3)

University College 2017-2018

- JUS187 - Brazilian Jiu-Jitsu (3)
- JUS400 - Foreign Study in Criminal Justice (3 - 12)
- JUS480 - Independent Study in Law and Justice (0 - 3)
- JUS498 - Criminal Justice Internship (0 - 15)
- PAD330 - Public Administration (3)
- PHL212 - Introduction to Ethics (3)
- PHL214 - Formal Logic (3)
- POL210 - American Politics (3)
- POL305 - State and Local Government (3)
- POL306 - The American Legal Tradition (3)
- POL326 - World Legal Traditions (3)
- POL336 - Advocacy and the Law (3)
- POL348 - U.S. Environmental Law and Politics (3)
- SPT307 - Sport Law (3)
- May also include ACC 423, ACC 425, ACC 427, JUS 479, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: **36**

Justice Studies (BS) - Policing and Law Enforcement (Concentration)

Requirements

- Complete all of the following
 - Police and Law Enforcement**
 - 18 credit(s) from the following:
 - JUS102 - American Policing (3)
 - JUS103 - Correctional Systems (3)
 - JUS104 - Introduction to Security (3)
 - JUS111 - Introduction to Criminalistics (3)
 - JUS201 - Criminal Investigation (3)
 - JUS202 - Industrial and Retail Security (3)
 - JUS345 - Probation and Parole (3)
 - JUS394 - Problems in Policing (3)
 - JUS465 - Police Organization and Management (3)
 - JUS466 - Homeland Security (3)
 - May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.
 - Crime and Criminology**
 - 6 credit(s) from the following:
 - JUS211 - Organized Crime (3)
 - JUS215 - The Victim and the Justice System (3)
 - JUS309 - White Collar Crime (3)

- JUS429 - Terrorism (3)
- JUS468 - Crimes Against Children (3)
- PSY205 - Forensic Psychology (3)
- PSY215 - Abnormal Psychology (3)
- PSY310 - Criminal Psychology (3)
- SOC213 - Sociology of Social Problems (3)
- SOC324 - Sociology of Crime and Violence (3)
- SOC326 - Sociology of Deviant Behavior (3)

Law and Legal Process

- 6 credit(s) from the following:
 - BUS206 - Business Law I (3)
 - BUS307 - Business Law II (3)
 - JUS325 - Law, Justice and Family (3)
 - JUS331 - Juvenile Justice System (3)
 - JUS376 - Criminal Procedure (3)
 - JUS395 - The Death Penalty (3)
 - JUS485 - Forensic Law (3)
 - JUS496 - Administrative Law (3)
 - JUS497 - Law and Evidence (3)
 - POL316 - Legal Reasoning and the Constitution (3)
- May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Justice Studies Electives

- 6 credit(s) from the following:
 - ACC421 - Auditing and Forensic Accounting (3)
 - COM448 - Media Ethics and Law (3)
 - INT309 - Legal Environment of International Business (3)
 - JUS185 - American Kenpo (3)
 - JUS186 - Judo (3)
 - JUS187 - Brazilian Jiu-Jitsu (3)
 - JUS400 - Foreign Study in Criminal Justice (3 - 12)
 - JUS480 - Independent Study in Law and Justice (0 - 3)
 - JUS498 - Criminal Justice Internship (0 - 15)
 - PAD330 - Public Administration (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL214 - Formal Logic (3)
 - POL210 - American Politics (3)
 - POL305 - State and Local Government (3)
 - POL306 - The American Legal Tradition (3)
 - POL326 - World Legal Traditions (3)
 - POL336 - Advocacy and the Law (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - SPT307 - Sport Law (3)
- May also include ACC 423, ACC 425, ACC 427, JUS 479, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Justice Studies (BS) - Terrorism and Homeland Security (Concentration)

Requirements

- Complete all of the following

Terrorism and Homeland Security

- Complete:

- JUS104 - Introduction to Security (3)
- JUS202 - Industrial and Retail Security (3)
- JUS429 - Terrorism (3)
- JUS466 - Homeland Security (3)

Crime and Criminology

- 6 credit(s) from the following:

- JUS211 - Organized Crime (3)
- JUS215 - The Victim and the Justice System (3)
- JUS309 - White Collar Crime (3)
- JUS468 - Crimes Against Children (3)
- PSY205 - Forensic Psychology (3)
- PSY215 - Abnormal Psychology (3)
- PSY310 - Criminal Psychology (3)
- SOC213 - Sociology of Social Problems (3)
- SOC324 - Sociology of Crime and Violence (3)
- SOC326 - Sociology of Deviant Behavior (3)

Police and Law Enforcement

- 6 credit(s) from the following:

- JUS102 - American Policing (3)
- JUS103 - Correctional Systems (3)
- JUS111 - Introduction to Criminalistics (3)
- JUS201 - Criminal Investigation (3)
- JUS345 - Probation and Parole (3)
- JUS394 - Problems in Policing (3)
- JUS465 - Police Organization and Management (3)

- May also include JUS 351. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Law and Legal Process

- 6 credit(s) from the following:

- BUS206 - Business Law I (3)
- BUS307 - Business Law II (3)
- JUS325 - Law, Justice and Family (3)
- JUS331 - Juvenile Justice System (3)
- JUS376 - Criminal Procedure (3)
- JUS395 - The Death Penalty (3)

University College 2017-2018

- JUS485 - Forensic Law (3)
- JUS496 - Administrative Law (3)
- JUS497 - Law and Evidence (3)
- POL316 - Legal Reasoning and the Constitution (3)
- May also include JUS 335. This course is no longer offered or it is only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Justice Studies Electives

- 6 credit(s) from the following:
 - ACC421 - Auditing and Forensic Accounting (3)
 - COM448 - Media Ethics and Law (3)
 - INT309 - Legal Environment of International Business (3)
 - JUS185 - American Kenpo (3)
 - JUS186 - Judo (3)
 - JUS187 - Brazilian Jiu-Jitsu (3)
 - JUS400 - Foreign Study in Criminal Justice (3 - 12)
 - JUS480 - Independent Study in Law and Justice (0 - 3)
 - JUS498 - Criminal Justice Internship (0 - 15)
 - PAD330 - Public Administration (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL214 - Formal Logic (3)
 - POL210 - American Politics (3)
 - POL305 - State and Local Government (3)
 - POL306 - The American Legal Tradition (3)
 - POL326 - World Legal Traditions (3)
 - POL336 - Advocacy and the Law (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - SPT307 - Sport Law (3)
- May also include ACC 423, ACC 425, ACC 427, JUS 479, and POL 329. These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: **36**

Justice Studies (Minor)

Description

A student may earn a minor in Justice Studies by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 1 of the following:
 - JUS101 - Introduction to Criminal Justice (3)
 - POL306 - The American Legal Tradition (3)
 - Complete:
 - JUS455 - Legal Traditions (3)
 - 9 credit(s) from subject(s): JUS

Grand Total Credits: **15**

Law and Legal Process (Certificate)

Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in the areas of law, court administration, or legal administration. Students explore related topics including judicial administration, law and evidence, and criminal procedure.

Requirements

Required Courses

12 Total Credits

- Complete all of the following
 - 1 of the following:
 - JUS101 - Introduction to Criminal Justice (3)
 - POL306 - The American Legal Tradition (3)
 - Complete:
 - JUS261 - Judicial Administration (3)
 - 2 of the following:
 - BUS206 - Business Law I (3)
 - BUS307 - Business Law II (3)
 - JUS325 - Law, Justice and Family (3)
 - JUS331 - Juvenile Justice System (3)
 - JUS376 - Criminal Procedure (3)
 - JUS395 - The Death Penalty (3)
 - JUS485 - Forensic Law (3)
 - JUS496 - Administrative Law (3)
 - JUS497 - Law and Evidence (3)
 - POL210 - American Politics (3)
 - POL305 - State and Local Government (3)
 - POL316 - Legal Reasoning and the Constitution (3)

Grand Total Credits: **12**

Law and Politics (BA)

Description

Whether you're fascinated by politics or intrigued by the law, the B.A. in Law and Politics at SNHU will provide you with the knowledge and skills essential for success across a broad spectrum of careers that lie at the interface of these two dynamic and exciting fields. Our unique interdisciplinary program will provide you not only with a solid foundation in the art and science of politics, but also with insight into what it means to "think like a lawyer," both in the United States and around the world. We

emphasize the development of critical thinking and analytical skills in political and legal contexts, as well as the ability to communicate effectively, both orally and in writing, on topics of political and legal concern. These skills are essential for political and legal professionals, and are transferable to many other professional fields. The range of career options for students with a B.A. in Law and Politics is very broad, encompassing careers in politics, government, diplomacy, business, journalism, consulting, teaching, and many other fields. Our program also prepares students for graduate study in political science, international relations, public policy, or public administration, and for law school, as well as for a lifetime of citizenship in a politically and legally complex and increasingly globalized world. NOTE: There is an accelerated version of this program. The B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU offers qualified students a unique opportunity to earn both a bachelor's degree from SNHU and a J.D. from any of certain ABA-approved law schools in six years rather than the usual (and more expensive) seven years. Collaborative agreements between SNHU and these schools allow students to count a year's worth of law-school courses toward the requirements of the B.A., thus shortening by a year the time normally required to earn both degrees. Students enrolled in the B.A. in Law and Politics (Pre-J.D. Accelerated) apply as juniors rather than as seniors for admission to their choice of law schools participating in the program. If admitted, students spend what otherwise would have been their senior year at SNHU taking courses at the law school. After successfully completing those courses, students are awarded the B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU, then spend two more years at the law school fulfilling the remaining J.D. requirements. Although students fulfill the final 30 credits of their B.A. requirements at the law school, they must earn at least 60 of the credits counted toward the B.A. at SNHU.

Program Outcomes

1. Articulate a theoretically coherent conception of law and politics as distinct but related phenomena, and a theoretically and philosophically coherent conception of the public good
2. Analyze a contemporary national, sub-national, international, or foreign dilemma at the nexus of law and politics and its implications for the public good using tools derived from the social sciences and other relevant fields
3. Identify strategies of political participation that individuals could use to help to resolve that dilemma in the service of the public good, whether as legal or political professionals, private citizens, or both

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- GEO200 - World Geography (3)
- MAT240 - Applied Statistics (3)
- POL210 - American Politics (3)

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - HIS104 - The Modern World: Exploring the Past (3)
 - 1 of the following:
 - HIS220 - Modern European History: 1890-Present (3)
 - HIS223 - Modern War & Society (3)
 - HIS242 - The Cold War (3)
 - HIS245 - United States History since 1945 (3)
 - HIS301 - World History and Culture (3)
 - HIS308 - Case Studies in Revolution (3)
 - HIS309 - Dictators in the Modern Era (3)
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)

Major Courses

15 Total Credits

- Complete:
 - POL211 - International Relations (3)
 - POL306 - The American Legal Tradition (3)
 - POL326 - World Legal Traditions (3)
 - SCS224 - Social Science Research Methods (3)
 - SCS444 - Capstone Colloquium (3)

Major Electives

18 Total Credits

- 18 credit(s) from the following:
 - POL301 - U.S. Foreign Policy (3)
 - POL305 - State and Local Government (3)
 - POL314 - Political Theory (3)
 - POL317 - Campaigns and Elections (3)
 - POL322 - Environment and Development (3)
 - POL324 - Congress and the Legislative Process (3)
 - POL336 - Advocacy and the Law (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - POL349 - Comparative Environmental Law and Sustainable Development (3)
 - POL362 - The American Presidency (3)
 - POL375 - Weapons of Mass Destruction (3)
 - POL376 - Genocide and International Justice (3)
 - POL377 - Intelligence and National Security (3)
 - POL410A - Semester in Washington, D.C.: Politics Field Experience (12)
 - POL410B - Seminar in Washington, D.C.: Politics Seminar (3)
 - POL413A - Semester in Washington, D.C.: Pre-Law Field Experience (12)
 - POL413B - Semester in Washington, D.C.: Pre-Law Seminar (3)

Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

Law and Politics II (BA)

Description

In developed countries like the United States, law and politics are closely intertwined. At the same time, the globalization of national economies worldwide means that lawyers from common law jurisdictions like the United States and civil law jurisdictions like most developing countries often find themselves working side by side in business transactions, where sharp differences in legal cultures can lead to misunderstandings and miscommunication. The B.A. in Law and Politics (International) at SNHU offers international students an opportunity to explore these issues by providing them with insight into what it means to "think like a lawyer," both in the United States and around the world, as well as a solid foundation in the art and science of politics as practiced in the United States, abroad, and internationally. Students spend their first two years in a law, politics, or other degree program at their home universities, then complete their remaining degree requirements in two years on campus at SNHU. They also take all of their SNHU law and politics courses with their American peers, immersing themselves not just in the legal and political content of their coursework, but in American culture and university life too.

Program Outcomes

1. Articulate a theoretically coherent conception of law and politics as distinct but related phenomena, and a theoretically and philosophically coherent conception of the public good
2. Analyze a contemporary national, sub-national, international, or foreign dilemma at the nexus of law and politics and its implications for the public good using tools derived from the social sciences and other relevant fields
3. Identify strategies of political participation that individuals could use to help to resolve that dilemma in the service of the public good, whether as legal or political professionals, private citizens, or both

Requirements

Transfer Requirements
60 Total Credits

- Complete all of the following
 - NOTE: This program is only for international students who must have 60 approved university credits, 3.0 out of 4.0 GPA, and acceptable TOEFL and IELTS scores. Students must also transfer in a POL-210 course equivalent as part of the admission requirement. If the student is transferring credits from a university that does not offer an introductory American politics course, they must take POL 210 at SNHU in the summer term immediately preceding their first fall term on the SNHU campus.
 - 60 credit(s).

General Education Courses

12 Total Credits

- 12 credit(s) from:

Must include:

- ENG120 - College Composition I (3)
- ENG200 - Sophomore Seminar (3)
- MAT240 - Applied Statistics (3)
- SNHU202 - SNHU Experience: Transition to SNHU (1)
- SNHU303 - SNHU Experience: Life after SNHU (2)
- SNHU404 - SNHU Experience: Gen Ed Capstone (1)

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - HIS104 - The Modern World: Exploring the Past (3)
 - 1 of the following:
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - ENV100 - Introduction to Sustainability (3)
 - 1 of the following:
 - HIS220 - Modern European History: 1890-Present (3)
 - HIS223 - Modern War & Society (3)
 - HIS242 - The Cold War (3)
 - HIS245 - United States History since 1945 (3)
 - HIS301 - World History and Culture (3)
 - HIS308 - Case Studies in Revolution (3)
 - HIS309 - Dictators in the Modern Era (3)

Major Courses

18 Total Credits

- Complete:
 - GEO200 - World Geography (3)
 - POL211 - International Relations (3)
 - POL306 - The American Legal Tradition (3)
 - POL326 - World Legal Traditions (3)
 - SCS224 - Social Science Research Methods (3)
 - SCS444 - Capstone Colloquium (3)

Major Electives

15 Total Credits

- 15 credit(s) from the following:
 - POL301 - U.S. Foreign Policy (3)
 - POL305 - State and Local Government (3)
 - POL314 - Political Theory (3)
 - POL317 - Campaigns and Elections (3)

University College 2017-2018

- POL322 - Environment and Development (3)
- POL324 - Congress and the Legislative Process (3)
- POL336 - Advocacy and the Law (3)
- POL348 - U.S. Environmental Law and Politics (3)
- POL349 - Comparative Environmental Law and Sustainable Development (3)
- POL362 - The American Presidency (3)
- POL375 - Weapons of Mass Destruction (3)
- POL376 - Genocide and International Justice (3)
- POL377 - Intelligence and National Security (3)

Free Electives
9 Total Credits

- 9 credit(s).

Grand Total Credits: **123**

Law and Politics Pre J.D. (BA)

Description

Whether you're fascinated by politics or intrigued by the law, the study of law and politics at SNHU will provide you with the knowledge and skills essential for success across a broad spectrum of careers that lie at the interface of these two dynamic and exciting fields. Our unique interdisciplinary program provides you not only with a solid foundation in the art and science of politics, but also with insight into what it means to "think like a lawyer," both in the United States and around the world. We emphasize the development of critical thinking and analytical skills in legal and political contexts, as well as the ability to communicate effectively, both orally and in writing, on topics of legal and political concern. These skills are essential for legal and political professionals, and are transferable to many other professional fields, but are especially useful for students who plan to apply to law school as a stepping stone to a career in the practice of law. The B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU offers qualified students a unique opportunity to earn both a bachelor's degree from SNHU and a J.D. from any of certain ABA-approved law schools in six years rather than the usual (and more expensive) seven years. Collaborative agreements between SNHU and these schools allow students to count a year's worth of law-school courses toward the requirements of the B.A., thus shortening by a year the time normally required to earn both degrees. Students enrolled in the B.A. in Law and Politics (Pre-J.D. Accelerated) apply as juniors rather than as seniors for admission to their choice of law schools participating in the program. If admitted, students spend what otherwise would have been their senior year at SNHU taking courses at the law school. After successfully completing those courses, students are awarded the B.A. in Law and Politics (Pre-J.D. Accelerated) at SNHU, then spend two more years at the law school fulfilling the remaining J.D. requirements. Although students fulfill the final 30 credits of their B.A. requirements at the law school, they must earn at least 60 of the credits counted toward the B.A. at SNHU.

Program Outcomes

1. Articulate a theoretically coherent conception of law and politics as distinct but

related phenomena, and a theoretically and philosophically coherent conception of the public good

2. Analyze a contemporary national, sub-national, international, or foreign dilemma at the nexus of law and politics and its implications for the public good using tools derived from the social sciences and other relevant fields
3. Identify strategies of political participation that individuals could use to help to resolve that dilemma in the service of the public good, whether as legal or political professionals, private citizens, or both

Requirements

Transfer Requirements

30 Total Credits

- Complete all of the following
 - Transfer from J.D. program at Vermont Law School or J.D. program at Western New England University School of Law.
 - 30 credit(s).

General Education Courses

45 Total Credits

- 45 credit(s) from:
 - Must include:
 - GEO200 - World Geography (3)
 - MAT240 - Applied Statistics (3)

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - Complete:
 - HIS104 - The Modern World: Exploring the Past (3)
 - 1 of the following:
 - HIS220 - Modern European History: 1890-Present (3)
 - HIS223 - Modern War & Society (3)
 - HIS242 - The Cold War (3)
 - HIS245 - United States History since 1945 (3)
 - HIS301 - World History and Culture (3)
 - HIS308 - Case Studies in Revolution (3)
 - HIS309 - Dictators in the Modern Era (3)
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)

Major Courses

18 Total Credits

- Complete:

University College 2017-2018

- POL210 - American Politics (3)
- POL211 - International Relations (3)
- POL306 - The American Legal Tradition (3)
- POL326 - World Legal Traditions (3)
- SCS224 - Social Science Research Methods (3)
- SCS444 - Capstone Colloquium (3)

Major Electives

12 Total Credits

- 12 credit(s) from the following:
 - POL301 - U.S. Foreign Policy (3)
 - POL305 - State and Local Government (3)
 - POL314 - Political Theory (3)
 - POL317 - Campaigns and Elections (3)
 - POL322 - Environment and Development (3)
 - POL324 - Congress and the Legislative Process (3)
 - POL336 - Advocacy and the Law (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - POL349 - Comparative Environmental Law and Sustainable Development (3)
 - POL362 - The American Presidency (3)
 - POL375 - Weapons of Mass Destruction (3)
 - POL376 - Genocide and International Justice (3)
 - POL377 - Intelligence and National Security (3)

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **120**

Leadership in Public Service (Graduate Certificate)

Description

The Leadership in Public Service graduate certificate 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 governmental and non-profit organizations. The 4-course (12-credit) program is designed primarily for experienced professionals who are seeking to advance in their public service careers.

Program Outcomes

1. Evaluate business and societal trends in their historical, political, economic, financial, social, cultural, geopolitical, and technological context for the purpose of leading public sector organizations.
2. Establish an environment that is conducive to the development of shared values, attitudes, and beliefs of governmental or non-profit organizations.
3. - Integrate shared leadership, group processes, and organizational learning theories into strategic leadership.

Requirements

Required Courses

12 Total Credits

- Complete:
 - OL500 - Human Behavior in Organizations (3)
 - OL670 - Organizational Leadership (3)
 - PAD630 - Foundations of Public Administration (3)
 - PAD631 - Strategic Management in Public Service (3)

Grand Total Credits: **12**

Liberal Arts (AA)

Description

The Associate of Arts degree in Liberal Arts is a two-year program. Students completing this program may transfer to a four-year liberal arts major or a four-year business program.

Program Outcomes

1. Analyze artifacts representing various local, national, and/or global cultures
2. Practice the systematic study of social relations, human experiences, and patterns of change
3. Reason and solve quantitative and qualitative problems
4. Demonstrate proficiency of the conventions of Standard English including grammar, spelling, punctuation and mechanics

5. Employ oral presentation skills, including the use of appropriate verbal and nonverbal skills
6. Locate relevant information using multiple modes of inquiry
7. Recognize the value of valid information, multiple perspectives, and dialogue in developing understandings, empathy, and values.
8. Analyze the connection between academic study and civic engagement.

Requirements

General Education Courses

28 Total Credits

- Complete all of the following
 - 24 credit(s) from:
 - Must include:
 - COM212 - Public Speaking (3)
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)
 - HUM201 - Intro to Humanities I (3)
 - HUM202 - Intro to Humanities II (3)
 - IT100 - Introduction to Information Technology (3)
 - Two (2) General Education courses must be from Social and Behavioral Sciences (ESBS).
 - 1 of the following:
 - MAT130 - Applied Finite Mathematics (3)
 - MAT135 - The Heart of Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT211 - Applied Calculus II (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT240 - Applied Statistics (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - 1 of the following:
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - SNHU202 - SNHU Experience: Transition to SNHU (1)
 - NOTE: Transfer students must take SNHU 202.

Major Courses

12 Total Credits

- Complete all of the following
 - 3 credit(s) from subject(s): HIS
 - 3 credit(s) from subject(s): LIT
 - 3 credit(s) from subject(s): PHL
 - 3 credit(s) from subject(s): SCI

Liberal Arts Electives

6 Total Credits

- 6 credit(s) from subject(s): ATH, BIO, CHM, COM, ENG, FAS, GAM, GEO, GRA,

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **61**

Liberal Arts (BA)

Description

This is a degree aimed at a student population from abroad. It is a 3+1 program for students who are earning a major at their home institution and want simultaneously to earn a degree from the U.S. It is possible to do so at Southern New Hampshire University through a BA in Liberal Arts. The student enters the program with 90 credits from an approved institution abroad and adds 31 credits from SNHU to complete a 121-credit degree as a Liberal Arts major.

Program Outcomes

1. Analyze artifacts representing various local, national, and/or global cultures
2. Practice the systematic study of social relations, human experiences, and patterns of change
3. Reason and solve quantitative and qualitative problems
4. Demonstrate proficiency of the conventions of Standard English including grammar, spelling, punctuation and mechanics
5. Employ oral presentation skills, including the use of appropriate verbal and nonverbal skills
6. Locate relevant information using multiple modes of inquiry
7. Identify a developing sense of self as a learner
8. Distinguish the practical and intellectual characteristics of a liberal arts discipline
9. Appraise the value of multiple perspectives in order to work in complex and diverse environments

Requirements

Transfer Requirements
90 Total Credits

- Complete all of the following
 - NOTE: This program is only for international students who must have 90 approved university credits, 3.0 out of 4.0 GPA, and acceptable TOEFL and IELTS scores.
 - 90 credit(s).

Foundation Courses
0 Total Credits

- Complete:

University College 2017-2018

- ENG070 - Academic Writing and Research Skills (3)
- ENG071 - Critical Reading Skills (3)
- ENG072 - Grammar Workshop (3)
- ENG099I - Fundamentals of Writing for International Students (3)

General Education Courses

19 Total Credits

- Complete all of the following
 - 19 credit(s) from:
 - Must include:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)
 - SNHU404 - SNHU Experience: Gen Ed Capstone (1)
 - One (1) General Education course must be from Mathematics (FMAT).
 - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
 - One (1) General Education course must be from Social and Behavioral Sciences (ESBS).
 - One (1) General Education course must be from Science, Technology, and Mathematics (ESTM).

Concentration Courses

12 Total Credits

- 12 credit(s) from the following type of course(s):
 - An approved subject with a minimum of two (2) courses within in the range of course numbers 200 - 499

Grand Total Credits: **121**

Mathematical Modeling (Minor)

Description

The ability to mathematically describe real-world processes has become invaluable in research, industry, and business. A mathematical modeling minor gives students mathematical skills that, in conjunction with their subject area knowledge, allow them to build meaningful and effective mathematical models in their field of interest. The minor emphasizes communication skills, the ability to work in teams, the interplay between subject area knowledge and mathematical models, and the mathematical methods used in deterministic models on both discrete and continuous time scales.

Program Outcomes

1. Communication: Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of mathematical models.
2. Making Meaningful and Reasonable Assumptions: Identify, communicate, and justify assumptions made prior to the model construction phase.
3. Model Construction: Apply mathematical reasoning, analysis, and problem-solving to construct and assess mathematical models that reflect real-world processes.
4. Simulation: Write code in industry-standard software/languages (Matlab, Mathematica, Python, R, etc.) to simulate the behavior of a mathematical model.
5. Mathematical Principles: Analyze and accurately solve mathematical problems across a variety of mathematical areas including calculus, differential equations, and linear algebra.

Requirements

Required Courses

18 Total Credits

- Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT330 - Differential Equations (3)
 - MAT350 - Applied Linear Algebra (3)
 - MAT431 - Discrete-Time Mathematical Modeling (3)
 - MAT433 - Optimization Modeling (3)

Grand Total Credits: **18**

Mathematics (BA)

Description

The Mathematics major at Southern New Hampshire University fosters an appreciation for the significant role mathematics has played in society from early times through the modern technological age. In particular, students pursuing the Mathematics major will develop an advanced ability in mathematical methods, reasoning and problem solving in three main areas of math: analysis, algebra and statistics. Students pursuing the

Mathematics major also elect courses based on their particular interests in math, including mathematics education, pure mathematics or applied mathematics. An SNHU graduate with a Mathematics major is prepared for a broad range of careers in quantitative fields including, but not limited to, business, education and government agencies. In addition, the SNHU mathematics major will serve as strong preparation for students interested in pursuing graduate studies in quantitative fields.

Program Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of solutions to mathematical problems
2. Apply mathematical reasoning, analysis, and problem-solving to complex, real world problems including problems in the natural and social sciences
3. Construct and defend clear, rigorous, and logical mathematical proofs
4. Analyze and accurately solve mathematical problems across a variety of mathematical areas including calculus, differential equations, linear algebra, abstract algebra and real analysis

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT230 - Discrete Mathematics (3)
- MAT240 - Applied Statistics (3)

Arts and Sciences Courses

9 Total Credits

- 9 credit(s) from the following:
 - CHM101 - Fundamentals of Chemistry (3)
 - COM230 - Graphics and Layout in Print Media (3)
 - COM341 - Technical Writing (3)
 - ENG330 - Nonfiction Writing Workshop (3)
 - FAS226 - Digital Photography (3)
 - GAM110 - Game Programming I (3)
 - GAM211 - Interactive Animation (3)
 - GAM312 - Scripting for Games (3)
 - GAM330 - Physics for Games (3)
 - GAM405 - Artificial Intelligence for Games (3)
 - GAM415 - Graphics Game Engine (3)
 - GEO200 - World Geography (3)
 - GRA220 - Introduction to Digital Imaging (3)
 - HIS101 - Exploring the Past (3)
 - HIS102 - The Medieval World: Exploring the Past (3)
 - PHL214 - Formal Logic (3)
 - PHY101 - Principles of Physics (3)
 - PHY105 - Geology (3)
 - POL375 - Weapons of Mass Destruction (3)
 - SCI220 - Energy and Society (3)

Major Courses
24 Total Credits

- Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT330 - Differential Equations (3)
 - MAT350 - Applied Linear Algebra (3)
 - MAT415 - Abstract Algebra (3)
 - MAT470 - Real Analysis (3)

Major Electives
9 Total Credits

- 9 credit(s) from subject(s): MAT, excluding:
 - MAT101 - Culinary Mathematics (3)
 - MAT106 - Math for Elementary Education I (3)
 - MAT130 - Applied Finite Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT206 - Math for Elementary Education II (3)
 - MAT360 - Statistics and Probability for Teachers (3)
 - MAT362 - Algebra for Teachers (3)

Free Electives
33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

Mathematics (Minor)

Description

The Mathematics Minor at SNHU is devoted to learning and understanding computational problems in calculus as well as proof and problem solving in pure mathematics. The Mathematics Minor has the following learning outcomes:
Demonstrate the capacity to solve computational problems in calculus. Demonstrate the capacity to write proofs and problem solve in pure mathematics. A student may earn a minor in Mathematics by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - 1 of the following:
 - MAT415 - Abstract Algebra (3)
 - MAT470 - Real Analysis (3)
 - 3 credit(s) from subject(s): MAT, excluding:
 - MAT101 - Culinary Mathematics (3)
 - MAT106 - Math for Elementary Education I (3)
 - MAT130 - Applied Finite Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT206 - Math for Elementary Education II (3)
 - MAT360 - Statistics and Probability for Teachers (3)
 - MAT362 - Algebra for Teachers (3)

Grand Total Credits: **15**

Middle School Mathematics (Minor)

Description

The Middle School Mathematics minor at SNHU is for elementary or special education students who desire exposure to the content and pedagogy of middle school mathematics. The courses that comprise the Middle School Mathematics minor integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching focusing on the processes of proving and problem solving. A student may earn a minor in Middle School Mathematics by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - MAT206 - Math for Elementary Education II (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - 2 of the following:
 - MAT360 - Statistics and Probability for Teachers (3)
 - MAT361 - Geometry for Teachers (3)
 - MAT362 - Algebra for Teachers (3)
 - EDU441 - Math Education Research and Practice (3)

Grand Total Credits: **15**

Modern Society (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 1 of the following:
 - FAS335 - Romanticism to Impressionism (3)
 - FAS342 - Modernism (3)
 - 2 of the following:
 - LIT311 - Modern British Literature (3)
 - LIT315 - Twentieth Century American Literature and Beyond (3)
 - LIT345 - Postcolonial Encounters (3)
 - 2 of the following:
 - HIS235 - Modern Russia (3)
 - HIS238 - Modern Germany: 1871 - Present (3)
 - HIS260 - Modern China (3)
 - HIS264 - Modern Japan (3)
 - HIS309 - Dictators in the Modern Era (3)

Grand Total Credits: **15**

Music (Minor)

Description

A student may earn a minor in Music by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - MUS223 - Appreciation and History of Music (3)
 - 3 credit(s) from the following type of course(s):
MUS 323 or contact your advisor.
 - 9 credit(s) from the following:
 - IT205 - Digital Music (3)
 - MUS130 - SNHU Choir (0 - 3)
 - MUS140 - Instrumental Music Ensemble (0 - 1)
 - MUS250 - Private Music Lessons (1)

Grand Total Credits: **15**

Non-Fiction (MFA)

Description

Contact: Prof. Benjamin Nugent, Director The School of Arts and Sciences offers a low-residency graduate program in creative writing. A highly focused course of study, the M.F.A. prepares students to write in their chosen genre (fiction or nonfiction) at a professional level. The M.F.A. is also a terminal degree that provides students a foundation from which to prepare (through internships, work experience, and/or allied areas of study) for employment in the fields of teaching and publishing. With four writing residencies held at the Mountain View Grand Resort in Whitefield, New Hampshire during four semesters of mentored correspondence study, the low-residency M.F.A. at Southern New Hampshire University is also convenient and affordable for working adults. Students study with faculty mentors who are accomplished writers and teachers, participate in lectures, readings, and master classes with visiting writers of national reputation, hone their work through mentor and peer review, read publicly from their own work and meet with publishing professionals in a community dedicated to creative endeavor. Workshop courses run five months and are tailored to students' needs and creative goals. Students work closely with faculty mentors. Individualized study is supplemented with residency periods (seven consecutive days each in June and January) during which mentors and their students meet to review the students' long-term writing projects and to build a community of writers. The second year of the program is devoted to the completion of a manuscript of professional quality, suitable for submission to editors, and a critical essay suitable for submission to literary journals. Graduation is held during the winter and summer residencies following a student's fourth semester. Students who have completed their degree are celebrated as they return for a few days to give public readings and lectures and take part in their graduation ceremony.

Program Outcomes

1. Complete a nonfiction manuscript of professional quality, suitable for submission to editors
2. Understand literary concepts necessary for teaching composition and creative writing and for working in publishing

Requirements

Major Courses
60 Total Credits

- Complete:
 - MFA501NF - Summer Residency I Nonfiction (3)
 - MFA502NF - Winter Residency I Nonfiction (3)
 - MFA503NF - Summer Residency II Nonfiction (3)
 - MFA504NF - Winter Residency II Nonfiction (3)
 - MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (12)
 - MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (12)
 - MFA522 - Graduate Nonfiction Workshop III (12)
 - MFA523 - Graduate Nonfiction Workshop IV (12)

Grand Total Credits: **60**

Philosophy (Minor)

Description

A student may earn a minor in Philosophy by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- 15 credit(s) from subject(s): PHL

Grand Total Credits: **15**

Policing and Law Enforcement (Certificate)

Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in policing and law enforcement. Students will explore related topics including community policing, police organization and management, and investigative techniques.

Requirements

Required Courses

12 Total Credits

- Complete all of the following
 - 1 of the following:
 - JUS101 - Introduction to Criminal Justice (3)
 - POL306 - The American Legal Tradition (3)
 - Complete:
 - JUS102 - American Policing (3)
 - 2 of the following:
 - JUS104 - Introduction to Security (3)
 - JUS201 - Criminal Investigation (3)
 - JUS202 - Industrial and Retail Security (3)
 - JUS345 - Probation and Parole (3)
 - JUS394 - Problems in Policing (3)
 - JUS465 - Police Organization and Management (3)
 - JUS466 - Homeland Security (3)

Grand Total Credits: **12**

Political Science (Minor)

Description

The Political Science minor at Southern New Hampshire University provides students with a theoretical and practical foundation in the art and science of politics. It emphasizes the development of critical-thinking and analytical skills in political contexts, as well as the ability to communicate effectively both orally and in writing on topics of political concern.

Requirements

Prerequisite Courses

3 Total Credits

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - May also take MAT-133. This course may only be available to College of Online and Continuing Education students, but may be taken instead of MAT-240.

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - POL210 - American Politics (3)
 - POL211 - International Relations (3)
 - SCS224 - Social Science Research Methods (3)
 - 6 credit(s) from subject(s): POL

Grand Total Credits: **18**

Pre-Law (Certificate)

Description

The Pre-Law Certificate program at Southern New Hampshire University is an interdisciplinary instructional and mentoring program that helps students to prepare for law school by giving them substantial insight into what it means to "think like a lawyer." Although the program is hosted by the School of Arts and Sciences, it is open to students in any undergraduate day school degree program other than students in the B.A. in Law and Politics, the B.A. in Law and Politics (International) for international students, or the B.A. in Law and Politics (Pre-J.D. Accelerated). The Pre-Law Advisor is available to advise students in the Pre-Law Certificate program on all matters related to their preparation for law school and the practice of law. Although the most common undergraduate majors for law students nationwide are political science (Law and Politics at SNHU), history, and English (English Language and Literature at SNHU), the Pre-Law Committee of the American Bar Association ("ABA") does not recommend any

particular major or group of courses as the best preparation for law school.* Instead, the ABA recommends that pre-law students take "a broad range of difficult courses from demanding instructors," and "seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs and improve your tolerance for uncertainty." SNHU's Pre-Law Certificate program has been designed with these factors in mind. * American Bar Association. (2018). Pre-Law. Retrieved from https://www.americanbar.org/groups/legal_education/resources/pre_law.html

Program Outcomes

1. Demonstrate substantial insight into what it means to "think like a lawyer" in the United States

Requirements

Required Courses
21 Total Credits

- Complete all of the following
 - Complete:
 - POL210 - American Politics (3)
 - POL306 - The American Legal Tradition (3)
 - POL336 - Advocacy and the Law (3)
 - 4 of the following:
 - BUS206 - Business Law I (3)
 - BUS307 - Business Law II (3)
 - JUS261 - Judicial Administration (3)
 - JUS375 - Criminal Law (3)
 - JUS376 - Criminal Procedure (3)
 - JUS497 - Law and Evidence (3)
 - POL326 - World Legal Traditions (3)
 - POL348 - U.S. Environmental Law and Politics (3)
 - POL349 - Comparative Environmental Law and Sustainable Development (3)
 - SPT307 - Sport Law (3)

Grand Total Credits: **21**

Professional Writing (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - COM235 - Multimedia Journalism (3)
 - COM435 - Feature Writing (3)
 - ENG220 - Business Communication (3)
 - ENG350 - The English Language (3)
 - 1 of the following:
 - ENG327 - Playwriting Workshop (3)
 - ENG328 - Poetry Writing Workshop (3)
 - ENG329 - Fiction Writing Workshop (3)
 - ENG330 - Nonfiction Writing Workshop (3)
 - ENG480 - Independent Study (3)

Grand Total Credits: **15**

Psychology (BA)

Description

Our program stands out from those at other four-year institutions of higher education in that we put students in a position to start engaging in professional activities while they learn. Students are encouraged to participate in field experiences at mental health clinics and social service agencies, publish in Psychological journals and books, present professional papers, administer psychological tests, simulate therapy sessions and/or lead student organizations. Our program includes faculty who have won teaching awards and published books and journal articles. We offer specific concentration areas including child/adolescent development, forensic psychology and mental health. Students also enjoy a variety of extracurricular opportunities. We have a Psychology Student Association and an honors association, Psi Chi. Alumni have attended graduate school or continued on to work (after graduating with a Bachelor of Arts degree) in such areas such as mental health clinics, social service agencies and human resources.

Program Outcomes

1. Assimilate classic and current research within the field of psychology by developing detailed literature reviews and presentations
2. Gather, organize, and analyze acquired knowledge within the field of psychology as evidenced in an e-compendium
3. Develop a conference-level deliverable depicting theoretical or empirical research and how it fits a larger body of knowledge in the research literature of Psychology
4. Evaluate the appropriate research method(s) to use for the problem examined in

a theoretical or empirical research project

5. Describe informed conclusions that align with selected research designs and statistical analyses used in an original research project
6. Analyze multifaceted ethical issues associated with the core content areas of psychology as evidenced through the creation of informed consent forms and the use of ethical reasoning applied to dilemmas in research, teaching, counseling, and assessment

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
 - 3 credit(s) from subject(s): BIO, CHM, PHY, or SCI
 - 6 credit(s) from the following:
 - ATH111 - Introduction to Cultural Anthropology (3)
 - BIO110 - Introduction to Public Health (3)
 - BIO320 - Neuroscience (3)
 - BIO325 - Animal Behavior (3)
 - COM212 - Public Speaking (3)
 - COM220 - Intercultural Communication (3)
 - COM340 - Writing for Public Relations (3)
 - ENG350 - The English Language (3)
 - GST100 - Introduction to Women's Studies (3)
 - HIS249 - The Common Good (3)
 - JUS101 - Introduction to Criminal Justice (3)
 - JUS325 - Law, Justice and Family (3)
 - JUS468 - Crimes Against Children (3)
 - JUS485 - Forensic Law (3)
 - LIT239 - Literature and the Mind (3)
 - LIT237 - Young Adult Literature (3)
 - LIT241 - Crime Literature (3)
 - LIT247 - Gender and Text (3)
 - MAT160 - Introduction to Game Theory (3)
 - MAT300 - Applied Statistics II: Regression Analysis (3)
 - MAT434 - Statistical Learning and Classification (3)
 - PHL212 - Introduction to Ethics (3)
 - PHL214 - Formal Logic (3)
 - PHL220 - Death and the Meaning of Life (3)
 - PHL222 - Happiness and the Good Life (3)
 - POL210 - American Politics (3)
 - POL306 - The American Legal Tradition (3)
 - SCI215 - Contemporary Health (3)

University College 2017-2018

- SOC112 - Introduction to Sociology (3)
- SOC213 - Sociology of Social Problems (3)
- SOC317 - Sociology of the Family (3)
- SOC320 - Sociology of Gender (3)
- SOC326 - Sociology of Deviant Behavior (3)
- SOC328 - Sociology of Aging (3)

Major Courses

24 Total Credits

- Complete all of the following
 - Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY223 - Research I: Statistics for Psychology (3)
 - PSY224 - Research II: Scientific Investigations (3)
 - PSY444 - Senior Seminar in Psychology (Capstone) (3)
 - 4 of the following:
 - PSY211 - Lifespan Development (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY216 - Psychology of Personality (3)
 - PSY257 - Social Psychology (3)
 - PSY300 - Biopsychology (3)
 - PSY305 - Cognitive Psychology (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from subject(s): PSY within the range of course numbers 200 - 399

Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

Psychology (BA) - Child and Adolescent Development (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - PSY314 - Disorders of Childhood and Adolescence (3)
 - PSY321 - Child Development (3)
 - PSY322 - Adolescent Development (3)
 - 3 credit(s) from the following:
 - PSY201 - Educational Psychology (3)
 - PSY291 - Experiential Learning (3)
 - PSY315 - Counseling Process and Techniques (3)
 - PSY319 - Social Development: Child and Adolescent (3)
 - PSY335 - Assessment and Testing (3)
 - PSY443 - Psychology Internship (3 - 15)
 - PSY480 - Independent Study (3)
 - PSY 230 is also an option in the above selection. This course is no longer offered or it is only available via the College of Online and Continuing Education.

Grand Total Credits: **12**

Psychology (BA) - Forensic Psychology (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - PSY205 - Forensic Psychology (3)
 - PSY310 - Criminal Psychology (3)
 - 2 of the following:
 - PSY257 - Social Psychology (3)
 - PSY315 - Counseling Process and Techniques (3)
 - SOC324 - Sociology of Crime and Violence (3)

Grand Total Credits: **12**

Psychology (BA) - Mental Health (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - PSY291 - Experiential Learning (3)
 - PSY315 - Counseling Process and Techniques (3)
 - PSY335 - Assessment and Testing (3)
 - 3 credit(s) from the following:
 - PSY443 - Psychology Internship (3 - 15)

Grand Total Credits: **12**

Psychology (Minor)

Description

A student may earn a minor in Psychology by successfully completing the following courses:

Requirements

Required Courses

12 Total Credits

- Complete all of the following
 - Complete:
 - PSY108 - Introduction to Psychology (3)
 - 3 of the following:
 - PSY211 - Lifespan Development (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY216 - Psychology of Personality (3)
 - PSY257 - Social Psychology (3)
 - PSY300 - Biopsychology (3)
 - PSY305 - Cognitive Psychology (3)

Electives

3 Total Credits

- 3 credit(s) from subject(s): PSY

Grand Total Credits: **15**

Public Health and Wellness (Minor)

Description

This interdisciplinary minor explores how health can be maintained or improved through preventative strategies. Rather than wait for health complications to happen, how can individuals and communities be proactive in preventing chronic illness, infectious disease, and addictions? Coursework covers best practices based on current research in Psychology and Public Health. Students in any major will benefit from the training this program will provide in epidemiology, health policy and management, community and clinical prevention initiatives, surveillance and tracking, immunizations and screenings, and drug prevention. Students should be aware that some courses in this minor carry prerequisites.

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - PSY108 - Introduction to Psychology (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - PSY225 - Health Psychology (3)
 - SCI215 - Contemporary Health (3)
 - 9 credit(s) from the following:
 - BIO110 - Introduction to Public Health (3)
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - BIO210 - Introduction to Anatomy and Physiology (3)
 - BIO210L - Anatomy and Physiology Lab (1)
 - BIO215 - People, Places, and Plagues (3)
 - BIO340 - Human Health and the Environment (3)
 - CHM200 - Environmental Chemistry (3)
 - PSY300 - Biopsychology (3)
 - SCI333 - Waste: Sources, Reduction, & Remediation (3)
 - NOTE: Courses with labs are considered one course.

Grand Total Credits: **18**

Public Relations (Minor)

Description

A student may earn a minor in Public Relations by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete:
 - COM227 - Public Relations (3)
 - COM310 - Social Media (3)
 - COM340 - Writing for Public Relations (3)
 - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)
 - MKT113 - Introduction to Marketing (3)

Grand Total Credits: **15**

Race and Ethnicity (Minor)

Requirements

Required Courses

15 Total Credits

- 15 credit(s) from the following:
 - HIS254 - Civil Rights Movement (3)
 - HIS260 - Modern China (3)
 - HIS264 - Modern Japan (3)
 - HIS330 - Civil War and Reconstruction (3)
 - HIS357 - American Slavery (3)
 - HOS220 - Geography of Global Cultures (3)
 - INT316 - Cultural & Political Environment of International Business (3)
 - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
 - LIT345 - Postcolonial Encounters (3)
 - LIT350 - The Black Literary Tradition (3)
 - PHL230 - Religions of the World (3)
 - SOC207 - Exploring Racial and Cultural Identity (3)
 - SOC490 - Community Sociology Internship (0 - 15)

Grand Total Credits: **15**

Social Media and Mental Health (Minor)

Description

This minor explores social media as it relates to mental health and well-being, including consideration of social media addiction, social comparison, cyberbullying, feelings of inclusion/exclusion, and multitasking. This minor also facilitates investigation into how social media can be used as a tool to promote positive mental health outcomes. Students should be aware that some courses in the minor carry prerequisites.

Requirements

Required Courses

18 Total Credits

- Complete all of the following
 - Complete:
 - COM310 - Social Media (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY257 - Social Psychology (3)
 - PSY305 - Cognitive Psychology (3)
 - SOC335 - Technology and Society (3)
 - 3 credit(s) from the following:
 - PSY443 - Psychology Internship (3 - 15)

Grand Total Credits: **18**

Sociology (BA)

Description

Sociology is the scientific study of social life and the causes and consequences of human behavior, social groups, and societies. The term social life encompasses all interpersonal relationships, all groups, all types of social organizations, and all human culture; past and present. We want our majors to experience Sociology. Our emphasis is on professional practices as well as scholarship, with a career orientation and experiential learning approach. We provide first-person experiences in analyzing and dealing with processes, problems and institutions of society. In a world of globalization and cultural diversity, Sociology is of increased practical importance in many career paths. Partnering with community organizations, the Sociology major emphasizes a hands-on approach to learning. Graduates of our program seek employment in social services and counseling, management and administrative support, teaching, research, sales, marketing, public relations, criminal justice positions, and many other fields. Our program also prepares students to continue their education to obtain a graduate degree in Sociology or in other areas: for example, entrance into law school or a MBA program

Program Outcomes

1. Analyze group behavior through current and emerging sociological theory for a broader understanding of society
2. Analyze and employ appropriate sociological research to critically assess published research and develop sociological research proposals that address contemporary social issues
3. Evaluate the social construction of realities for their impact on human social interactions and their consequences across cultures
4. Develop sociological questions demonstrating versatility of thought and problem-solving skills in addressing contemporary social issues, employing ethical and professional communication of sociological information
5. Cultivate the sociological perspective in communicating research interests and career goals in the social sciences
6. Analyze social structures and processes within social institutions for recognizing patterns and relationships across cultures

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ATH111 - Introduction to Cultural Anthropology (3)
- GEO200 - World Geography (3)
- MAT240 - Applied Statistics (3)

Arts and Sciences Courses

9 Total Credits

- Complete:
 - HIS301 - World History and Culture (3)
 - PHL230 - Religions of the World (3)
 - PSY305 - Cognitive Psychology (3)

Major Courses

18 Total Credits

- Complete all of the following
 - Complete:
 - SCS224 - Social Science Research Methods (3)
 - SCS444 - Capstone Colloquium (3)
 - SOC112 - Introduction to Sociology (3)
 - SOC213 - Sociology of Social Problems (3)
 - SOC325 - Sociological Perspectives (3)
 - 3 credit(s) from the following:
 - SOC291 - Experiential Learning (3)
 - SOC490 - Community Sociology Internship (0 - 15)

Major Electives

18 Total Credits

- 18 credit(s) from subject(s): SOC

Free Electives
30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

Sociology (Minor)

Description

A student may earn a minor in Sociology by successfully completing the following courses:

Requirements

Required Courses
15 Total Credits

- Complete all of the following
 - Complete:
 - SOC112 - Introduction to Sociology (3)
 - SOC213 - Sociology of Social Problems (3)
 - 9 credit(s) from subject(s): SOC

Grand Total Credits: **15**

Statistical Modeling (Minor)

Description

In a world where data has quickly gone from a scarce resource to an abundant one, statistical tools are rapidly evolving. In the age of "big data", "data science", and "data analytics" individuals who are trained to build and interpret statistical models are in high demand. Through this minor, students experience the data tidying process, visual story-telling with data using the grammar of graphics, and will also build, analyze, and interpret both competing regression models and classification models (in supervised and unsupervised settings). Students gain exposure to the theory behind, and application of, advanced techniques for modeling uncertainty with data.

Program Outcomes

1. Utilize effective oral and written communication strategies in the construction, evaluation, and presentation of statistical models.
2. Obtain and clean data sets, engineering new features where appropriate.
3. Identify, communicate, and justify assumptions made prior to the model construction phase.
4. Apply mathematical and statistical reasoning, analysis, and problem-solving to hypothesize and construct meaningful models that reflect real-world processes.
5. Identify strengths and weaknesses of particular model types; use a variety of criteria to choose between competing models; and utilize models for both prediction accuracy and interpretive value.

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT300 - Applied Statistics II: Regression Analysis (3)
 - MAT350 - Applied Linear Algebra (3)
 - MAT434 - Statistical Learning and Classification (3)
 - 1 of the following:
 - MAT240 - Applied Statistics (3)
 - MAT241 - Modern Statistics with Software (3)

Grand Total Credits: **15**

Sustainability (Certificate)

Description

In today's world, it's essential to go green, which means living and working sustainably. Public opinion, political pressure, emerging business opportunities, and ecological

realities have created sustainability-focused career options in nearly every major job sector. The Sustainability Certificate at SNHU provides students with the knowledge, skills, and practical experience needed to succeed in these careers. Our program blends insights from environmental science, the environmental social sciences, and other sustainability-focused fields into a uniquely practical learning experience that is more than merely interdisciplinary. Its many one-of-a-kind features are designed to meet the demand for sustainability-focused professionals of many different types in today's job market, especially in the private sector. The Sustainability Certificate is especially for students pursuing bachelor's degrees in SNHU's School of Business or enrolled in other complementary SNHU degree programs, such as the base program or any concentration of B.S. in Environmental Science other than the Compliance and Sustainability Concentration. It also is open to anyone not already enrolled in a degree program at SNHU who is interested in earning a stand-alone undergraduate certificate in the sustainability field.

Program Outcomes

1. Analyze an environmental sustainability dilemma in a private sector, public sector, or non-profit sector context using tools derived from the natural and social sciences and other relevant fields, with an emphasis on the social sciences
2. Develop a practical, supradisciplinary strategy for managing that dilemma so as to support both stewardship of the natural environment and long-term improvement in the human condition

Requirements

Required Courses

21 Total Credits

- Complete all of the following
 - Complete:
 - ENV100 - Introduction to Sustainability (3)
 - ENV445 - Sustainability Capstone Experience (3)
 - 1 of the following:
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - 1 of the following:
 - BIO315 - Ecological Principles and Field Methods (3)
 - BIO340 - Human Health and the Environment (3)
 - 1 of the following:
 - ENV322 - Environment and Development (3)
 - SOC318 - Sustainable Communities (3)
 - 1 of the following:
 - ENV372 - Sustainability Strategies for Business (3)
 - SCI333 - Waste: Sources, Reduction, & Remediation (3)
 - 1 of the following:
 - ENV348 - U.S. Environmental Law and Politics (3)
 - ENV349 - Comparative Environmental Law and Sustainable Development (3)

Teaching English as a Foreign Language (MS)

Description

The M.S. TEFL degree at SNHU is designed for people teaching or intending to teach English in foreign school systems, language schools, corporations, etc., but is also appropriate for those who wish to teach in similar situations here in the United States. Opportunities for teaching English in other countries are numerous and increasing yearly as English continues to be the preferred language for many professions and a requirement in many foreign school systems, beginning as early as primary school. A master's degree in teaching English as a foreign language is the degree of choice for overseas employment. Methodologies for all types of teaching situations are integrated into the curriculum, as well as strategies for teaching learners of all ages. Twelve courses are required (including supervised practice teaching) for a total of 36 credits. The degree program is offered over four terms and can be completed within 12 months (full-time), though most students take longer (up to 18 months). Participants in the M.S. TEFL program have the opportunity to observe classes throughout the Greater Manchester area and in the year-round Intensive English Program offered by The Institute for Language Education.

Program Outcomes

1. Summarize and critically evaluate journal articles (verbally or in writing), reflecting on the practical implications for the classroom
2. Choose appropriate methodologies and strategies for particular teaching contexts(e.g., age, level of ability, mono-/multicultural settings, large/small class sizes)
3. Design and implement practical, relevant, and effective curricula and lesson plans that address student learning goals and program objectives
4. Model ethical, culturally-sensitive, and appropriate personal and professional behavior across the teaching and learning environment
5. Conduct basic research and prepare classroom and conference presentations
6. Prepare and produce clear and comprehensible written assignments (papers, curricula, lesson plans, etc.) and oral presentations (microteaching, chapter summaries, student-led discussions, etc.)
7. Apply effective leadership strategies for promoting student advocacy and instilling a student-centric educational culture

Requirements

Major Courses

36 Total Credits

- Complete all of the following
 - Complete:
 - EFL501 - Language Learning and Acquisition (3)
 - EFL502 - Evaluation and Assessment (3)
 - EFL503 - Descriptive Linguistics of American English (3)
 - EFL504 - Introduction to Curriculum Development, Design and

Implementation (3)

- EFL505 - Overview of Teaching English to Speakers of Other Languages Methodology (3)
- EFL540 - Socio-Cultural Context of Language Teaching (3)
- EFL599 - Supervised Practice Teaching (3)
- 5 of the following:
 - EFL523 - Listening and Speaking Techniques (3)
 - EFL525 - Reading and Writing Techniques (3)
 - EFL526 - Aspects of Literacy/Multilingual Learner (3)
 - EFL527 - Strategies/Techniques for Teaching Grammar (3)
 - EFL530 - Methods of Teaching English through Drama (3)
 - EFL531 - Pronunciation Techniques (3)
 - EFL536 - Content-Based Instruction (3)
 - EFL537 - Computer-Assisted Language Learning (3)

Grand Total Credits: **36**

Teaching of Composition (Graduate Certificate)

Description

In this graduate certificate program, two students in UC's Mountainview Low-Residency MFA in Fiction and Nonfiction receive a semester of training in the teaching of composition, MFA-555, in the MFA program's fall semester, SIX01. In addition to receiving instruction in the teaching of composition, they observe and assist instructors in fall composition classes on campus, and tutor in the Writing Center. The students are not charged tuition beyond the regular Mountainview MFA tuition. In the spring semester, SIX02, each student teaches a spring section of ENG-120 or ENG-200 on campus, depending on the availability of sections. For teaching this class, the students will be paid at half the normal rate of an adjunct instructor. After the student has successfully completed teaching a section of ENG-120 or ENG 200, following the successful completion of MFA-555, the student will receive a Graduate Certificate in the Teaching of Composition. The student can then enter the UC SAS adjunct pool, teaching sections of ENG 120 and ENG 200 at the normal adjunct rate while still earning an MFA. Because this program requires regular trips to campus, it should be undertaken by Mountainview students who live within commuting distance of Manchester.

Program Outcomes

1. Gain experience and training in the teaching of composition and rhetoric at the college level
2. Develop a portfolio of syllabi and assignments that can be applied to teaching composition and rhetoric

Requirements

Required Courses

12 Total Credits

- Complete:
 - MFA555 - Writing Program TA Colloquium (6)
 - MFA557 - Teaching with Observation and Feedback (6)

Grand Total Credits: **12**

Terrorism and Homeland Security (Certificate)

Description

For students in majors other than the B.S. in Justice Studies, non-matriculated students, part-time students, and other students by approval of Department Chair. This optional 12-credit program is designed for students interested in future careers or graduate study in the area of terrorism, homeland security, or intelligence. Students explore related topics including terrorist organizations, terrorist tactics, and response by homeland security organizations.

Requirements

Required Courses

12 Total Credits

- Complete all of the following
 - 1 of the following:
 - JUS101 - Introduction to Criminal Justice (3)
 - POL306 - The American Legal Tradition (3)
 - Complete:
 - JUS429 - Terrorism (3)
 - JUS466 - Homeland Security (3)
 - 1 of the following:
 - JUS104 - Introduction to Security (3)
 - JUS202 - Industrial and Retail Security (3)
 - JUS305 - International Criminal Justice (3)

Grand Total Credits: **12**

World Language and Culture (Minor)

Description

By declaring a minor in World Language and Culture, students have the potential to expand career opportunities both in the US and abroad. The minor also enhances participation in study abroad programs and provides students with a deeper understanding of diverse cultures.

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Two courses in the same language at SNHU or 6 credits of language in our Study Abroad Program.
 - 2 of the following:
 - LAR111 - Elementary Arabic and Culture I (3)
 - LAR112 - Elementary Arabic and Culture II (3)
 - LAS111 - Elementary American Sign Language I (3)
 - LAS112 - Elementary American Sign Language II (3)
 - LFR111 - Beginning French I (3)
 - LFR112 - Beginning French II (3)
 - LFR211 - Intermediate French I (3)
 - LFR212 - Intermediate French II (3)
 - LFR311 - French Civilization and Culture (3)
 - LMN111 - Elementary Mandarin Language/Culture I (3)
 - LMN112 - Elementary Mandarin Language/Culture II (3)
 - LSP111 - Beginning Spanish I (3)
 - LSP112 - Beginning Spanish II (3)
 - LSP211 - Intermediate Spanish I (3)
 - LSP212 - Intermediate Spanish II (3)
 - LSP311 - Hispanic Cultures (3)
 - 6 credit(s) from the following type of course(s):
Select one of the following (courses to be determined in consultation with program advisor for the minor) : 2 courses in Cultural Studies or 1 course in Cultural Studies and 1 course in Cultural Studies taken abroad.
 - 3 credit(s) from the following type of course(s):
A capstone that requires application of language competency and/or cultural studies. The capstone should be chosen in consultation with the program advisor for the minor.

Grand Total Credits: **15**

School of Business

Description

The Accounting/Finance degree offers students the course work they need to qualify for careers in the accounting or finance professions. The degree prepares graduates for meaningful employment in accounting, banking, corporate finance, insurance, investments and personal finance.

Program Outcomes

1. Identify long-term corporate investment opportunities to increase shareholder value
2. Apply theories of asset allocation, security analysis, & portfolio diversification to efficiently manage an investment portfolio
3. Demonstrate knowledge of the rules and regulations for financial accounting and reporting and how they are established in a global economy
4. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
5. Analyze, interpret, and communicate financial and accounting information to various internal and external stakeholders

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

- 28 credit(s) from:

Except:

- ACC105 - Foundations of Accounting I (2)

Major Courses
32 Total Credits

- Complete all of the following
 - Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)
 - ACC307 - Intermediate Accounting I (3)
 - ACC308 - Intermediate Accounting II (3)
 - ECO306 - Money and Banking (3)
 - FIN330 - Corporate Finance (3)
 - FIN336 - Multinational Corporate Finance (3)
 - 1 of the following:
 - ACC207 - Cost Accounting (3)

- ACC550 - Cost Accounting (3)
- 1 of the following:
 - FIN340 - Fundamentals of Investments (3)
 - FIN640 - Investment Analysis & Portfolio Management (3)
- 8 credit(s) from subject(s): ACC, or FIN within the range of course numbers 300 - 499

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Accounting and Finance - Degree in Three (BS)

Description

The Degree-in-Three Accounting/Finance program is an innovative and integrated three-year, six semester, outcomes focused degree in accounting/finance that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

Requirements

General Education Courses
42 Total Credits

- 42 credit(s) from:
 - Must include:
 - ECO201 - Microeconomics (3)
 - MAT240 - Applied Statistics (3)

Integrated Core
28 Total Credits

- 28 credit(s) from:
 - Except:
 - ACC105 - Foundations of Accounting I (2)

Major Courses
32 Total Credits

- Complete all of the following
 - Complete:
 - ECO306 - Money and Banking (3)
 - FIN330 - Corporate Finance (3)
 - FIN336 - Multinational Corporate Finance (3)
 - ACC215 - Fundamentals of Financial Accounting (3)
 - ACC307 - Intermediate Accounting I (3)
 - ACC308 - Intermediate Accounting II (3)
 - 1 of the following:
 - ACC207 - Cost Accounting (3)
 - ACC550 - Cost Accounting (3)
 - 1 of the following:
 - FIN340 - Fundamentals of Investments (3)
 - FIN640 - Investment Analysis & Portfolio Management (3)
 - 8 credit(s) from subject(s): ACC, or FIN within the range of course numbers 300 - 400

School Directed Courses

9 Total Credits

- Complete all of the following
 - 1.5 credit(s) from the following:
 - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

Accounting (BS)

Description

The Accounting Program provides students with the educational prerequisites required

for the certified public accountant examination, certified management accountant examination, certified internal auditor examination and a host of other professional titles related to accounting and taxation. Accounting students will receive general instruction in business and a thorough education in all areas of accounting, finance and taxation. Students majoring in accounting will be able to specialize in either the financial or managerial fields of accounting. An internship also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

Program Outcomes

1. Analyze and apply the rules and regulations for financial accounting and reporting and how they are established in a global economy
2. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
3. Plan and prepare tax returns using knowledge of tax laws and regulations
4. Analyze, interpret and communicate accounting information to various internal and external stakeholders
5. Audit financial information and controls employing effective techniques and in accordance with professional standards
6. Apply professional ethics to guide conduct and decision-making in the field of accounting

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Business Core
30 Total Credits

- 30 credit(s) from:

Except:

- ACC105 - Foundations of Accounting I (2)

Must include:

- ACC302 - Professional Communication in Accounting (2)

Major Courses
33 Total Credits

- Complete all of the following
 - Complete:
 - ACC307 - Intermediate Accounting I (3)
 - ACC308 - Intermediate Accounting II (3)
 - ACC330 - Federal Taxation I (3)
 - ACC405 - Advanced Accounting (3)

- BUS303 - Foundations of Business Law II (2)
- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)
 - ACC225 - Foundations of QuickBooks (1)
 - ACC345 - Financial Statement Analysis/ Business Valuation (3)
 - ACC350 - Volunteer Income Tax Assistance (3)
- 3 credit(s) from the following:
 - ACC490 - Accounting Internship (0 - 15)
- 1 of the following:
 - ACC207 - Cost Accounting (3)
 - ACC550 - Cost Accounting (3)
- 1 of the following:
 - ACC411 - Auditing Principles (3)
 - ACC640 - Auditing (3)

Free Electives
12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

Accounting (Certificate)

Description

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Requirements

Required Courses
18 Total Credits

- Complete all of the following
 - Complete:
 - ACC202 - Managerial Accounting (3)
 - ACC215 - Fundamentals of Financial Accounting (3)
 - ACC307 - Intermediate Accounting I (3)
 - ACC330 - Federal Taxation I (3)
 - 6 credit(s) from subject(s): ACC within the range of course numbers 200 - 499

Grand Total Credits: **18**

Accounting - Degree in Three (BS)

Description

The Degree-in-Three Accounting program is an innovative and integrated three-year, six semester, outcomes focused degree in accounting that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

Program Outcomes

1. Analyze and apply the rules and regulations for financial accounting and reporting and how they are established in a global economy
2. Generate financial records and financial statements for internal and external users in accordance with applicable governing rules and regulations
3. Plan and prepare tax returns using knowledge of tax laws and regulations
4. Analyze, interpret and communicate accounting information to various internal and external stakeholders
5. Audit financial information and controls employing effective techniques and in accordance with professional standards
6. Apply professional ethics to guide conduct and decision-making in the field of accounting

Requirements

General Education Courses
42 Total Credits

- 42 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credit(s) from:

Except:

- ACC105 - Foundations of Accounting I (2)

Must include:

- ACC302 - Professional Communication in Accounting (2)

Major Courses
33 Total Credits

- Complete all of the following

- Complete:
 - ACC307 - Intermediate Accounting I (3)
 - ACC308 - Intermediate Accounting II (3)
 - ACC330 - Federal Taxation I (3)
 - ACC405 - Advanced Accounting (3)
 - BUS303 - Foundations of Business Law II (2)
- 1 of the following:
 - ACC207 - Cost Accounting (3)
 - ACC550 - Cost Accounting (3)
- 1 of the following:
 - ACC411 - Auditing Principles (3)
 - ACC640 - Auditing (3)
- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)
 - ACC225 - Foundations of QuickBooks (1)
 - ACC345 - Financial Statement Analysis/ Business Valuation (3)
 - ACC350 - Volunteer Income Tax Assistance (3)
- 3 credit(s) from the following:
 - ACC490 - Accounting Internship (0 - 15)

Business Tools

9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **120**

Accounting (Minor)

Description

A student may earn a minor in Accounting by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)

Required Courses

15 Total Credits

- Complete:
 - ACC201 - Financial Accounting (3)
 - ACC202 - Managerial Accounting (3)
 - ACC207 - Cost Accounting (3)
 - ACC307 - Intermediate Accounting I (3)
 - ACC308 - Intermediate Accounting II (3)

Grand Total Credits: **18**

Business Administration (AS)

Description

The Associate Degree Program in Business Administration introduces students to the field of business. Students in this program will begin to acquire the knowledge and skills they need to successfully lead and manage organizations in today's ever-changing and hectic business environment.

Program Outcomes

1. Explain business and societal trends in their historical, political, economic, financial, social, cultural, geopolitical, and technological context
2. Articulate the importance of and strategies for building shared values, attitudes, and beliefs through the application of cross-cultural awareness and sensitivity
3. Recognize the impact of social and emotional awareness on various business contexts
4. Explain ethical principles and core personal values in business decision-making
5. Differentiate between change management theories and concepts in various organizational contexts

Requirements

General Education Courses

22 Total Credits

- Complete all of the following
 - 21 credit(s) from:
 - Must include:
 - ECO201 - Microeconomics (3)
 - ECO202 - Macroeconomics (3)
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)
 - IT100 - Introduction to Information Technology (3)
 - MAT240 - Applied Statistics (3)
 - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
 - 1 of the following:
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - SNHU202 - SNHU Experience: Transition to SNHU (1)
 - NOTE: Transfer students must take SNHU 202.

Major Courses

27 Total Credits

- Complete all of the following
 - Complete:
 - ACC201 - Financial Accounting (3)
 - ACC202 - Managerial Accounting (3)
 - BUS206 - Business Law I (3)
 - MKT113 - Introduction to Marketing (3)
 - OL125 - Human Relations in Administration (3)
 - OL211 - Human Resource Management (3)
 - OL215 - Principles of Management (3)
 - 6 credit(s) from subject(s): OL

Free Electives

12 Total Credits

- 12 credit(s).

Grand Total Credits: **61**

Business Administration (BBA)

Description

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive. As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to

solve new problems. Students in the Business Administration Program will learn how to be leaders and managers in this ever-changing and hectic business environment. Southern New Hampshire University's Business Administration Program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. Core courses, enable students to become successful managers.

Program Outcomes

1. Interpret business & societal trends in historical, political, economic, financial, social, cultural, geopolitical, technological context for purpose of leading a business unit
2. Apply cross-cultural awareness & sensitivity designed to facilitate the creation of shared values, attitudes, beliefs.
3. Apply social and emotional awareness for the purpose of fostering shared leadership, group process, organizational learning.
4. Integrate ethical principles & core personal values into business decision-making
5. Employ change management theories & concepts in various organizational contexts.

Requirements

Transfer Requirements

90 Total Credits

- Complete all of the following
 - This program is for international students only. Students must have an approved 90 university credits, equivalent 3.0 GPA (out of 4.0), and acceptable TOEFL and IELTS scores to enter this program.
 - 90 credit(s).

Foundation Courses

0 Total Credits

- Complete:
 - ENG070 - Academic Writing and Research Skills (3)
 - ENG071 - Critical Reading Skills (3)
 - ENG072 - Grammar Workshop (3)
 - ENG099I - Fundamentals of Writing for International Students (3)

General Education Courses

15 Total Credits

- Complete all of the following
 - 15 credit(s) from:
 - Must include:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)
 - One (1) General Education course must be from Social and Behavioral Sciences (ESBS). ECO courses are excluded from this section.
 - One (1) General Education course must be from Fine Arts and Humanities

(EFAH).

- One (1) General Education course must be from Science, Technology, and Mathematics (ESTM).

Major Courses

16 Total Credits

- Complete all of the following
 - 4 credit(s) from the following:
 - SB405 - Integration and Application of Business IV (2 - 5)
 - 12 credit(s) from subject(s): ACC, BUS, ECO, FIN, HOS, IT, OL, INT, MKT, QSO, or SPT within the range of course numbers 300 - 499

Grand Total Credits: **121**

Business Administration Bradley Honors Program (BS)

Description

Business Administration Bradley Honors Program, B.S. is a three year, six semester, competency based, outcome focused bachelor's degree in business administration earned through traditional innovative and applied learning academic experiences.

Program Outcomes

1. Interpret business & societal trends in historical, political, economic, financial, social, cultural, geopolitical, technological context for purpose of leading a business unit
2. Apply cross-cultural awareness & sensitivity designed to facilitate the creation of shared values, attitudes, beliefs.
3. Apply social and emotional awareness for the purpose of fostering shared leadership, group process, organizational learning.
4. Integrate ethical principles & core personal values into business decision-making
5. Employ change management theories & concepts in various organizational contexts.

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- COM212 - Public Speaking (3)
- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- ENG120 - College Composition I (3)
- ENG200 - Sophomore Seminar (3)
- HIS249 - The Common Good (3)
- HON201 - Interdisciplinary Studies I (3)

University College 2017-2018

- HON202 - Interdisciplinary Studies II (3)
- IT100 - Introduction to Information Technology (3)
- MAT210 - Applied Calculus I (3)
- MAT240 - Applied Statistics (3)
- PHL212 - Introduction to Ethics (3)
- PSY108 - Introduction to Psychology (3)
- SCI219 - Environmental Issues (3)
- SNHU101 - SNHU 101: First-Year Seminar (1)
- SNHU303 - SNHU Experience: Life after SNHU (2)
- SNHU404 - SNHU Experience: Gen Ed Capstone (1)

Integrated Core

24 Total Credits

- Complete:
 - ACC201 - Financial Accounting (3)
 - ACC202 - Managerial Accounting (3)
 - BUS206 - Business Law I (3)
 - FIN320 - Principles of Finance (3)
 - IT210 - Business Systems Analysis and Design (3)
 - MKT113 - Introduction to Marketing (3)
 - OL125 - Human Relations in Administration (3)
 - OL421 - Strategic Management and Policy (Capstone) (3)

Major Courses

33 Total Credits

- Complete all of the following
 - Complete:
 - ECO301 - Managerial Economics (3)
 - OL200H - Honors Business Foundations (3)
 - OL215 - Principles of Management (3)
 - OL326 - Social Environment of Business (3)
 - OL328 - Leadership (3)
 - OL342 - Organizational Behavior (3)
 - OL465 - Fieldwork Experience & Final Project (3)
 - QSO300 - Operations Management (3)
 - 3 credit(s) from the following:
 - OL481H - Honors Integrating Experience Year One (1.5 - 3)
 - 3 credit(s) from the following:
 - OL482H - Honors Integrating Experience Year Two (1.5 - 3)
 - 3 credit(s) from the following:
 - IT481H - Trends in Computer Information Technology Honors (3 - 6)

Major Electives

18 Total Credits

- Complete all of the following
 - Complete:
 - OL429H - Honors Applied Management: New Paradigm Design (3)

- OL430H - Honors Applied Management: New Paradigm Design (6)
- 9 credit(s) from subject(s): ACC, BUS, ECO, FIN, FMM, HOS, INT, IT, MKT, OL, QSO, or SPT within the range of course numbers 200 - 499

Honors Courses

0 Total Credits

- Students must take 11 courses with the honors designation to meet graduation requirements. Questions regarding the honors program or courses that are not properly coded should be directed to the Honors Program Coordinator.

Grand Total Credits: **120**

Business Administration (MBA)

Description

Today's business environment requires professionals to rapidly adapt to change, strategically assess resource constraints, and provide solutions to complex problems related to customers or clients, staff, structure, operations, and shareholders. A demand exists for business professionals that possess the skills and abilities necessary to effectively make well-informed and strategic decisions to better position their company within the market. The Master of Business (MBA) program is designed for professionals seeking the tools, knowledge, and analytical skills needed for effective business analysis, decision making, and management in a wide variety of industries and organizations. Your experience will include navigating between the ups and downs of a volatile business world. The MBA program is built around principal areas that are necessary to acquire specific knowledge and skill sets for guiding your business career. The curriculum approach is an integrated one providing an opportunity for immediate application of knowledge from course to course resulting at the end in a fully implementable business plan. This holistic experience allows you to work on all aspects involved in the development and implementation of an entrepreneurial or intrapreneurial business idea or solution. As a graduate of the MBA program, you will leave with:

Knowledge of a Specific Discipline: Whether you are interested in finance, marketing, accounting, or another discipline, you are able to customize your MBA program around your interests through selection of a concentration area.

Effective Research Strategies: You will learn how to effectively gather, organize, and analyze data and information from a variety of sources.

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

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

Thorough Understanding of Critical Business Areas: You will discover how to take a holistic view of business areas by factoring in internal and external influences on decision making such as politics, ethics, law, economic policies, and cultural beliefs, etc. Foundational coursework may be required for those with an undergraduate degree in a non-business discipline. A bachelor's degree with a minimum GPA of 2.75 or higher is required.

Program Outcomes

1. Analyze primary and secondary data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision making
2. Lead and operate within cross-functional teams in complex and diverse business environments
3. Demonstrate oral and written communication skills to effectively articulate thoughts and intentions in diverse business environments
4. Integrate cross-cultural, economic, geopolitical and systems knowledge to solve complex business problems in a global environment
5. Incorporate legal and ethical conduct, and corporate social responsibility in making sustainable business decisions
6. Create intrapreneurial and entrepreneurial opportunities in a global environment that add value to an organization through the integration, synthesis, and application of business practices

Requirements

Foundation Courses

0 Total Credits

- Complete all of the following
 - Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)
 - MBA610 - Business Law (3)
 - OL500 - Human Behavior in Organizations (3)
 - If you are required to take these courses, you may use the courses as General Business Electives if you have General Business Electives required for your program. You will only receive credit ONCE for these courses even though they satisfy the additional requirement of General Business Electives.

Major Courses

27 Total Credits

- Complete:
 - MBA515 - Business Environment, Innovations and Entrepreneurship (3)
 - MBA520 - Accounting and Financial Analysis (3)
 - MBA550 - Leading in an Organization (3)
 - MBA560 - Marketing and Strategy (3)
 - MBA635 - Ethics, Corporate Culture, and Social Responsibility (3)
 - MBA640 - Finance, Economics, and Decision Making (3)
 - MBA665 - Government Impact on Business (3)
 - MBA690 - Operations Management and Technology (3)
 - MBA705 - MBA Capstone (3)

Major Electives or choose a Concentration

9 Total Credits

- 9 credit(s) from subject(s): CED, INT, ACC, ECO, FIN, IT, MBA, MKT, OL, TAX, MBE, SPT, QSO, WCM, SEC, CSR, MGT, DAT, HIM, IHP, or PAD within the range of course numbers 500 - 899, excluding:

- MGT700 - Critical Issues in Management Capstone (3)

Grand Total Credits: **36**

Business Administration (MBA) - Business Analytics (Concentration)

Description

The business analytics concentration includes courses that cover the three major areas in business analytics (descriptive analytics, predictive analytics and prescriptive analytics). The curriculum of the concentration will prepare you for the application of tools and techniques of business analytics.

Requirements

Concentration Courses
10 Total Credits

- Complete:
 - QSO511 - Business Analytics (4)
 - QSO520 - Management Science through Spreadsheets (3)
 - QSO530 - Applied Statistics for Managers (3)

Grand Total Credits: **10**

Business Administration (MBA) - Finance (Concentration)

Concentration Outcomes

1. Analyze financial data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision-making

Requirements

- Complete:
 - FIN550 - Corporate Financial Management (3)
 - FIN610 - Short-Term Financial Management (3)
 - FIN640 - Investment Analysis & Portfolio Management (3)

Grand Total Credits: **9**

Business Administration (MBA) - International Business (Concentration)

Description

The MBA with a concentration in International Business enables students to take a deeper look at the opportunities, uncertainties, and risks present in today's increasingly global business environment. Students apply current international business concepts and theories, and integrate real world experiences, to assess global business phenomena in a variety of cultural, political, social and economic contexts. This concentration prepares students to be more effective leaders and managers of domestic and multinational organizations challenged by increasing global competition.

Concentration Outcomes

1. Develop effective strategies for evaluating and managing global business organizations, personnel, and foreign market expansion in various cultural, economic, political, and legal environments

Requirements

- Complete:
 - INT610 - Multinational Corporate Environment (3)
 - INT640 - Multinational Market Strategies (3)
 - INT650 - International Trade and Competitiveness (3)

Grand Total Credits: **9**

Business Administration (MBA) - Operations and Supply Chain Management (Concentration)

Concentration Outcomes

1. Integrate, synthesize, and apply business practices in an operations management context for creating intrapreneurial and entrepreneurial opportunities

Requirements

- Complete all of the following
 - Complete:
 - QSO510 - Quantitative Analysis for Decision Making (3)
 - QSO630 - Supply Chain Management (3)
 - 3 credit(s) from the following:
 - QSO600 - Operations Management (3)
 - QSO620 - Six Sigma Quality Management (3)
 - QSO690 - Topics in Operations Management (3)

Grand Total Credits: **9**

Business Administration (MBA) - Project Management (Concentration)

Concentration Outcomes

1. Demonstrate specialized knowledge in project management that builds upon and extends the core competencies of effective business administration

Requirements

- Complete all of the following
 - Complete:
 - QSO640 - Project Management (3)
 - QSO680 - Seminar in Project Management (3)
 - 3 credit(s) from the following:
 - QSO510 - Quantitative Analysis for Decision Making (3)
 - QSO645 - Project Management for PMP® Certification (3)

Grand Total Credits: **9**

Business Analytics (BS)

Description

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that cover all the three parts of the business analytics, some foundational courses and courses that help in the implementation of business analytics in an organization. The curriculum of the program is very hands-on and experiential that will prepare you for a successful career in the world of business analytics.

Program Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations
3. Use predictive modeling and analysis to predict future business outcomes and associated risks
4. Use management science techniques to model business problems and determine

optimal solutions

5. Manage analytics projects efficiently and effectively by the application of project management techniques

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - QS0250 - Business Analytics (3)
 - QS0251 - Experience in Business Analytics (3)
 - QS0260 - Descriptive Analytics (3)
 - QS0281 - Experience in Descriptive Analytics (3)
 - QS0282 - Experience in Predictive Analytics (3)
 - QS0320 - Management Science through Spreadsheets (3)
 - QS0370 - Predictive Analytics (3)
 - QS0382 - Integrating Experience in Business Analytics (3)
 - 6 credit(s) from the following:
 - CIS255 - Applied Data Structure and Database (3)
 - CIS355 - Business Intelligence Applications (3)
 - MKT365 - Social Media Marketing Analytics (3)
 - QS0495 - Internship in Business Analytics (0 - 15)

Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Business Analytics - Degree in Three (BS)

Description

Business Analytics is the intersection of data science with business. It has become

important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that cover all the three parts of the business analytics, some foundational courses and courses that help in the implementation of business analytics in an organization. The curriculum of the program is very hands-on and experiential that will prepare you for a successful career in the world of business analytics.

Program Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics.
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations.
3. Use predictive modeling and analysis to predict future business outcomes and associated risks.
4. Use management science techniques to model business problems and determine optimal solutions.
5. Manage analytics projects efficiently and effectively with the application of project management techniques.

Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - QS0250 - Business Analytics (3)
 - QS0251 - Experience in Business Analytics (3)
 - QS0260 - Descriptive Analytics (3)
 - QS0281 - Experience in Descriptive Analytics (3)
 - QS0282 - Experience in Predictive Analytics (3)
 - QS0320 - Management Science through Spreadsheets (3)

University College 2017-2018

- QSO370 - Predictive Analytics (3)
- QSO382 - Integrating Experience in Business Analytics (3)
- 6 credit(s) from the following:
 - CIS255 - Applied Data Structure and Database (3)
 - CIS355 - Business Intelligence Applications (3)
 - MKT365 - Social Media Marketing Analytics (3)
 - QSO495 - Internship in Business Analytics (0 - 15)

Business Tools

9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

Business Analytics (Minor)

Description

Business Analytics is the intersection of data science with business. It has become important with the availability of big data and the real time nature of many business decisions. It helps in making business decisions that are based on hard data that are routinely collected by organizations. Business Analytics consists of three parts – descriptive analytics, predictive analytics and prescriptive analytics. Descriptive analytics analyzes past data in order to gain insights that can be used in future decision making. Predictive analytics goes a step further and tries to predict future behavior. Prescriptive analytics which includes optimization techniques takes the predictions and aids in making decisions that will be optimal for the organization. This program includes courses that provide the foundational quantitative knowledge necessary for business analytics and application courses that cover all three areas of business analytics. The curriculum of the program is very hands-on that will prepare you for a successful career in the world of business analytics.

Requirements

Required Courses

15 Total Credits

- Complete:
 - MAT240 - Applied Statistics (3)
 - QSO250 - Business Analytics (3)
 - QSO260 - Descriptive Analytics (3)
 - QSO320 - Management Science through Spreadsheets (3)
 - QSO370 - Predictive Analytics (3)

Grand Total Credits: **15**

Business Information Systems (Certificate)

Description

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Requirements

Required Courses

23 - 24 Total Credits

- Complete all of the following
 - Complete:
 - IT135 - Interactive Scripting in Virtual Environment (3)
 - MAT230 - Discrete Mathematics (3)
 - 1 of the following:
 - IT105 - Business Information Technology (2)
 - IT210 - Business Systems Analysis and Design (3)
 - 1 of the following:
 - MAT130 - Applied Finite Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT240 - Applied Statistics (3)
 - 12 credit(s) from subject(s): IT

Grand Total Credits: **23 - 24**

Business Management - Plus One (MS)

Description

Program curriculum is delivered via courses and integration and application experiences that are designed to enable students to produce relevant deliverables that can clearly convey value to potential employers. Knowledge and skills acquired in the program will be integrated and applied within the context of real-world corporate consulting experiences. Student teams complete corporate consulting experiences throughout their program. Each experience challenges teams to integrate and apply knowledge to a variety of challenges inherent to small and large business environments. Career development components are threaded throughout the program for each student. Students will be coached on career opportunities in their chosen field while developing teamwork, business communication, analysis, and problem-solving skills.

Program Outcomes

1. Obtain the Six Sigma Green Belt Certification
2. Obtain the Google Analytics Individual Qualification

3. Project completion that improves the quality output of process by identifying and removing the causes of defects and minimizing variability in manufacturing and business processes.
4. Construct appropriate forecasting models to address corporate client challenges
5. Create objective-based budgets to support client goals.
6. Interpret analytics data to develop strategic recommendations for clients.
7. Develop a sufficient mastery of an identified business discipline to be able to operate at a managerial level within the fields of marketing, project management, sport business, or other such concentration as may become available.

Requirements

Major Courses

29 Total Credits

- Complete:
 - ACC515 - Accounting for Managers (2)
 - QSO511 - Business Analytics (4)
 - QSO531 - Business Data Analysis (4)
 - QSO550 - Applied Business Research (4)
 - QSO621 - Lean Six Sigma Quality Management (4)
 - SB510 - Corporate Consulting Preparation (4)
 - SB515 - Google Analytics (2)
 - SB520 - Corporate Consulting I (4)
 - SB525 - Advanced Business Analysis (1)

Major Electives or choose a Concentration

3 Total Credits

- Complete all of the following
 - 3 credit(s) from the following:
 - SB705 - Business Management Capstone (3)
 - SB740 - Business Management Thesis (3 - 6)
 - NOTE: Students who choose a concentration will have a greater grand total of credits.

Grand Total Credits: **32**

Business Management - Plus One (MS) - Marketing - Plus One (Concentration)

Description

The Marketing Concentration is a fall/spring program that enables students to acquire industry specific skills using both a theoretical concept development and applied experiential learning through real client projects in the classroom and an internship component. Students will be exposed to a multitude of companies that will assist them in acquiring industry connections which will aid them in securing internships and career opportunities.

Requirements

- Complete all of the following
 - Exception(s):
 - QSO531 - Business Data Analysis (4)
 - QSO550 - Applied Business Research (4)
 - NOTE: Students in the Marketing - Plus One concentration do not take QSO 531 and QSO 550.
 - Complete:
 - MKT515 - Distinctive Concepts in Marketing (3)
 - MKT516 - Consulting Experience in Marketing (4)
 - MKT545 - Global Marketing (3)

Grand Total Credits: **10**

Business Management - Plus One (MS) - Operations and Supply Chain Management - Plus One (Concentration)

Description

Operations and Supply Chain Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. This concentration will expose you to concepts and techniques to effectively manage the people, materials, equipment, and processes that a business needs to design, produce and deliver its goods and services.

Requirements

- Complete all of the following
 - Exception(s):
 - QSO531 - Business Data Analysis (4)
 - QSO550 - Applied Business Research (4)
 - NOTE: Students in the Operations and Supply Chain Management - Plus One concentration do not take QSO 531 and QSO 550.
 - Complete:
 - QSO600 - Operations Management (3)
 - QSO630 - Supply Chain Management (3)
 - QSO690 - Topics in Operations Management (3)

Grand Total Credits: **9**

Business Management - Plus One (MS) - Project Management - Plus One (Concentration)

Description

The concentration in Project Management would enable you to acquire the knowledge and skills needed to keep projects on task, on time and on budget. The curriculum traverses from theories of project management to real-world practices applicable to all industries and fields, including marketing, financial services, business administration, information technology, international trade, health sciences, government, construction, and more.

Requirements

- Complete all of the following
 - Exception(s):
 - QSO531 - Business Data Analysis (4)
 - QSO550 - Applied Business Research (4)
 - NOTE: Students in the Project Management - Plus One concentration do not take QSO 531 and QSO 550.
 - Complete:
 - QSO640 - Project Management (3)
 - QSO645 - Project Management for PMP® Certification (3)
 - QSO680 - Seminar in Project Management (3)

Grand Total Credits: **9**

Business Management - Plus One (MS) - Sport Business - Plus One (Concentration)

Description

The Sport Management Concentration is built on the foundation of the Masters Core Curriculum with added emphasis on the application of Sport Marketing, Analytics, and Partnerships.

Requirements

General Education Courses
9 Total Credits

- Complete all of the following
 - Exception(s):
 - QSO531 - Business Data Analysis (4)
 - QSO550 - Applied Business Research (4)
 - NOTE: Students in the Sports Business - Plus One Concentration do not take QSO 531 and QSO 500 in the major.
 - Complete:
 - SPT525 - Sport Licensing and Strategic Alliances (3)
 - SPT608 - Sport Marketing and Media (3)
 - SPT622 - Sport Business Analytics (3)

Grand Total Credits: **9**

Computer Information Systems (BS)

Description

The Computer Information Systems (CIS) program is an undergraduate major for students who want to design and implement effective solutions to meet organizational and management needs for information and decision support. Graduates of the Computer Information Systems program are poised to take a leading role in shaping our information-based future, in both small and large organizations. Students completing the program through the School of Business will be well grounded in the fundamentals of organization theory, decision making, teamwork and leadership, as well as current and emerging information systems tools and technologies. They will be able to communicate effectively with stakeholders. They will be able to bridge the gap between IT and business units to improve processes and solve challenges now and in the future.

Program Outcomes

1. Utilize business intelligence applications that address a variety of business needs and analyze the underlying data models
2. Analyze existing business information systems and identify new systems to meet an organization's needs

3. Develop communication strategies to bridge the IT and business units, using appropriate terminology and language to assist the units in working together effectively
4. Apply systems analysis and design and project management concepts to develop and implement systems to support an organization's goals

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)
- IT135 - Interactive Scripting in Virtual Environment (3)

Business Core

30 Total Credits

- 30 credit(s) from:

Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - IT145 - Foundation in Application Development (3)
 - CIS255 - Applied Data Structure and Database (3)
 - CIS315 - Information System Requirements and Design (3)
 - CIS335 - Business Systems Applications (3)
 - CIS355 - Business Intelligence Applications (3)
 - CIS410 - Enterprise Systems (3)
 - CIS435 - Capstone in Information Systems (3)
 - 9 credit(s) from subject(s): CIS, IT, or CS

Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Computer Information Technology (Minor)

Description

This course of study is designed for students who are working toward a degree in a major area other than IT. Information technology can be the career enhancing addition to any other major as the use of IT is ubiquitous. A student may earn a minor in Information Technology by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - MAT230 - Discrete Mathematics (3)

Required Courses

17 - 18 Total Credits

- Complete all of the following
 - Complete:
 - IT135 - Interactive Scripting in Virtual Environment (3)
 - IT145 - Foundation in Application Development (3)
 - 1 of the following:
 - IT105 - Business Information Technology (2)
 - IT210 - Business Systems Analysis and Design (3)
 - 9 credit(s) from subject(s): IT, excluding:
 - IT100 - Introduction to Information Technology (3)

Grand Total Credits: **20 - 21**

Culinary and Baking Arts (AS)

Description

The Associates Degree Program in Culinary and Baking Arts gives students instruction in foundational skills to prepare them for careers in culinary fields. The program begins with an optional one-week pre-matriculation session to help students gain foundational skills and knowledge. The first year is based on campus, working through lab-based coursework aligned with the operation of The Quill restaurant, to gain proficiency in front-of-the-house and back-of-the-house skill sets. The second year features a nine-to twelve-month paid internship in a full-service restaurant to give students on-the-job experience and networking opportunities. The program culminates in a two-week on-campus capstone course in May. Students will graduate with the ability to practice as effective cooks, pastry cooks, or managers in training. For more information about the degree program, please contact the Culinary Department.

Program Outcomes

1. Understand culinary operations and systems employed by professionals in the field.
2. Be able to execute common culinary functions, including measuring, timing, scaling, following recipes, etc., accurately and effectively.
3. Be able to create a variety of sweet and savory products—sauces, stocks, breads, etc.—efficiently with minimal supervision, using both traditional and contemporary techniques.
4. Understand important culinary themes, including vegan, vegetarian, Kosher, and Halal cooking, food allergens and professional-standard practices to avoid allergen contamination, and others.
5. Understand the functions and relationships of the overall culinary operation and be able to perform front-of-the-house functions (including professional guest interaction, timely service, proper guest check procedure, and point of sales operations) as well as including back of the house functions, purchasing and cost control, and others.

Requirements

General Education Courses

19 Total Credits

- Complete all of the following
 - 19 credit(s) from:
 - Must include:
 - ENG120 - College Composition I (3)
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - MAT101 - Culinary Mathematics (3)
 - ENG200 - Sophomore Seminar (3)
 - One (1) General Education course must be from Fine Arts and Humanities (EFAH).
 - One (1) General Education course must be from Social and Behavioral Science (ESBS).
 - One (1) General Education course must be from General Education Electives (EGED).

Major Courses

29 Total Credits

- Complete:
 - CUL105 - Career Lab (1)
 - CUL115 - Culinary Intensive Lab (5)
 - CUL125 - Baking Intensive Lab (5)
 - CUL130 - Tame the Flame: Kitchen Operations (4.5)
 - CUL140 - Eat, Drink and the Bottom Line: Food and Beverage Purchasing and Cost Control (3)
 - CUL150 - Crafting the Customer Experience: Front of the House Operations (3)
 - CUL160 - Global Cuisines (4.5)
 - CUL270 - Culinary and Baking Capstone (3)

Internship Experience

12 Total Credits

- 12 credit(s) from the following:
 - CUL290 - Culinary Internship (12 - 14)

Grand Total Credits: **60**

Economics and Finance (BS)

Description

The Economics/Finance Program has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting. Students who choose to major in the Economics/Finance Program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

Program Outcomes

1. Demonstrate knowledge of basic estimators and their properties.
2. Test hypotheses, forecast, and interpret results using economic data and financial models.
3. Make strategic business decisions based on the application of economic and financial knowledge and tools.
4. Effectively communicate economic and financial issues and opportunities to stakeholders.
5. Critique government policy proposals using concepts such as optimization, equilibrium, and the incentives faced by economic agents.

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:
 - Must include:
 - ECO201 - Microeconomics (3)
 - MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - ECO301 - Managerial Economics (3)
 - ECO306 - Money and Banking (3)
 - ECO402 - Intermediate Macroeconometrics (3)
 - FIN330 - Corporate Finance (3)
 - FIN340 - Fundamentals of Investments (3)
 - 12 credit(s) from subject(s): ECO, or FIN within the range of course numbers 200 - 499
 - 1 of the following:
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT300 - Applied Statistics II: Regression Analysis (3)

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Economics and Finance - Degree in Three (BS)

Description

The Degree-in-Three Economics/Finance program is an innovative and integrated three-year, six semester, outcomes focused degree in economics/finance that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and team-based semester projects are just some of the unique learning environments afforded to students in this Degree-in-Three program.

Program Outcomes

1. Demonstrate knowledge of basic estimators and their properties.
2. Test hypotheses, forecast, and interpret results using economic data and financial models.
3. Make strategic business decisions based on the application of economic and financial knowledge and tools.
4. Effectively communicate economic and financial issues and opportunities to stakeholders.
5. Critique government policy proposals using concepts such as optimization, equilibrium, and the incentives faced by economic agents.

Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

27 Total Credits

- Complete all of the following
 - Complete:
 - ECO301 - Managerial Economics (3)
 - ECO306 - Money and Banking (3)
 - ECO402 - Intermediate Macroeconometrics (3)
 - FIN330 - Corporate Finance (3)
 - FIN340 - Fundamentals of Investments (3)
 - 1 of the following:
 - FIN426 - Contemporary Issues in Finance (3)
 - FIN440 - Investment Analysis (3)
 - 3 credit(s) from subject(s): ECO, or FIN within the range of course numbers 200 - 499
 - 6 credit(s) from subject(s): ECO, or FIN within the range of course numbers 300 - 499

Business Tools

9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives

12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

Economics and Math (BS)

Description

The Bachelor of Science in Economics and Math at Southern New Hampshire University has a dual mission: to examine the behavior of the economy and its relationship to business and government, and to study the funding and investment needs of corporations, individuals and institutions, all grounded in the foundations of mathematical theory and application. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business, economics and math. As an Economics and Math major, you will develop the analytical and quantitative skills needed for corporate and individual financial management, economic modeling and forecasting, or be very well prepared to enter a graduate or doctoral program.

Program Outcomes

1. Demonstrate knowledge of basic estimators and their properties.
2. Test hypotheses, forecast, and interpret results using economic data and financial models.
3. Make strategic business decisions based on the application of economic and financial knowledge and tools.
4. Effectively communicate economic and financial issues and opportunities to stakeholders.
5. Critique government policy proposals using concepts such as optimization, equilibrium, and the incentives faced by economic agents.

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - ECO301 - Managerial Economics (3)
 - ECO306 - Money and Banking (3)
 - ECO402 - Intermediate Macroeconometrics (3)
 - MAT230 - Discrete Mathematics (3)
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - MAT300 - Applied Statistics II: Regression Analysis (3)

- MAT470 - Real Analysis (3)
- 6 credit(s) from subject(s): ECO within the range of course numbers 200 - 499

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Economics (Minor)

Description

A student may earn a minor in Economics by successfully completing the following courses:

Requirements

Prerequisite Courses
9 Total Credits

- Complete:
 - ACC201 - Financial Accounting (3)
 - ACC202 - Managerial Accounting (3)
 - MAT240 - Applied Statistics (3)

Required Courses
18 Total Credits

- Complete all of the following
 - Complete:
 - ECO201 - Microeconomics (3)
 - ECO202 - Macroeconomics (3)
 - ECO301 - Managerial Economics (3)
 - ECO306 - Money and Banking (3)
 - 6 credit(s) from subject(s): ECO within the range of course numbers 200 - 499

Grand Total Credits: **27**

Entrepreneurship (Minor)

Description

The minor in Entrepreneurship allows students to apply principles and knowledge from various functional areas of business such as accounting, finance, human resources, marketing, and more, within entrepreneurial contexts. Students gain skills that support creating, planning for and managing small to medium business ventures.

Program Outcomes

1. Business Trends: Interpret business and societal trends in historical, political, economic, financial, social, cultural, geopolitical, technological context for leading a business unit.
2. Apply cross-cultural awareness and sensitivity designed to facilitate the creation of shared values, attitudes, and beliefs.
3. Apply social and emotional awareness for the purpose of fostering shared leadership, team process, and collaborative learning.
4. Integrate ethical principles and core personal values into business decision-making.

Requirements

- Complete all of the following
 - Complete:
 - OL215 - Principles of Management (3)
 - OL317 - Small Business Management (3)
 - OL320 - Entrepreneurship (3)
 - OL321 - Business Plan Preparation (3)
 - 2 of the following:
 - OL301 - Real Estate (3)
 - OL302 - Creativity and Innovation (3)
 - OL318 - Employee and Labor Relations (3)
 - OL322 - Managing Organizational Change (3)
 - OL328 - Leadership (3)
 - OL342 - Organizational Behavior (3)
 - BUS307 - Business Law II (3)
 - ACC215 - Fundamentals of Financial Accounting (3)
 - QSO250 - Business Analytics (3)

Grand Total Credits: **18**

Fashion Merchandising and Management (BS)

Description

The business of fashion remains impervious to the economic environment. Fashion in the US is a multi-billion dollar industry. Despite economic shifts, people still buy clothing, buyers still choose fashions to sell, and retailers and contract manufacturers

still make and sell clothing. Graduates of fashion merchandising management programs must demonstrate the skills, knowledge, and ability required for careers in the field. The Fashion Merchandising and Management program at Southern New Hampshire University fills a niche in the New England fashion education marketplace. It is one of only seven such programs in New England. It provides a strong combination of business, fashion and experiential learning to students enrolled in the program. Students explore the ever-changing fashion industry by investigating how fashion apparel is developed, marketed and distributed. They learn how technological and organizational changes affect the business of fashion. Through field trips, guest speaker series and internships, students develop a broad perspective about the business of fashion. Upon successfully completing the program students develop an understanding of merchandise planning and operation systems.

Program Outcomes

1. Develop fashion merchandise planning strategies that integrate the retailer's positioning, vendor's interests, and plans for generating profit
2. Apply management theories and techniques in the fashion merchandising environment to achieve retail objectives and remain competitive
3. Collect and organize industry data through the use of qualitative and quantitative tools
4. Interpret data to predict influences of fashion trends in the fashion merchandising environment
5. Employ effective decision-making skills to select textile and production sources from both domestic and international markets

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

21 Total Credits

- Complete all of the following
 - Complete:
 - FMM114 - Introduction to Fashion Merchandising (3)
 - FMM204 - Textiles and Color Theory (3)
 - FMM208 - History of Fashion and Costume (3)
 - FMM300 - Retail Buying (3)
 - FMM410 - Fashion Research and Forecasting (3)
 - MKT432 - Strategic Marketing Planning (Capstone) (3)

- 3 credit(s) from the following:
 - MKT490 - Marketing Internship (0 - 15)

Major Electives
12 Total Credits

- 4 of the following:
 - MKT326 - Global Consumer Culture (3)
 - MKT230 - Retail Sales Promotion (3)
 - MKT231 - Visual Merchandising (3)
 - MKT228 - Technology in Fashion and Retailing (3)
 - MKT239 - Essentials of Retail Management (3)
 - FMM209 - Sourcing, Supply Systems and Distributions (3)
 - FMM325 - Sustainability in Fashion (3)

Free Electives
12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

Fashion Merchandising and Management - Degree in Three (BS)

Description

The degree in three program gives students the opportunity to experience real world business scenarios of apparel product development, distribution and marketing by working directly with fashion retailers from the field. Situation analyses, case studies and strategic plans will be developed. Students will be required to experience a semester long study abroad at Florence University of the Arts in Florence Italy.

Program Outcomes

1. Apply basic design, fabric, and color theory as related to fashion merchandising.
2. Explain the effect of merchandise planning and purchasing on the financial performance of a fashion business unit.
3. Conduct basic analyses of the merchandising components of sales promotion plans for fashion items or lines of items.
4. Apply basic psychological principles to sales techniques.

Requirements

General Education Courses
42 Total Credits

- 42 credit(s) from:
 - Must include:
 - ECO201 - Microeconomics (3)

- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

33 Total Credits

- Complete all of the following
 - Complete:
 - FMM114 - Introduction to Fashion Merchandising (3)
 - FMM209 - Sourcing, Supply Systems and Distributions (3)
 - FMM410 - Fashion Research and Forecasting (3)
 - FMM457 - Strategic Fashion Management (3)
 - 3 credit(s) from the following:
 - FMM111 - Foundational Integration Experience (3)
 - 6 credit(s) from the following:
 - FMM333 - Exploration Integration Experience (3 - 6)
 - 3 credit(s) from the following:
 - MKT490 - Marketing Internship (0 - 15)
 - 3 credit(s) from subject(s): FMM
- **Fashion Merchandising and Management Tracks**
 - Complete 1 of the following
 - 2 of the following:
 - MKT230 - Retail Sales Promotion (3)
 - MKT231 - Visual Merchandising (3)
 - MKT345 - Consumer Behavior (3)
 - Complete:
 - MKT228 - Technology in Fashion and Retailing (3)
 - MKT239 - Essentials of Retail Management (3)

School Directed Courses

9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **120**

Fashion Merchandising (Minor)

Description

A student may earn a minor in Fashion Merchandising by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - MKT113 - Introduction to Marketing (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - FMM114 - Introduction to Fashion Merchandising (3)
 - FMM204 - Textiles and Color Theory (3)
 - FMM225 - Merchandise Planning (3)
 - FMM340 - Merchandise Management Strategies (3)
 - 1 of the following:
 - MKT222 - Principles of Retailing (3)
 - FMM457 - Strategic Fashion Management (3)

Grand Total Credits: **18**

Finance (Minor)

Description

A student may earn a minor in Finance by successfully completing the following courses:

Requirements

Prerequisite Courses

8 Total Credits

- Complete:
 - ACC105 - Foundations of Accounting I (2)
 - ECO201 - Microeconomics (3)
 - MAT240 - Applied Statistics (3)

Required Courses

12 Total Credits

- Complete:
 - ECO202 - Macroeconomics (3)
 - FIN320 - Principles of Finance (3)
 - FIN330 - Corporate Finance (3)
 - FIN340 - Fundamentals of Investments (3)

Electives

6 Total Credits

- 6 credit(s) from:
 - ECO306 - Money and Banking (3)
- Subject(s): FIN within the range of course numbers 300-499

Grand Total Credits: **26**

Finance (MS)

Program Outcomes

1. Analyze and evaluate long-term corporate investment opportunities to increase shareholder value
2. Implement theories of asset allocation, security analysis, and portfolio diversification to efficiently manage an investment portfolio
3. Formulate testable hypotheses and conduct statistical tests using financial data to inform strategic corporate decision-making
4. Evaluate and interpret the effect of macroeconomic events and financial market conditions on the firm's strategic objectives
5. Utilize the tools of risk management in corporate management and portfolio management to effectively balance the relationship between risk and return

Requirements

Foundation Courses

0 Total Credits

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)

Major Courses

27 Total Credits

- Complete:
 - ACC550 - Cost Accounting (3)
 - ECO500 - Managerial Economics (3)
 - FIN550 - Corporate Financial Management (3)
 - FIN620 - Money and Capital Markets (3)
 - FIN685 - Risk Management (3)
 - FIN691 - Financial Modeling (3)
 - FIN700 - Graduate Finance Capstone (3)
 - INT620 - International Corporate Finance (3)
 - QSO510 - Quantitative Analysis for Decision Making (3)

Major Electives or choose a Concentration

9 Total Credits

- Complete:
 - FIN610 - Short-Term Financial Management (3)
 - FIN640 - Investment Analysis & Portfolio Management (3)
 - FIN670 - Option Analysis & Financial Derivatives (3)

Grand Total Credits: **36**

Hospitality Business (BS)

Description

The Hospitality Business program helps prepare students for management and entrepreneurial careers in the hospitality and tourism industry and various other industries where hospitality is essential to the business. While providing quality learning experiences that incorporate hospitality business theory, and practice, the curriculum integrates social and ethical responsibility with a strong emphasis on experiential learning. In addition to a strong foundation of core courses in business and hospitality management, the program provides the unique opportunity for students to pursue concentrations in: Hotel & Resort Management, Restaurant & Beverage Management, and Events & Convention Management. To compliment the robust curriculum and learning environment, the program provides valuable teaching and mentoring support through strategic industry partnerships and a diverse group of qualified faculty who have strong academic credentials and industry experiences. Courses: In addition to general education and business core courses, all students in the program are required to take the hospitality major courses and must declare and complete the course work in one of the three concentrations. Graduation Requirements: In addition to completing the minimum 120 course credits for the Bachelor of Science Degree, all hospitality majors must complete the minimum recommended hours (1000) of work in the hospitality industry and submit a professional portfolio of the Experiential Learning activities. Career Opportunities: The hospitality industry is the second largest employer in the United States. Graduates of the hospitality program acquire the knowledge and skills competencies to build successful management careers in the hospitality industry and related businesses. The industry sectors for management careers include, but not limited to, Hotels & Resorts, Restaurants and Food & Beverage related businesses, Events & Conventions, Cruise & Casinos, Theme Parks & Recreation, Travel & Transportation.

Program Outcomes

1. Communication Knowledge and Skills
2. Collaboration (team work, interpersonal and social skills)
3. Critical & Innovative Thinking
4. Global Orientation
5. Management Knowledge and Skills for the Hospitality Business & Industry

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credit(s) from:

Must include:

- HOS205 - Foundations of Hospitality Managerial Accounting (2)
- HOS417 - Hospitality Law (2)

Except:

- ACC205 - Foundations of Accounting II (2)
- BUS205 - Foundations of Business Law (2)

Major Courses

24 Total Credits

- Complete:

- HOS101 - Introduction to Hospitality and Tourism (1)
- HOS220 - Geography of Global Cultures (3)
- HOS225 - Introduction to Commercial Food Production (3)
- HOS311 - Policy and Planning for Sustainable Development (3)
- HOS315 - Rooms Division Management (3)
- HOS321 - Hospitality Sales Management (2)
- HOS327 - Food and Beverage Operations Management (3)
- HOS418 - Hospitality Facilities Management (3)
- HOS420 - Financial Analysis for the Hospitality Industry (3)

Experiential Learning

0 Total Credits

- Complete all of the following

- Complete:

- HOS492 - Experiential Learning

- In order to graduate, students enrolled in the Bachelor of Science in Hospitality Business degree program must complete 1,000 hours of experiential learning in hospitality businesses with a minimum of 200 hours in guest/customer contact.

Concentration Courses

9 Total Credits

- Complete 1 of the following

Event and Convention Management

- Complete:

- HOS340 - Special Events Management (3)
- HOS341 - Meeting Planning (3)
- HOS401 - Convention Sales and Group Planning (3)

Hotel and Resort Management

- Complete:

- HOS415 - Hotel Business-Analytics Applications (3)
- HOS428 - Resort Development and Management (3)
- HOS430 - Casino and Gaming Operations (3)

Restaurant and Beverage Management

- Complete all of the following

- Complete:
 - HOS322 - Beverage Management and Control (3)
 - HOS424 - Managing, Merchandising, and Service of Wines (3)
- 1 of the following:
 - HOS425 - Food and Beverage Pairing (3)
 - HOS427 - Food and Beverage Concept Development (3)

Free Electives
12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

Hospitality Business - Degree in Three (BS)

Description

This Hospitality Business program provides a unique opportunity to students to graduate with a bachelor of science degree in three years without taking any night, weekend or summer courses. Students have the option to spend a fourth year studying abroad, or participate in an internship or complete a graduate degree. The Hospitality Business program helps prepare students for management and entrepreneurial careers in the hospitality & tourism industry and various other industries where hospitality is essential to the business. While providing quality learning experiences that incorporate hospitality business theory, and practice, the curriculum integrates social and ethical responsibility with a strong emphasis on experiential learning. In addition to a strong foundation of core courses in business and hospitality management, the program provides a unique opportunity for students to pursue concentrations in: Hotel & Resort Management, Restaurant & Beverage Management, and Events & Convention Management. To compliment the robust curriculum and learning environment, the program provides valuable teaching and mentoring support through strategic industry partnerships and a diverse group of qualified faculty who have strong academic credentials and industry experience. Graduates of the hospitality program acquire the knowledge and skills competencies to build successful management careers in the hospitality industry and related businesses. Courses: Students in the degree- in-three program complete 30 credits of the School of Business and Hospitality major directed out-of-class experiential learning activities. In addition to general education and business core courses, all students in the program are required to take the hospitality major courses and must declare and complete the course work in one of the three concentrations. Graduation Requirements: In addition to completing the required minimum 120 course for the Bachelor of Science Degree, all hospitality majors must complete minimum recommended hours (750) of work in the hospitality industry and submit a professional portfolio of the Experiential Learning activities. Career Opportunities: The hospitality industry is the second largest employer in the United States. The industry sectors for management careers include, but not limited to, Hotels & Resorts, Restaurants and Food & Beverage related businesses, Events & Conventions, Cruise & Casinos, Theme Parks & Recreation, Travel & Transportation.

Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Must include:

- HOS205 - Foundations of Hospitality Managerial Accounting (2)
- HOS417 - Hospitality Law (2)

Except:

- ACC205 - Foundations of Accounting II (2)
- BUS205 - Foundations of Business Law (2)

Major Courses

24 Total Credits

- Complete:

- HOS101 - Introduction to Hospitality and Tourism (1)
- HOS220 - Geography of Global Cultures (3)
- HOS225 - Introduction to Commercial Food Production (3)
- HOS311 - Policy and Planning for Sustainable Development (3)
- HOS315 - Rooms Division Management (3)
- HOS321 - Hospitality Sales Management (2)
- HOS327 - Food and Beverage Operations Management (3)
- HOS418 - Hospitality Facilities Management (3)
- HOS420 - Financial Analysis for the Hospitality Industry (3)

Experiential Learning

0 Total Credits

- Complete all of the following
 - Complete:
 - HOS492 - Experiential Learning
 - In order to graduate, students enrolled in the Bachelor of Science in Hospitality Business degree program must complete 1,000 hours of experiential learning in hospitality businesses with a minimum of 200 hours in guest/customer contact.

School Directed Courses

9 Total Credits

- Complete all of the following

- 1.5 credit(s) from the following:
 - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
- 1.5 credit(s) from the following:
 - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
- 1.5 credit(s) from the following:
 - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
- 1.5 credit(s) from the following:
 - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
- 1.5 credit(s) from the following:
 - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
- 1.5 credit(s) from the following:
 - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Concentration Courses

9 Total Credits

- Complete 1 of the following

Hotel and Resort Management

- Complete:

- HOS415 - Hotel Business-Analytics Applications (3)
- HOS428 - Resort Development and Management (3)
- HOS430 - Casino and Gaming Operations (3)

Event and Convention Management

- Complete:

- HOS340 - Special Events Management (3)
- HOS341 - Meeting Planning (3)
- HOS401 - Convention Sales and Group Planning (3)

Restaurant and Beverage Management

- Complete all of the following

- Complete:

- HOS322 - Beverage Management and Control (3)
- HOS424 - Managing, Merchandising, and Service of Wines (3)

- 1 of the following:

- HOS425 - Food and Beverage Pairing (3)
- HOS427 - Food and Beverage Concept Development (3)

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **120**

Human Resource Management (Certificate)

Description

Certificate programs are designed for those individuals who need basic skills for entry-level positions or for employees who want to be promoted or transferred within their organizations.

Requirements

Required Courses

18 Total Credits

- Complete:
 - OL125 - Human Relations in Administration (3)
 - OL211 - Human Resource Management (3)
 - OL318 - Employee and Labor Relations (3)
 - OL325 - Total Rewards (3)
 - OL342 - Organizational Behavior (3)
 - OL442 - Human Resource Strategy and Development (3)

Grand Total Credits: **18**

Information Technology (MS)

Program Outcomes

1. Develop innovative and agile, computer-based solutions to business problems through a systems analysis approach and technology integration and application
2. Design a plan for implementing and monitoring solutions that incorporate core information technologies, concepts and methods appropriate for secure information use across an enterprise
3. Collaborate and communicate effectively in a variety of environments through situational awareness and audience analysis
4. Develop an implementation plan for systematic information risk assessment for change management plans and processes within enterprise business and information technology environments
5. Using computational logic and critical analysis, construct ethically sound, technology-informed procedures to ensure legal compliance and maintain security within enterprise information technology environments

Requirements

Foundation Courses

0 Total Credits

- Complete:
 - IT505 - Core Technologies (3)

Major Courses

27 Total Credits

- Complete:
 - IT510 - Advanced Information Technology (3)
 - IT511 - Object Oriented Application Development (3)
 - IT515 - Innovations in Information Technology (3)
 - IT520 - Technical Communication (3)
 - IT600 - Operating Systems (3)
 - IT625 - Information Technology Project and Team Management (3)
 - IT640 - Telecommunications and Networking (3)
 - IT650 - Principles of Database Design (3)
 - IT700 - Capstone in Information Technology (3)

Major Electives or choose a Concentration

9 Total Credits

- 9 credit(s) from subject(s): DAT, IT, or ISE within the range of course numbers 500 - 899, excluding:
 - DAT500 - Data and Information Management (3)
 - IT500 - Information Technology (3)
 - IT505 - Core Technologies (3)

Grand Total Credits: **36**

Integrated Business Core

Program Outcomes

1. Business Communication
2. Problem Solving & Decision Making
3. Teamwork/Collaboration
4. Global Orientation
5. Social & Corporate Responsibility
6. Innovative & Entrepreneurial Thinking

Requirements

Integrated Core
30 Total Credits

- Complete all of the following
 - Complete:
 - ACC105 - Foundations of Accounting I (2)
 - ACC205 - Foundations of Accounting II (2)
 - BUS205 - Foundations of Business Law (2)
 - ECO205 - Foundations of Macroeconomics (2)
 - FIN305 - Foundations of Finance (2)
 - INT105 - International Business: A Macro Perspective (2)
 - IT105 - Business Information Technology (2)
 - MKT105 - Foundations of Marketing (2)
 - OL105 - Organizational Fundamentals (2)
 - QSO205 - Business Operations Management (2)
 - SB100 - Integration & Application of Business I (2)
 - SB105 - Integration & Application of Business II (2)
 - SB205 - Integration & Application Business III (2)
 - 4 credit(s) from the following:
 - SB405 - Integration and Application of Business IV (2 - 5)

Grand Total Credits: **30**

International Business (BS)

Description

The International Business major provides students with a solid foundation in core business functions, specific understanding of global dimensions of business and integrated knowledge of major regions of the world. These are acquired through experiential learning, study abroad programs, language studies and live case studies explored in faculty directed international field trips. The International Business program prepares aspiring students for careers in globally integrated for-profit and non-profit organizations as well as for cross-border entrepreneurial pursuits. More specifically,

students will gain necessary analytical skills, knowledge and intellectual versatility to succeed in careers involving international market analysis, global business development, consulting, international banking and finance in any country and culture. Students are required to declare a “concentration” to gain in depth knowledge and skills in a business function that will complement their international business training and enhance their post-graduation placement opportunities. Students can choose concentrations in Accounting, Finance, Marketing, Management, Entrepreneurship, Information Technology and Supply Chain Management.

Program Outcomes

1. Identify effective risk management strategies that address the various commercial, political, legal, financial, and cultural risks associated with international trade, contractual relationships and investments
2. Analyze potential international business opportunities using quantitative and qualitative data and research
3. Evaluate how the interaction between cultural, economic, legal, political, and business practices impact organizations in the international environment
4. Apply legal and ethical principles to international business activities
5. Integrate cross-cultural awareness and sensitivity into communication, negotiation, collaboration, and management practices

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credit(s) from:

Major Courses
18 Total Credits

- Complete:
 - INT113 - Introduction to International Business (3)
 - INT221 - Global Financial System (3)
 - INT315 - International Management (3)
 - INT400 - International Business Project (3)
 - INT422 - International Strategic Management (3)
 - INT433 - Multinational Marketing (3)

Major Electives or choose a Concentration
12 Total Credits

- Complete all of the following

- 12 credit(s) from the following:
 - ECO322 - International Economics (3)
 - FIN336 - Multinational Corporate Finance (3)
 - INT316 - Cultural & Political Environment of International Business (3)
 - INT335 - Importing & Exporting in International Trade (3)
 - INT336 - Multinational Corporate Finance (3)
 - INT410 - International Entrepreneurship (3)
 - INT441 - Licensing and Negotiations in the International Arena (3)
- NOTE: Students may also take 6 credits of Foreign Language from the following subjects: LAR, LFR, LMN, and LSP.
- NOTE: Students may take only one of the following two courses, FIN 336 and INT 336.

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

International Business (BS) - Accounting (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - ACC312 - International Managerial Accounting (3)
 - 1 of the following:
 - ACC207 - Cost Accounting (3)
 - ACC307 - Intermediate Accounting I (3)
 - 1 of the following:
 - INT336 - Multinational Corporate Finance (3)
 - FIN336 - Multinational Corporate Finance (3)

Grand Total Credits: **9**

International Business (BS) - Entrepreneurship (Concentration)

Requirements

- Complete:
 - INT335 - Importing & Exporting in International Trade (3)
 - INT410 - International Entrepreneurship (3)
 - OL326 - Social Environment of Business (3)

Grand Total Credits: **9**

International Business (BS) - Finance (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - FIN330 - Corporate Finance (3)
 - FIN340 - Fundamentals of Investments (3)
 - 1 of the following:
 - INT336 - Multinational Corporate Finance (3)
 - FIN336 - Multinational Corporate Finance (3)

Grand Total Credits: **9**

International Business (BS) - Information Technology (Concentration)

Requirements

- Complete:
 - IT201 - Computer Platform Technologies (3)
 - IT340 - Network and Telecommunication Management (3)
 - IT485 - Information Technology Strategy and Management (3)

Grand Total Credits: **9**

International Business (BS) - Management (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - OL215 - Principles of Management (3)
 - OL322 - Managing Organizational Change (3)
 - 1 of the following:
 - OL328 - Leadership (3)
 - OL342 - Organizational Behavior (3)
 - QS0310 - Management of Service Operations (3)

Grand Total Credits: **9**

International Business (BS) - Marketing (Concentration)

Requirements

- Complete all of the following
 - Complete:
 - MKT265 - Social Media & Marketing Communications (3)
 - MKT322 - International Retailing (3)
 - 1 of the following:
 - MKT270 - Professional Selling (3)
 - MKT331 - Business to Business Marketing (3)
 - MKT326 - Global Consumer Culture (3)

Grand Total Credits: **9**

International Business (BS) - Supply Chain Management (Concentration)

Requirements

- Complete:
 - QS0330 - Supply Chain Management (3)
 - QS0340 - Project Management (3)
 - QS0360 - Six Sigma Quality Management (3)

Grand Total Credits: **9**

Description

The Degree-in-Three International Business program is an innovative and integrated three-year, six semester, outcomes focused degree in International Business that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and faculty guided international field trips are just some of the unique learning environments afforded to students in this Degree-in-Three program.

Program Outcomes

1. Identify effective risk management strategies that address the various commercial, political, legal, financial, and cultural risks associated with international trade, contractual relationships and investments
2. Analyze potential international business opportunities using quantitative and qualitative data and research.
3. Evaluate how the interaction between cultural, economic, legal, political, and business practices impact organizations in the international environment
4. Apply legal and ethical principles to international business activities
5. Integrate cross-cultural awareness and sensitivity into communication, negotiation, collaboration, and management practices

Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - INT221 - Global Financial System (3)
 - INT315 - International Management (3)
 - INT335 - Importing & Exporting in International Trade (3)
 - INT400 - International Business Project (3)

- INT433 - Multinational Marketing (3)
- 3 credit(s) from the following:
 - INT280 - International Business Foundational Experience (1.5 - 3)
- 3 credit(s) from the following:
 - INT380 - Global Practicum-I (3 - 6)
- 3 credit(s) from the following:
 - INT481 - Global Practicum-II (3 - 6)
- 3 credit(s) from the following:
 - INT490 - International Business Internship (0 - 15)
- 3 credit(s) from the following:
 - INT316 - Cultural & Political Environment of International Business (3)
 - INT441 - Licensing and Negotiations in the International Arena (3)

Business Tools

9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

International Business II - Degree in Three (BS)

Description

The Degree-in-Three International Business program is an innovative and integrated three-year, six semester, outcomes focused degree in International Business that allows students to earn a Bachelor of Science degree through a blend of traditional and non-traditional curricula. Students are provided with varied academic experiences that not only include core courses but also non-seat time experiences beyond the classroom. This interdisciplinary approach merges business disciplines as well as the liberal arts, allowing students to put theoretical knowledge and theory into business experiences inside and outside of the classroom. Speaker events, seminars, community engagement experiences and faculty guided international field trips are just some of the unique learning environments afforded to students in this Degree-in-Three program.

Program Outcomes

1. Identify effective risk management strategies that address the various commercial, political, legal, financial, and cultural risks associated with international

trade, contractual relationships and investments

2. Analyze potential international business opportunities using quantitative and qualitative data and research.
3. Evaluate how the interaction between cultural, economic, legal, political, and business practices impact organizations in the international environment
4. Apply legal and ethical principles to international business activities
5. Integrate cross-cultural awareness and sensitivity into communication, negotiation, collaboration, and management practices

Requirements

Transfer Requirements

90 Total Credits

- Complete all of the following
 - This degree is restricted to Cologne Business School students who must meet the admission requirements of the program.
 - 90 credit(s).

General Education Courses

10 Total Credits

- Complete all of the following
 - 10 credit(s) from:
 - Must include:
 - SNHU404 - SNHU Experience: Gen Ed Capstone (1)
 - With your advisor, you must declare one (9 credit) integration cluster from: America, Diversity, Ethics, Global Culture, Global Society, IRobot, Popular Culture, Wellness, War and Peace, or Environmental Sustainability and Human Societies. The requirements for your declared cluster will appear below.

Major Courses

20 Total Credits

- Complete all of the following
 - Complete:
 - BUS206 - Business Law I (3)
 - INT400 - International Business Project (3)
 - INT441 - Licensing and Negotiations in the International Arena (3)
 - IT210 - Business Systems Analysis and Design (3)
 - OL421 - Strategic Management and Policy (Capstone) (3)
 - QSO300 - Operations Management (3)
 - 2 credit(s) from the following:
 - INT480 - Independent Study (0 - 6)

Grand Total Credits: **120**

International Business (PhD)

Description

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

Admission: Admission into the Ph.D. program is competitive. Applicants must have an M.S. in International Business or a related area from an accredited University. In addition to completing an application form that requires an essay and a fee, applicants must provide:

- Official undergraduate and graduate transcripts
- Official GMAT score
- Three letters of recommendation
- Resume
- Official TOEFL score if not a natural U.S. citizen

Only completed applications will be reviewed by the Ph.D. Admissions Committee. Program Requirements: Students must complete pre-requisite courses for each of the doctoral seminars. Minor Field of Specialization: Students and faculty mentors design a minor area of specialization that must include at least four upper-level courses in fields such as finance, information technology, marketing, leadership, or business strategy Comprehensive Examination: Upon the completion of all course work, doctoral students must sit for a series of comprehensive examinations in international business, research methodology and their minor fields of specialization.

Dissertation Stage: During the dissertation stage, students enroll each term in the Doctoral Dissertation Colloquium. These colloquiums provide a forum for students to discuss their dissertation research and help monitor their progress in completing their dissertations. Students are required to enroll in at least three colloquia. Each student is assigned a committee, which normally is comprised of two faculty members from the international business area, one from the minor field of specialization, and one who specializes in research methodology. The dissertation is expected to contribute to the student's chosen field of study. Once a student completes their research and the final draft and receives approval from the dissertation chair, the student will give an oral presentation to the committee and any other interested individuals. A student must receive approval from all members of the dissertation committee to successfully complete the doctoral program.

Program Outcomes

1. Demonstrate in-depth knowledge of international business theories and theoretical, empirical literature
2. Critically apply theories, methodologies, and knowledge to address fundamental questions in International Business and minor area of specialization
3. Develop independent research skills and pursue research of significance in the discipline or in a minor field of specialization
4. Demonstrate knowledge and application of qualitative and quantitative research methods
5. Demonstrate oral and written communication skills to teach effectively and to present and publish scholarly research.

Requirements

Major Courses
46 Total Credits

• Complete all of the following

- Complete all of the following
 - Complete:
 - INT800 - Foreign Direct Investment (3)
 - INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)
 - INT820 - Seminar in Multinational Finance (3)
 - INT830 - Theories of Globalization (3)
 - INT840 - Seminar in Multinational Marketing (3)
 - INT850 - Seminar in Global Business Strategy (3)
 - INT880 - Advanced Quantitative Methods/ International Business I (3)
 - INT881 - Advanced Quantitative Methods/ International Business II (3)
 - INT889 - Comprehensive Exam (1)
 - 9 credit(s) from the following:
 - INT890 - Doctoral Colloquium (3)
 - 12 credit(s) from the following type of course(s):
Business field such as Business Strategy, Finance, Information Technology, Leadership, or Marketing.

Grand Total Credits: **46**

International Sport Management (Minor)

Description

A student may earn a minor in International Sport Management by successfully completing the following courses:

Requirements

Prerequisite Courses

9 Total Credits

- Complete:
 - ECO205 - Foundations of Macroeconomics (2)
 - INT105 - International Business: A Macro Perspective (2)
 - MKT105 - Foundations of Marketing (2)
 - SPT208 - Sport Marketing (3)

Required Courses

15 Total Credits

- Complete:
 - INT315 - International Management (3)
 - INT316 - Cultural & Political Environment of International Business (3)
 - INT433 - Multinational Marketing (3)
 - SPT425 - Sport Licensing/Strategic Alliances (3)
 - SPT465 - Global Sport Business (3)

Grand Total Credits: **24**

Intl Business (Minor)

Requirements

Prerequisite Courses

6 Total Credits

- Complete:
 - ECO202 - Macroeconomics (3)
 - MKT113 - Introduction to Marketing (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - INT113 - Introduction to International Business (3)
 - INT221 - Global Financial System (3)
 - INT315 - International Management (3)
 - INT433 - Multinational Marketing (3)
 - 1 of the following:
 - INT400 - International Business Project (3)
 - INT422 - International Strategic Management (3)

Grand Total Credits: **21**

Marketing (BS)

Description

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, and servicing products in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer needs and wants largely determines their success. Southern New Hampshire University's Marketing Program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Domestic and international marketing internships and study abroad programs allow Marketing majors additional opportunities to link marketing theory with practice. Students will also formulate an ePortfolio and a career portfolio which are included in the coursework of the marketing curriculum.

Program Outcomes

1. Utilize primary and secondary data to determine the position of a product in the market
2. Recommend strategies for maximizing both internal and external opportunities

through the effective use of the marketing mix

3. Develop strategic marketing plans in alignment with stated missions, objectives, and goals of the organizations
4. Employ effective written and oral communication skills appropriate to the professional marketing context
5. Apply legal and ethical principles to marketing activities
6. Collaborate in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

18 Total Credits

- Complete all of the following
 - Complete:
 - MKT265 - Social Media & Marketing Communications (3)
 - MKT270 - Professional Selling (3)
 - MKT337 - Marketing Research (3)
 - MKT345 - Consumer Behavior (3)
 - 3 credit(s) from the following:
 - MKT490 - Marketing Internship (0 - 15)
 - 1 of the following:
 - MKT432 - Strategic Marketing Planning (Capstone) (3)
 - MKT515 - Distinctive Concepts in Marketing (3)

Major Electives

15 Total Credits

- Complete all of the following
 - 15 credit(s) from:
 - ADV263 - Advertising Copy and Design (3)
 - QSO330 - Supply Chain Management (3)
 - Subject(s): FMM, or MKT within the range of course numbers 100-499
 - NOTE: Students may also take ADV 340 through College of Online and Continuing Education or any internships from the subjects ADV, FMK, MKT, and RET.

- NOTE: Students who are interested in pursuing a graduate program may take MKT 545 in place of either INT 433 or MKT 433.

Free Electives
12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

Marketing - Degree in Three (BS)

Description

The marketing field encompasses activities related to: identifying needs of prospective customers, selecting a target market, designing a product, packaging, pricing, advertising, selling, distributing, servicing products and services in both domestic and international markets. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer demands largely determines their success. Southern New Hampshire University's Marketing Degree in Three, B.S. program provides students with a challenging fast-paced three-year learning experience that blends a robust general education curriculum with core business and marketing courses along with industry-based experiences that includes a required internship in year three of the program. Throughout the program, each student develops a professional ePortfolio featuring work completed throughout the program. The ePortfolio is a valuable tool students can leverage to market themselves for internship and employment opportunities.

Requirements

General Education Courses
42 Total Credits

- 42 credit(s) from:
 - Must include:
 - ECO201 - Microeconomics (3)

Integrated Core
30 Total Credits

- 30 credit(s) from:

Major Courses
30 Total Credits

- Complete all of the following
 - Complete:
 - MKT265 - Social Media & Marketing Communications (3)
 - MKT270 - Professional Selling (3)
 - MKT337 - Marketing Research (3)
 - MKT345 - Consumer Behavior (3)

University College 2017-2018

- 1 of the following:
 - MKT432 - Strategic Marketing Planning (Capstone) (3)
 - MKT515 - Distinctive Concepts in Marketing (3)
- 3 credit(s) from subject(s): MKT within the range of course numbers 100 - 400
- Note: INT/MKT-433 can be replaced by MKT-545
- 6 credit(s) from the following:
 - MKT212 - Marketing Foundations Experience (1.5 - 3)
 - MKT312 - Consumer Research Experience (1.5 - 3)
- 6 credit(s) from the following:
 - MKT490 - Marketing Internship (0 - 15)

School Directed Courses

9 Total Credits

- Complete all of the following
 - 1.5 credit(s) from the following:
 - SB200 - Di3: Broad Integrative Knowledge Part I (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)
 - 1.5 credit(s) from the following:
 - SB410 - Di3: Problem Solving Interpersonal and Team II (1.5 - 3)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

Marketing (Minor)

Description

The Marketing minor is comprised of six courses in marketing that give students a basic knowledge of the field. A student may earn a minor in Marketing by successfully completing the following courses:

Requirements

Prerequisite Courses

6 Total Credits

- Complete all of the following
 - 1 of the following:
 - PSY108 - Introduction to Psychology (3)
 - SOC112 - Introduction to Sociology (3)
 - Complete:
 - MAT240 - Applied Statistics (3)

Required Courses

9 Total Credits

- Complete:
 - MKT113 - Introduction to Marketing (3)
 - MKT337 - Marketing Research (3)
 - MKT345 - Consumer Behavior (3)

Electives

9 Total Credits

- 9 credit(s) from subject(s): MKT

Grand Total Credits: **24**

Operations and Project Management (BS)

Description

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and

executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

Program Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics.
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations.
3. Use predictive modeling and analysis to predict future business outcomes and associated risks.
4. Use management science techniques to model business problems and determine optimal solutions.
5. Manage analytics projects efficiently and effectively by the application of project management techniques.

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core
30 Total Credits

- 30 credit(s) from:

Major Courses
30 Total Credits

- Complete all of the following
 - Complete:
 - QSO291 - Experience in Operation Management (3)
 - QSO310 - Management of Service Operations (3)
 - QSO330 - Supply Chain Management (3)
 - QSO340 - Project Management (3)
 - QSO391 - Experience in Supply Chain Management (3)
 - QSO460 - Topics in Operations and Project Management (3)
 - QSO491 - Experience in Project Management (3)
 - QSO492 - Integrating Experience in Operations and Project Management (3)
 - 6 credit(s) from subject(s): QSO within the range of course numbers 100 - 499

Free Electives
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

Operations and Project Management - Degree in Three (BS)

Description

Operations Management is the planning and execution of operations (routine work) in the service and manufacturing worlds, including demand forecasting, production planning, inventory control, quality management, and supply chain collaboration. Project Management is the planning and execution of projects (non-routine work) in the service and business worlds, including project initiating, project planning, project executing, project monitoring and controlling, and project closing. Efficient management of operations and projects is of utmost importance for both the success and survival of a firm. This program is designed for students interested in the production of goods and services and the application of quantitative methods to solve business problems. The program also serves students interested in planning and executing a variety of projects in service and manufacturing firms. The program helps students to pursue careers such as Operations Analyst/Manager, Project Analyst/Coordinator/Manager, Supply Chain Analyst/Manager, Production Planner, Logistics Engineer, Distribution Analyst/Manager, Purchasing Analyst/Manager, Inventory Control Analyst/Manager, Quality Analyst/Manager, Plant Manager, Warehouse Manager, Materials Manager, and Master Scheduler.

Program Outcomes

1. Acquire in-depth understanding of the fundamental techniques of business analytics.
2. Analyze historical data through descriptive analytics to uncover business relationships and gain insights into the business operations.
3. Use predictive modeling and analysis to predict future business outcomes and associated risks.
4. Use management science techniques to model business problems and determine optimal solutions.
5. Manage analytics projects efficiently and effectively by the application of project management techniques.

Requirements

General Education Courses
42 Total Credits

- 42 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)

Integrated Core
30 Total Credits

- 30 credit(s) from:

Major Courses
30 Total Credits

- Complete all of the following
 - Complete:
 - QSO310 - Management of Service Operations (3)
 - QSO330 - Supply Chain Management (3)
 - QSO340 - Project Management (3)
 - QSO460 - Topics in Operations and Project Management (3)
 - QSO491 - Experience in Project Management (3)
 - QSO492 - Integrating Experience in Operations and Project Management (3)
 - 3 credit(s) from the following:
 - QSO291 - Experience in Operation Management (3)
 - 3 credit(s) from the following:
 - QSO391 - Experience in Supply Chain Management (3)
 - 6 credit(s) from subject(s): QSO within the range of course numbers 100 - 499

Business Tools
9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives
9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

Operations and Project Management (Minor)

Description

Operations Management is the planning and execution of operations (routine work) and Project Management is the planning and execution of projects (non-routine work) in manufacturing and service organizations. This program will expose you to the world of operations and project management.

Requirements

Required Courses

17 - 18 Total Credits

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - QSO340 - Project Management (3)
 - QSO460 - Topics in Operations and Project Management (3)
 - 1 of the following:
 - QSO205 - Business Operations Management (2)
 - QSO300 - Operations Management (3)
 - 6 credit(s) from subject(s): QSO

Grand Total Credits: **17 - 18**

Operations and Project Management - Plus One (MS)

Description

The Master of Science in Operations and Project Management (MSOPM) degree program, as offered by the University College at SNHU, is a 30- credit full-time program with semester-long courses. The program gives students the knowledge, skills, and education necessary to pursue or accelerate careers in Operations Management and Project Management. This program provides a market-relevant combination of a comprehensive business education with real-world applications.

Program Outcomes

1. Recommend strategies for optimizing production of goods and services based on a detailed analysis of existing processes, resources, and business goals
2. Identify and recommend total quality management (TQM) principles and methods appropriate to a given context
3. Create, evaluate, and assess project plans to ensure desired project outcomes
4. Recommend inventory management strategies and techniques for improving the efficiency of a supply chain
5. Evaluate operational and project management environments using quantitative tools and techniques
6. Manage cross-functional environments to ensure the achievement of operational and project management goals

Requirements

Foundation Courses

0 Total Credits

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)

Major Courses

30 Total Credits

- Complete:
 - QSO510 - Quantitative Analysis for Decision Making (3)
 - QSO520 - Management Science through Spreadsheets (3)
 - QSO530 - Applied Statistics for Managers (3)
 - QSO600 - Operations Management (3)
 - QSO620 - Six Sigma Quality Management (3)
 - QSO630 - Supply Chain Management (3)
 - QSO640 - Project Management (3)
 - QSO645 - Project Management for PMP® Certification (3)
 - QSO680 - Seminar in Project Management (3)
 - QSO690 - Topics in Operations Management (3)

Grand Total Credits: **30**

Operations and Supply Chain Management (Minor)

Description

Operations and Supply Chain Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. This minor will expose you to concepts and techniques to effectively manage the people, materials, equipment, and processes that a business needs to design, produce and deliver its goods and services. A student may earn a minor in Operations and Supply Chain Management by successfully completing the following courses:

Requirements

Required Courses

17 - 18 Total Credits

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - QSO330 - Supply Chain Management (3)
 - QSO360 - Six Sigma Quality Management (3)
 - 1 of the following:
 - QSO205 - Business Operations Management (2)
 - QSO300 - Operations Management (3)
 - 6 credit(s) from subject(s): QSO

Grand Total Credits: **17 - 18**

Organizational Leadership (Minor)

Description

A student may earn a minor in Organizational Leadership by successfully completing the following courses:

Requirements

Required Courses

18 Total Credits

- Complete:
 - OL125 - Human Relations in Administration (3)
 - OL215 - Principles of Management (3)
 - OL322 - Managing Organizational Change (3)
 - OL324 - Managing Quality (3)
 - OL328 - Leadership (3)
 - OL342 - Organizational Behavior (3)

Grand Total Credits: **18**

Professional Accountancy - Plus One (MS)

Description

The Master of Professional Accountancy program is a graduate day program to be completed in three 16-week semesters beginning with the summer term. While this program is targeted for graduates of the B.S. Accounting Degree in Three program at SNHU, it is possible for graduates with a B.S. in accounting degree to be eligible to complete the graduate program. This program is aimed at students who are interested in pursuing a career in public accounting and prepares them to take the CPA exam.

Program Outcomes

1. Employ advanced financial and governmental accounting concepts and techniques to properly account for and report complex transactions in accordance with standards promulgated by FASB, GASB, IASB and IRC.
2. Develop, research, analyze, and evaluate complex business decisions, issues and results related to operational performance and efficiency, tax situations and considerations, and the practice of corporate accounting and controllership.
3. Synthesize ethical principles and technical knowledge of auditing standards and techniques, to design audit programs, evaluate risks, develop and perform appropriate audit tests, and communicate findings to internal and external constituents as required.
4. Assimilate the compendium of accounting and auditing knowledge required to sit for the Financial Accounting and Reporting, and the Auditing and Attestation sections of the CPA Exam.

Requirements

Major Courses

36 Total Credits

- Complete:
 - ACC550 - Cost Accounting (3)
 - ACC640 - Auditing (3)
 - ACC645 - Advanced Auditing (3)
 - ACC660X - Controllership (2)
 - ACC680X - International Accounting (2)
 - ACC685 - Governmental and Nonprofit Accounting (3)
 - ACC696 - Situational Ethics in Accounting (3)
 - ACC700X - Seminar in Accounting Topics (2)
 - ACC701 - Advanced Topics in Financial Reporting I (2)
 - ACC702 - Advanced Topics in Financial Reporting II (2)
 - ACC720 - Auditing and Attestation Review Course (4)
 - ACC730 - Financial Reporting Review Course (4)
 - TAX655 - Federal Income Tax of Corporations and Partnerships (3)

Grand Total Credits: **36**

Professional Sales (Concentration)

Description

Sales professionals play a vital role in businesses and organizations across all industries. The Professional Sales Concentration gives students, regardless of major, the opportunity to receive the foundation necessary for a career area with numerous opportunities. It also provides students the opportunity to participate in a local or regional sales competition.

Program Outcomes

1. Utilize data to adequately prepare for sales calls with prospective buyers.
2. Demonstrate effective oral and written communication skills appropriate to an entry level sales position.
3. Demonstrate the ability to successfully follow the sales process and adapt it to buyers' unique needs.

Requirements

Prerequisite Courses

2 - 3 Total Credits

- Complete all of the following
 - 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - MKT113 - Introduction to Marketing (3)
 - NOTE: This prerequisite is required for students who are not in a Business major.

Required Courses

9 Total Credits

- Complete:
 - MKT270 - Professional Selling (3)
 - MKT300 - Advanced Professional Selling (3)
 - MKT320 - Sales Force Management (3)

Grand Total Credits: **11 - 12**

Professional Sales (Minor)

Description

Students in any program at SNHU may combine their credits to obtain a minor in Professional Sales. This minor is comprised of courses that give students the foundation to pursue a career in sales in their field of study. The curriculum builds from the theory of the science and art of sales to real-world practices applicable in inside or field sales as well as in Business-to-Consumer (B2C) and Business-to-Business (B2B) industries. Students may earn a minor in Professional Sales by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - MKT113 - Introduction to Marketing (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - MKT270 - Professional Selling (3)
 - MKT300 - Advanced Professional Selling (3)
 - MKT310 - Negotiation in Professional Sales (3)
 - MKT320 - Sales Force Management (3)
 - 3 credit(s) from the following:
 - MKT328 - Sales Competition Team (3)
 - MKT331 - Business to Business Marketing (3)
 - MKT490 - Marketing Internship (0 - 15)

Grand Total Credits: **18**

Project Management (Minor)

Description

The minor in Project Management would enable one to acquire the skills needed to keep projects on task, on time, and on budget. The curriculum builds from theories of project management to real-world practices applicable to all industries and fields, including marketing, financial services, business administration, information technology, international trade, health sciences, government, construction, and more.

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - QSO340 - Project Management (3)
 - QSO440 - Topics in Project Management (3)
 - 6 credit(s) from subject(s): QSO

Grand Total Credits: **15**

Retailing (Minor)

Description

A student may earn a minor in Retailing by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - MKT113 - Introduction to Marketing (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - FMM225 - Merchandise Planning (3)
 - FMM340 - Merchandise Management Strategies (3)
 - MKT222 - Principles of Retailing (3)
 - 1 of the following:
 - MKT230 - Retail Sales Promotion (3)
 - MKT231 - Visual Merchandising (3)
 - 1 of the following:
 - MKT322 - International Retailing (3)
 - MKT442 - Retail Management (3)

Grand Total Credits: **18**

Social Media Marketing (Minor)

Description

The minor in Social Media Marketing provides students with a broad approach to the history, theory, technology, impact, and strategic uses of social media utilizing the most relevant and current attributes in technology, marketing, advertising, communication, public relations, and journalism.

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - 1 of the following:
 - COM310 - Social Media (3)
 - MKT265 - Social Media & Marketing Communications (3)
 - Complete:
 - MKT355 - Social Media Marketing Strategy (3)
 - MKT360 - Direct Marketing (3)
 - MKT365 - Social Media Marketing Analytics (3)
 - MKT455 - Social Media Campaign (3)

Grand Total Credits: **15**

Sport and Special Event Management (Minor)

Description

A student may earn a minor in Sport & Special Event Management by successfully completing the following courses:

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - HOS340 - Special Events Management (3)
 - 12 credit(s) from the following:
 - HOS311 - Policy and Planning for Sustainable Development (3)
 - HOS401 - Convention Sales and Group Planning (3)
 - QSO340 - Project Management (3)
 - SPT310 - Sport Sponsorship (3)
 - SPT319 - Sport Sales and Promotions (3)
 - SPT323 - Golf Club Management (3)
 - SPT401 - Sport Facilities Management (3)
 - SPT415 - Event Management and Marketing (3 - 6)
 - NOTE: Sport Management majors must take at least one (1) HOS elective. Hospitality majors must take SPT and QSO electives only.

Grand Total Credits: **15**

Sport Management (BS)

Description

The growth of sports as a major industry has increased the need and opportunities for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The mission of Southern New Hampshire University's Sport Management program is to deliver an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Students couple ten specialized courses in sport management with a strong mix of business and liberal arts courses. Students will have an opportunity to gain practical experience through field experiences with a variety of sport, fitness and recreational organizations. The Sport Management programs have Program Approval from the North American Association of Sport Management & the National Association of Physical Education for both the Undergraduate and Graduate degrees; and are in the Candidacy Process for accreditation with the Commission of Sport Management Accreditation. Through the national program accreditation the requirements of the major in Sport Management include extensive field experience(s) totaling a minimum of 300 hours. Therefore, students majoring in Sport Management are required to complete SPT 491 which has a

minimum GPA requirement of 2.5. Any student with a minor or concentration in Sport Management is encouraged to complete field experience(s) which also have a minimum GPA requirement of 2.5. In order to facilitate this and to ensure that all students are eligible and prepared for their field experience, any student with a Sport Management major, minor or concentration must receive a minimum of a "C" in all required Sport Management courses. Similarly, all students wishing to change their major to Sport Management must complete a brief application process to ensure their understanding of the field experience requirement in the program.

Program Outcomes

1. Recognize management and leadership theory in an applied environment
2. Use management and leadership theory in an applied environment
3. Demonstrate problem solving in an applied environment
4. Formulate connections between classroom learning and practical experience
5. Demonstrate the ability to communicate
6. Understand and practice networking and relationship building
7. Employ ethical frameworks in decision-making
8. Display a professional personal image
9. Use reflection to develop multiple perspectives of self as a professional
10. Demonstrate an awareness of factors that contribute to global sport business issues
11. Apply sport management principles in an international context
12. Analyze the influences of social, cultural, or political institutions on global sport businesses
13. Analyze the role of social responsibility in global sport business
14. Understand the interrelationships between functional areas in sport organizations
15. Employ a strategic analysis to demonstrate an understanding of the forces that a sport business must have in order to achieve its mission
16. Integrate strategic analysis into the strategic planning process
17. Evaluate external and internal factors and the interrelationships affecting decision-making

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

33 Total Credits

- Complete all of the following

- Complete:
 - SPT111 - Introduction to Sport Management (3)
 - SPT201 - Governance/Management of Sport Organizations (3)
 - SPT208 - Sport Marketing (3)
 - SPT333 - Sport, Society, and Ethics (3)
 - SPT461 - Seminar in Sport Management (Capstone) (3)
 - SPT465 - Global Sport Business (3)
- NOTE: Students interested in pursuing the graduate program may take SPT 565 in place of SPT 465.
- 1 of the following:
 - SPT307 - Sport Law (3)
 - SPT401 - Sport Facilities Management (3)
 - SPT402 - Sport Revenue (3)
- 6 credit(s) from the following:
 - SPT491 - Sport Management Internship (0 - 15)
- 6 credit(s) from the following:
 - SPT307 - Sport Law (3)
 - SPT310 - Sport Sponsorship (3)
 - SPT319 - Sport Sales and Promotions (3)
 - SPT320 - Media/Public Relations in Sport (3)
 - SPT321 - Fitness Management (3)
 - SPT323 - Golf Club Management (3)
 - SPT340 - Practicum in Sport Management (3 - 6)
 - SPT364 - Private Club Management (3)
 - SPT375 - Economics of Professional Sports in the U.S. (3)
 - SPT401 - Sport Facilities Management (3)
 - SPT402 - Sport Revenue (3)
 - SPT404 - Sport Agency (3)
 - SPT415 - Event Management and Marketing (3 - 6)
 - SPT425 - Sport Licensing/Strategic Alliances (3)
 - SPT430 - Front Office Management (3)
- NOTE: Students interested in pursuing the graduate program may take SPT 525 in place of SPT 425.

Free Electives
12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

Sport Management - Degree in Three (BS)

Description

The Sport Management Degree in Three, B.S. program delivers a quality three-year, competency-based, outcomes focused bachelor's degree for students through a combination of traditional and innovative academic experiences that prepares our

students to be valuable members of organizations and contributing members to society.

Program Outcomes

1. Recognize management and leadership theory in an applied environment
2. Demonstrate problem solving in an applied environment
3. Formulate connections between classroom learning and practical experience
4. Demonstrate the ability to communicate
5. Display a professional personal image
6. Demonstrate an awareness of factors that contribute to global sport business issues
7. Apply sport management principles in an international context
8. Evaluate external and internal factors and the interrelationships affecting decision making
9. Analyze the influences of social, cultural, or political institutions on global sport businesses
10. Recognize and understand the broad spectrum of interrelationships that exist between various functional areas across the entire sport business organization.
11. Recognize and respond to the many external factors and their interrelationships affecting a sport business and align company strategy and resources to respond to them.
12. Integrate strategic analysis into the planning process.
13. Evaluate external and internal factors and the interrelationships affecting decision-making.
14. Critically analyze the interrelationships between functional areas in sport business organizations

Requirements

General Education Courses

42 Total Credits

- 42 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

33 Total Credits

- Complete all of the following
 - Complete:
 - SPT111 - Introduction to Sport Management (3)
 - SPT201 - Governance/Management of Sport Organizations (3)
 - SPT208 - Sport Marketing (3)
 - SPT333 - Sport, Society, and Ethics (3)

University College 2017-2018

- SPT461 - Seminar in Sport Management (Capstone) (3)
- SPT465 - Global Sport Business (3)
- NOTE: Students interested in pursuing the graduate program may take SPT 565 in place of SPT 465.
- 6 credit(s) from the following:
 - SPT340 - Practicum in Sport Management (3 - 6)
- 6 credit(s) from the following:
 - SPT491 - Sport Management Internship (0 - 15)
- 3 credit(s) from subject(s): SPT

School Directed Courses

9 Total Credits

- Complete:
 - SB101 - Business Tools I (3)
 - SB202 - Business Tools II (3)
 - SB303 - Business Tools III (3)

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **120**

Sport Management (Minor)

Description

A student may earn a minor in Sport Management by successfully completing the following courses:

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - MKT113 - Introduction to Marketing (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - SPT111 - Introduction to Sport Management (3)
 - SPT201 - Governance/Management of Sport Organizations (3)
 - SPT208 - Sport Marketing (3)
 - SPT333 - Sport, Society, and Ethics (3)
 - 3 credit(s) from the following:
 - SPT307 - Sport Law (3)
 - SPT310 - Sport Sponsorship (3)
 - SPT319 - Sport Sales and Promotions (3)
 - SPT320 - Media/Public Relations in Sport (3)
 - SPT321 - Fitness Management (3)
 - SPT323 - Golf Club Management (3)
 - SPT340 - Practicum in Sport Management (3 - 6)
 - SPT401 - Sport Facilities Management (3)
 - SPT402 - Sport Revenue (3)
 - SPT415 - Event Management and Marketing (3 - 6)
 - SPT425 - Sport Licensing/Strategic Alliances (3)
 - SPT430 - Front Office Management (3)
 - SPT465 - Global Sport Business (3)
 - SPT491 - Sport Management Internship (0 - 15)
 - SPT492 - Sport Management Internship II (3)
 - May also include SPT-364 or SPT-375 . These courses are no longer offered or they are only available to College of Online and Continuing Education students, but may be taken in conjunction with the electives currently offered by University College.

Grand Total Credits: **18**

Technical Management (BS)

Description

The Technical Management curriculum was established to provide junior college or vocational-technical institute graduates who have earned degrees in specialized areas other than business (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.) the opportunity to earn a bachelor's degree in business. Students augment their technical skills with liberal arts and business courses to prepare for a career in business.

Program Outcomes

1. Initiate, plan, execute, monitor, control, and close a technical project
2. Develop project plans for scope, cost, schedule, procurement, communications, risk, and integration
3. Apply Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma to improve process quality
4. Apply quantitative techniques to optimize resource usage, reduce cost, and solve problems in a technical environment

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT240 - Applied Statistics (3)

Integrated Core

30 Total Credits

- 30 credit(s) from:

Major Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - QSO330 - Supply Chain Management (3)
 - QSO340 - Project Management (3)
 - QSO440 - Topics in Project Management (3)
 - 6 credit(s) from subject(s): QSO
 - NOTE: Students interested in pursuing the graduate program may substitute the QSO electives with two graduate level QSO courses, provided they meet the prerequisites.

Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

School of Education

Advanced Graduate Studies in Curriculum and Instruction (Certificate)

Description

This program will enable educators with an earned Masters Degree to earn a Certificate of Advanced Graduate Studies in Educational Leadership. Delivered in a competency based model, the coursework is designed to produce graduates prepared to be change agents and effective leaders of learning in their schools and districts. This program includes an option to earn a NH Endorsement as a Curriculum Administrator. Five years of teaching experience as a certified educator is required for candidates to be eligible for the endorsement.

Program Outcomes

1. A change agent
2. A leader of learning in the schools
3. A reflective systems thinker
4. Responsible for the climate and culture of the school (vision and mission)
5. Responsible for the operations management and development as important for all leaders
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students

Requirements

Required Courses

36 Total Credits

- Complete:
 - CAGS507 - Leadership for Learning (3)
 - CAGS508 - Effective Management (3)
 - CAGS550 - Educational Assessment (3)
 - CAGS554 - The Development of a Mission, Vision and Goals (3)
 - CAGS590 - Process and Communication Skills (3)
 - CAGS604 - Leading the Collaborative School (3)
 - CAGS608 - The Curriculum, Instruction and Data Continuum (3)
 - CAGS656 - The Reflective Leader (3)
 - CAGS670 - Leading Creativity and Innovation (3)
 - CAGS680 - Teacher Support, Monitoring and Accountability (3)
 - CAGS739 - Action Research in Curriculum and Instruction I (3)
 - CAGS740 - Action Research in Curriculum and Instruction II (3)

Grand Total Credits: **36**

Advanced Graduate Studies in District Leadership (Certificate)

Description

The purpose of the partnership between SNHU and the NHSAA/GSLP is to provide a pathway to certification as a superintendent in NH and provide an option to a Certificate of Advanced Graduate Studies (CAGS).

Program Outcomes

1. Develop strategic and systemic processes for sustained school improvement
2. Empower instructional leadership teams
3. Build and sustain a collaborative learning culture and a shared decision-making structure in their schools
4. Coach teachers and leaders about how to use student data and developmental theory in order to enrich classroom instruction
5. Foster effective communication with colleagues, families and citizens
6. Increase the effectiveness of student improvement plans
7. Build strong governance teams and policies
8. Create an ethical culture of high achievement
9. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students.

Requirements

- Complete all of the following
 - Complete:
 - CAGS656 - The Reflective Leader (3)
 - CAGS670 - Leading Creativity and Innovation (3)
 - CAGS725 - Action Research I (3)
 - CAGS730 - Action Research II (3)
 - 12 credit(s) from the following:
 - CAGS698 - Action Research in District Leadership I (1 - 12)
 - 12 credit(s) from the following:
 - CAGS699 - Action Research in District Leadership II (1 - 12)

Grand Total Credits: **36**

Advanced Graduate Studies in Educational Leadership (Certificate)

Description

This program will enable educators with an earned Masters Degree to earn a Certificate of Advanced Graduate Studies in Educational Leadership. Delivered in a competency based model, the coursework is designed to produce graduates prepared to be change agents and effective leaders of learning in their schools and districts. This program includes an option to earn a NH Endorsement as a School Principal. Five years of teaching experience as a certified educator is required for candidates to be eligible for the endorsement.

Program Outcomes

1. Be a change agent.
2. Be a leader of learning in the schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of the school (vision and mission).
5. Be responsible for the operations management and development as important for all leaders.
6. All CAGS students are expected to extensively research literature on the topic(s), site that research appropriately and write in great detail on the topic. The writings will be judged against a Writing Rubric and Action Research Rubric provided in advance for all CAGS students.

Requirements

Required Courses

36 Total Credits

- Complete:
 - CAGS507 - Leadership for Learning (3)
 - CAGS508 - Effective Management (3)
 - CAGS550 - Educational Assessment (3)
 - CAGS554 - The Development of a Mission, Vision and Goals (3)
 - CAGS590 - Process and Communication Skills (3)
 - CAGS604 - Leading the Collaborative School (3)
 - CAGS610 - School Law (3)
 - CAGS656 - The Reflective Leader (3)
 - CAGS670 - Leading Creativity and Innovation (3)
 - CAGS680 - Teacher Support, Monitoring and Accountability (3)
 - CAGS789 - Action Research in Leadership I (3)
 - CAGS790 - Action Research in Leadership II (3)

Grand Total Credits: **36**

Advanced Graduate Study (Graduate Certificate)

Program Outcomes

1. Advance understanding of ways in which to be responsive to the learning and development of all students
2. Plan and deliver advanced learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to fostering learning in a variety of education contexts and climates
4. Advance knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Advance understanding of inquiry and the use of advanced inquiry-based instructional practices
6. Explore personal and theoretical concepts of leadership and their application to personal professional practice
7. Demonstrate advanced skills needed for professional analysis, innovation, and generation of professional strategies
8. Conduct advanced, critical self-evaluation of professional growth, teaching practice development, and personal leadership
9. Advance skills as a reflective, collaborative, scholar-educator

Requirements

Required Courses

31 Total Credits

- Complete:
 - EDCA600 - Profile Seminar for Post-Graduates (1)
 - EDCA610 - Practices in Curriculum and Management (3)
 - EDCA615 - Advanced Applications in Curriculum and Management (3)
 - EDCA620 - Practices in Technology and Instruction (3)
 - EDCA625 - Advanced Applications in Technology and Instruction (3)
 - EDCA630 - Practices in Assessment and Evaluation (3)
 - EDCA635 - Advanced Applications in Assessment and Evaluation (3)
 - EDCA640 - Practices in Leadership and Organizations (3)
 - EDCA645 - Complexities in Leadership (3)
 - EDCA650 - Practices in Learning and Development (3)
 - EDCA655 - Advanced Applications in Learning and Development (3)

Grand Total Credits: **31**

Early Childhood and Special Education (MEd)

Description

This 16-month program prepares teacher candidates to become classroom teachers in pre-school through grade 3, as well as special education teachers in preschool through

third grade. Candidates engage with young children from the start of their program, spending a full school year working alongside practicing educators in local public schools. During the summer, candidates will develop Project Based Learning activities, and then work with Early Childhood students during a summer learning program sponsored by SNHU. This program is competency-based, ensuring graduates of this program are fully prepared to teach in the growing number of NH schools who have adopted a competency-based approach to teaching and learning. Teachers with certifications in both Early Childhood Education and Early Childhood Special Education are sought after by school districts looking to hire new teachers. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education.

Program Outcomes

1. Demonstrate the skills, competencies and knowledge to teach young children, PreK-3. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with young children, PreK-3. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings, PreK-3.
2. Apply and analyze the developmental characteristics of young children, to individualize instruction.
3. Apply and analyze family and community relationships, and resources to support the development of young children.
4. Use multiple forms of observation, documentation and assessment to support young children and their families.
5. Develop curriculum and instructional strategies to support the development of young children.
6. Develop, implement and evaluate early childhood content to support the development and learning of young children.
7. Apply professional and ethical standards to their professional practice.
8. Identify, analyze, implement and evaluate the key components of Project-Based Learning Activities.
9. Assume leadership roles and opportunities to take responsibility for student learning to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.
10. Demonstrate the skills, competencies and knowledge to teach young children with disabilities from birth up to age 8. Performance Indicators Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children with disabilities from birth up to age 8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children without disabilities from birth up to age 8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings of a child with disabilities.

11. Apply and analyze the theoretical foundations of general education and special education to their professional practice.
12. Analyze the characteristics of learners and its impact on the personal, physical, social and academic dimensions of learning.
13. Analyze learning differences to individualize instruction to provide meaningful and challenging learning experiences.
14. Design, implement and evaluate learning environments that foster: (a) academic success; (b) positive social interactions; (c) cultural understanding; (d) safety and emotional well-being; and (e) active engagement.
15. Design, implement and evaluate curriculum that addresses the central concepts, tools of inquiry and structure of the discipline.
16. Demonstrate an understanding and ability to use multiple methods of assessments to inform educational decisions.
17. Individualize instruction.
18. Individualize language and communication instruction.
19. Explain and apply special education law to his/her professional practice.
20. Identify, analyze, implement and evaluate the key components of Project-Based Learning Activities.

Requirements

- Complete:
 - ECE609 - Theoretical Foundations in ECE (2)
 - ECE611 - Classroom and Behavior Management in ECE (2)
 - ECE620 - Early Childhood Mathematics (4)
 - ECE621 - Early Childhood Literacy (4)
 - EDU631 - Clinical Experience I - Science (2)
 - EDU632 - Clinical Experience III - Elementary Education (4)
 - EDU633 - Clinical Experience IV -Social Studies & Leadership (6)
 - SPED616 - Intervention in Mathematics (4)
 - SPED618 - Intervention in Literacy (4)
 - SPED632 - Clinical Experience II (4)

Grand Total Credits: **36**

Early Childhood Education (BA)

Description

The Early Childhood Education Program leads to teaching certification for birth through grade 3. The program provides students with a comprehensive understanding of child development, family systems, curriculum, instruction, and assessment. This program prepares educators with a solid foundation in developmental theory, teaching methods, and a content area concentration in an academic discipline. Students examine traditional and innovative research-based approaches to teaching a diverse population of young children. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students' access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- DEV260 - Family and Culture (3)

Major Courses

72 - 73 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - DEV126 - Precursors of Academic Skills (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU120 - Developing Mathematical Thinking (3)
 - EDU203 - Professional Responsibility and Ethics in Teaching (3)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)
 - EDU225 - Mathematics Instruction/Young Children (3)
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - EDU345 - Teaching English Language Learners (3)
 - EDU359 - Writing/Literature/Elementary (3)
 - EDU363 - Literacy Facilitation for All Learners (3)
 - EDU435 - Learning with Technology (3)
 - EDU440 - Differentiating Instruction (2 - 3)
 - EDU470 - Science for Early Learners (3)
 - SPED106 - Children with Exceptionalities (3)
 - SPED206 - Interventions in Early Childhood (3)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)
 - 12 credit(s) from the following:

- EDU490 - Student Teaching and Seminar (12)

Free Electives
3 Total Credits

- 3 credit(s).

Grand Total Credits: **120 - 121**

Education (BA)

Description

The Education Program provides students not seeking certification a degree in the field of education. A plan of study allows the individual to design a program to accomplish career goals in the areas of educational services or related fields that do not require certification. Individuals may select courses from related disciplines to complete the 45 credit hours for the General Studies in Education program. Students design a plan of study with an academic advisor from the School of Education. Acceptance into the major requires approval by the faculty.

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Major Courses
57 Total Credits

- Complete all of the following
 - Complete:
 - EDU200 - Introduction to Education (3)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU435 - Learning with Technology (3)
 - SPED106 - Children with Exceptionalities (3)
 - 45 credit(s).

Free Electives
18 Total Credits

- 18 credit(s).

Grand Total Credits: **120**

Education with BA Degree (Minor)

Description

This course of study is designed for students who are working toward a degree in another major area. An Education minor can be a career-enhancing addition to any other major and can also expose students to the world of education and potential careers.

Requirements

Required Courses

16 Total Credits

- Complete all of the following
 - Complete:
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU203 - Professional Responsibility and Ethics in Teaching (3)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - SPED106 - Children with Exceptionalities (3)
 - 1 of the following:
 - DEV106 - Child Development (3)
 - DEV260 - Family and Culture (3)

Grand Total Credits: **16**

Educational Leadership (EdD)

Description

The Ed.D. in Educational Leadership program is designed for PreK-12 leaders, higher education administrators, curriculum specialists, and executive directors seeking to lead in a variety of system-level organizations such as school districts, state departments of education, policy organizations, nonprofits, foundations, or institutions of higher education. All candidates will be prepared to shape education policy, build public-private partnerships, and understand the steps necessary to lead 21st century schools, colleges, universities, or community organizations. The program seeks to produce a new generation of transformational leaders, focused on student learning and able to engage with and lead others in large-scale systemic change. The dissertation will support this focus and contribute important research to the scholarship on organizational behavior, leadership, and school reform. Experienced candidates from various fields in education are encouraged to apply. SNHU is committed to enrolling talented individuals who reflect the full spectrum of society, with respect to race, ethnicity, gender identity, religion, political beliefs, and other personal characteristics. Most importantly, all candidates must show evidence of having the moral, emotional, and ethical dispositions necessary to become effective 21st century leaders.

Program Outcomes

1. Demonstrate scholarship by demonstrating doctoral-level reading and writing skills.
2. Demonstrate scholarship by analyzing and synthesizing both theory and research to address issues and problems in educational settings.
3. Demonstrate sociocultural responsiveness by applying sociocultural knowledge to build goals that advocate for a vision that commits to equitable learning for all students.
4. Demonstrate sociocultural responsiveness by articulating and exhibiting the habits of mind to engage ethical, moral, and socially just practices.
5. Demonstrate applied research skills by using research and research methodologies to understand educational issues.
6. Demonstrate applied research skills by formulating questions of educational significance to guide the conduct of research.
7. Demonstrate applied research skills by using appropriate research methodology to gather and analyze data.
8. Demonstrate applied research skills by drawing defensible conclusions from research findings.
9. Demonstrate reflection and evaluation by engaging in leadership level critical reflection throughout the program.
10. Demonstrate reflection and evaluation by using deductive and inductive reasoning to identify theories and assumptions in matters of professional practice.
11. Demonstrate reflection and evaluation by using reasoning, collaborative strategies, and research to evaluate professional practice.
12. Demonstrate decision-making and seek solutions to issues and problems that arise in an educational setting by applying research findings and sound judgement to educational setting.
13. Demonstrate decision-making and seek solutions to issues and problems that arise in an educational setting by using participatory and democratic strategies to engage others in problem solving and decision-making.

Requirements

- Complete 1 of the following

Main Campus Major Courses

- Complete all of the following

Phase I

- Complete:

- EDU910 - Theory into Practice I (3)
- EDU911 - Educational Scholarship (3)
- EDU913 - Sociocultural Analysis of Education System (3)
- EDU914 - Reflection and Evaluation I (3)
- EDU916 - Applied Research I (3)
- EDU918 - Applied Research II (3)
- EDU924 - Case Study I (3)

Phase II

- Complete:

- EDU919 - Decision Making in Education Systems I (3)
- EDU920 - Theory into Practice II (3)
- EDU921 - Reflection and Evaluation II (3)

University College 2017-2018

- EDU923 - Decision Making in Education Systems II (3)
- EDU926 - Case Study II (3)
- EDU928 - Research-Based Independent Study I (3)
- EDU929 - Research-Based Independent Study II (3)

Phase III

- Complete:
 - EDU930 - Theory into Practice III (3)
 - EDU943 - Dissertation I (3)
 - EDU944 - Dissertation II (3)
 - EDU945 - Dissertation III (3)
 - EDU950 - Dissertation Colloquium (3)

Vermont Center Major Courses

- Complete all of the following

Introductory Seminar

- Complete:
 - EDGR900 - Doctoral Profile Seminar (1)

Leadership

- Complete:
 - EDGR912 - Innovative Leadership (3)
 - EDGR914 - Leadership and a Culture of Abundance (3)
 - EDGR916 - Social Entrepreneurial Leadership (3)
 - EDGR918 - Sociocultural Perspectives (3)

Organization Development

- Complete:
 - EDGR922 - Organizational Analysis (3)
 - EDGR924 - Organization Innovation (3)
 - EDGR926 - Organizations and Positive Social Change (3)
 - EDGR928 - Thriving Organization Culture (3)

Research

- Complete:
 - EDGR932 - Applied Research (3)
 - EDGR934 - Research Analysis (3)
 - EDGR936 - Research Design (3)
 - EDGR938 - Advanced Research Methodologies (3)

Dissertation in Practice

- Complete:
 - EDGR941 - Scholar-Practitioner I (1)
 - EDGR942 - Scholar-Practitioner II (1)
 - EDGR943 - Scholar-Practitioner III (1)
 - EDGR944 - Scholar-Practitioner IV (1)
 - EDGR945 - Scholar-Practitioner V (1)
 - EDGR946 - Dissertation in Practice I (3)
 - EDGR947 - Dissertation in Practice II (3)

Dissertation Seminar Courses As Needed

- Complete:
 - EDGR950 - Dissertation in Practice Seminar I (3)
 - EDGR951 - Dissertation in Practice Seminar II (3)

- EDGR952 - Dissertation in Practice Seminar III (3)
- EDGR953 - Dissertation in Practice Seminar IV (3)

Grand Total Credits: **57 - 60**

Educational Studies (MEd)

Description

The M.Ed. in Educational Studies is appropriate for non-certified teachers working under the NH State Certification, Alternative IV and students that want a degree in education but do not want to acquire New Hampshire Teacher Certification.

Program Outcomes

1. Organize and synthesize core concepts and principles across education and other subjects.
2. Integrate and use tools of inquiry to become reflective, self-directed learners.
3. Use technology to learn and support ongoing growth and connection to a global society.
4. Identify cultural perspectives, norms, and traditions and see their connections to educational systems.
5. Exhibit dispositions showing the potential to become effective, ethical, professional citizens.

Requirements

Major Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - EDU520 - The Educator Researcher (3)
 - EDU521C - Exploring the Principles of Education (3)
 - EDU533C - Learning through Technology (3)
 - EDU543 - Learning Theories and Instruction (3)
 - SPED501C - Students with Exceptionalities (3)
 - Exit Evaluation: ePortfolio

Major Electives

18 Total Credits

- Complete all of the following
 - 18 credit(s) from subject(s): DEV, EDU, RDG, or SPED within the range of course numbers 500 - 799
 - Exit Evaluation: ePortfolio

Grand Total Credits: **33**

Description

This 16-month program prepares teacher candidates to become classroom teachers in grades K-8, as well as special education teachers in grades K-12. Candidates engage with K-12 students from the start of their program, spending a full school year working alongside practicing educators in local public schools. During the summer, candidates will develop Project Based Learning activities, and then work with Elementary students during a summer learning program sponsored by SNHU. This program is competency-based, ensuring graduates of this program are fully prepared to teach in the growing number of NH schools who have adopted a competency-based approach to teaching and learning. Teachers with certifications in both Elementary Education and Special Education are sought after by school districts looking to hire new teachers. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education.

Program Outcomes

1. Demonstrate the skills, competencies and knowledge to teach elementary school students, K-8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with elementary school students, K-8. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings, K-8.
2. Apply and analyze the theoretical foundations of general education to their professional practice.
3. Analyze the characteristics of learners to determine its impact on the personal, physical, social and academic dimensions of learning.
4. Analyze learning differences to individualize instruction to provide meaningful and challenging learning experiences.
5. Design, implement and evaluate learning environments that foster: (a) academic success; (b) positive social interactions; (c) cultural understanding; (d) safety and emotional well-being; and (e) active engagement.
6. Design, implement and evaluate curriculum that addresses the central concepts, tools of inquiry and structure of the elementary school curriculum.
7. Use multiple methods of assessments to inform educational decisions.
8. Design, implement and evaluate accessible learning experiences that foster: (a) active engagement; (b) academic success; (c) positive social interactions; (d) cultural understanding; (e) cross-disciplinary application; and (f) safety and emotional well-being.
9. Design, implement and evaluate learning facilitation strategies that foster: (a) active engagement; (b) academic success; (c) positive social interactions; (d) cultural understanding; (e) cross-disciplinary application; and (f) safety and emotional well-being.
10. Be reflective practitioners: (a) monitoring student learning; (b) applying research, theory and reflections on teaching and learning to guide practice.
11. Demonstrate the ability to identify, analyze, implement and evaluate the key

components of Project-Based Learning Activities.

12. Assume leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and to advance the profession.
13. Demonstrate the skills, competencies and knowledge to teach elementary/middle/high school students with disabilities from age 5 up to age 21. Performance Indicators c. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children with disabilities from age 5 up to age 21. d. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the skills to engage with children without disabilities from age 5 up to age 21. e. Across academic coursework and supervised clinical experiences, teacher candidates will demonstrate the full range of teaching activities, roles and responsibilities encountered in the school and community settings of a child with disabilities
14. Apply and analyze the theoretical foundations of general education and special education to their professional practice.
15. Demonstrate an understanding and ability to use multiple methods of assessments to inform educational decisions.
16. Individualize instruction.
17. Individualize language and communication instruction.
18. Apply professional and ethical standards to their professional practice.
19. Explain and apply special education law to his/her professional practice.

Requirements

- Complete:
 - EDU609 - Theoretical Foundations (2)
 - EDU611 - Classroom and Behavior Management (2)
 - EDU620 - Instruction in Mathematics (4)
 - EDU621 - Instruction in Literacy (4)
 - EDU631 - Clinical Experience I - Science (2)
 - EDU632 - Clinical Experience III - Elementary Education (4)
 - EDU633 - Clinical Experience IV - Social Studies & Leadership (6)
 - SPED616 - Intervention in Mathematics (4)
 - SPED618 - Intervention in Literacy (4)
 - SPED632 - Clinical Experience II (4)

Grand Total Credits: **36**

Elementary Education (BA)

Description

The Elementary Education with Special Education Program leads to New Hampshire elementary teaching certification for grades K-8 and New Hampshire general special education teaching certification for grades K-12. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in general special education. Students examine traditional and innovative research-based approaches to teaching a diverse population of students with

mild/moderate disabilities. Requirements for both endorsements are accomplished without taking any additional credits (120 total credits). Students who complete this program are highly marketable candidates for both elementary education and special education teaching positions. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students' access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Requirements

General Education Courses
45 Total Credits

- Complete all of the following
 - 45 credit(s) from:
 - Must include:
 - DEV260 - Family and Culture (3)
 - Exception(s):
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)
 - NOTE: Students in the Elementary Education (BA) program must take MAT 106 or MAT 206 to fulfill the Foundation Math requirement.

Major Courses
72 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU120 - Developing Mathematical Thinking (3)
 - EDU203 - Professional Responsibility and Ethics in Teaching (3)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)

University College 2017-2018

- EDU225 - Mathematics Instruction/Young Children (3)
- EDU261 - Emerging and Early Literacy: Grades K-4 (3)
- EDU335 - Methods of Teaching Elementary Mathematics (3)
- EDU345 - Teaching English Language Learners (3)
- EDU359 - Writing/Literature/Elementary (3)
- EDU362 - Literacy in the Content Areas: 4-8 (3)
- EDU363 - Literacy Facilitation for All Learners (3)
- EDU435 - Learning with Technology (3)
- EDU470 - Science for Early Learners (3)
- EDU490 - Student Teaching and Seminar (12)
- SPED106 - Children with Exceptionalities (3)
- 2 credit(s) from the following:
 - EDU440 - Differentiating Instruction (2 - 3)
- 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Free Electives

3 Total Credits

- 3 credit(s).

Grand Total Credits: **120**

Elementary Education with General Special Education (BA)

Description

The Elementary Education with Special Education Program leads to New Hampshire elementary teaching certification for grades K-8 and New Hampshire general special education teaching certification for grades K-12. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in general special education. Students examine traditional and innovative research-based approaches to teaching a diverse population of students with mild/moderate disabilities. Requirements for both endorsements are accomplished without taking any additional credits (120 total credits). Students who complete this program are highly marketable candidates for both elementary education and special education teaching positions. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student

3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students' access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Requirements

General Education Courses

45 Total Credits

- Complete all of the following
 - 45 credit(s) from:
 - Must include:
 - DEV260 - Family and Culture (3)
 - Exception(s):
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)
 - NOTE: Students in the Elementary Education with Certification in General Special Education (BA) program must take MAT 106 or MAT 206 to fulfill the Foundation Math requirement.

Major Courses

78 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU120 - Developing Mathematical Thinking (3)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU219 - Integrating Social Studies and the Arts in the Elementary School (3)
 - EDU225 - Mathematics Instruction/Young Children (3)
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - EDU335 - Methods of Teaching Elementary Mathematics (3)
 - EDU345 - Teaching English Language Learners (3)
 - EDU359 - Writing/Literature/Elementary (3)
 - EDU362 - Literacy in the Content Areas: 4-8 (3)
 - EDU363 - Literacy Facilitation for All Learners (3)
 - EDU435 - Learning with Technology (3)
 - EDU470 - Science for Early Learners (3)
 - EDU490 - Student Teaching and Seminar (12)
 - SPED106 - Children with Exceptionalities (3)
 - SPED230 - Strategies for Engaging Diverse Learners (3)
 - SPED250 - Special Education Assessment (3)

- SPED333 - Collaboration in Special Education (3)
- 2 credit(s) from the following:
 - EDU440 - Differentiating Instruction (2 - 3)
- 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: **123**

English Education (BA)

Description

The Bachelor of Arts in English Education (EED) Program meets the requirements of the State of New Hampshire to teach English in grades 5-12. Students will complete their content area coursework and preliminary training in three years. Students in the program will also be eligible for an English Language and Literature minor. Methods courses will be taught in the field, giving students access to real classrooms in which to test the theories they have been taught. They will gain insight and learn additional content from actual practitioners, as well as university professors. In their senior year they will participate in a full year student teaching internship in local middle and high schools, providing them increased opportunities for working directly with students. They will practice their skills and apply their knowledge in middle and high schools, fully preparing them for success. In all, the new program, with a full year internship, promises to give students an integrated and comprehensive plan for a certification in English Education. Turn your love of literature and writing into a career sharing your talents and passions with your students.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students' access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders;

Requirements

General Education Courses
45 Total Credits

- Complete all of the following
 - 42 credit(s) from:

Must include:

University College 2017-2018

- LIT300 - Literary Theory (3)
- LIT237 - Young Adult Literature (3)
- 1 of the following:
 - ENG226 - Introduction to Creative Writing (3)
 - ENG230 - Writing for Film (3)
 - ENG326 - Genre Writing Workshop (3)
 - ENG327 - Playwriting Workshop (3)
 - ENG328 - Poetry Writing Workshop (3)
 - ENG329 - Fiction Writing Workshop (3)
 - ENG330 - Nonfiction Writing Workshop (3)
 - ENG340 - Context of Writing: Writers/Publishing (3)
 - ENG431 - Advanced Creative Writing (3)

Education Major Courses

51 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU220 - Teaching in the Middle School (3)
 - EDU328 - Teaching in the High School (3)
 - EDU338 - Teaching Writing in the Humanities (3)
 - EDU425 - Literacy Strategies Secondary Education (3)
 - EDU435 - Learning with Technology (3)
 - EDU490 - Student Teaching and Seminar (12)
 - EDU497 - Ethics in Secondary Teaching (2)
 - SPED106 - Children with Exceptionalities (3)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

English Major Courses

24 Total Credits

- Complete all of the following
 - Complete:
 - ENG350 - The English Language (3)
 - 1 of the following:
 - LIT319 - Shakespeare (3)
 - LIT335L1 - Major Authors - American (3)
 - LIT335L2 - Major Authors - British (3)
 - LIT335L3 - Major Authors - Global (3)

American Literature

- 1 of the following:
 - LIT312 - Early American Literature (3)
 - LIT313 - The American Renaissance (3)

- LIT314 - American Realism and Naturalism (3)
- LIT315 - Twentieth Century American Literature and Beyond (3)
- LIT450 - Seminar in American Literature (3)

British Literature

- 1 of the following:
 - LIT306 - Medieval Literature (3)
 - LIT307 - Renaissance and Restoration Literature (3)
 - LIT309 - Romance, Revolutions, and the Birth of the Novel (3)
 - LIT310 - Victorian Literature (3)
 - LIT311 - Modern British Literature (3)
 - LIT451 - Seminar in British Literature (3)

Nontraditional Literature

- 1 of the following:
 - LIT247 - Gender and Text (3)
 - LIT328 - Multi-Ethnic Literature: Describing the Hyphen (3)
 - LIT345 - Postcolonial Encounters (3)
 - LIT350 - The Black Literary Tradition (3)

World Literature

- 1 of the following:
 - LIT229 - World Mythology (3)
 - LIT317 - European Literature (3)
 - LIT318 - World Literature (3)
 - LIT345 - Postcolonial Encounters (3)
 - LIT452 - Seminar in Global Literature (3)
- 6 credit(s) from subject(s): LIT within the range of course numbers 200 - 499

Grand Total Credits: **120**

Field Based Education (MEd)

Description

The Field-based Graduate Programs in Education offer a master of education degree as well as a certificate of advanced graduate study (post master's degree). Its graduate degree and advanced certificates are centered on excellence in teaching and promote intellectual development, empowerment and social responsibility in a supportive environment. This is a part-time program designed for educators working in the field who wish to improve their professional practices. The program takes place off campus in school communities, often in rural settings, based on the belief that the professional educator's working environment is a vital center of learning. Graduate courses are taught in condensed weekend formats during the school year by faculty members who are known for their expertise in a variety of professional positions in the field of education. Students must be practicing educators to be admitted to the program. The program's constructivist philosophy allows students the flexibility to create a focus and develop greater expertise at any level, from early childhood to high school and beyond. Program instructors provide the most current and best research and practice for students, who may immediately apply them to their classroom and

school needs. This individualization allows educators to match the program's content to school-specific needs and cultures. All courses and program activities occur off-site on location in cohort models, where area professional educators work together over a period of several years. The networking and collegial support for ensuring ongoing culture-specific change and improvement often continues even after the graduate degree or certificate is completed. An Action Research Practicum replaces the traditional graduate thesis. A new site or cohort is created when a need is identified in a particular geographic location. A minimum of 15 educators interested in pursuing their graduate work is required for the creation of a new graduate face-to-face education cohort group. Admission – Field-based Graduate Programs in Education The Master of Education (M.Ed.) program is intended for educators who hold bachelor's degrees that can be verified by official transcripts. The Certificate of Advanced Graduate Study (C.A.G.S.) is intended for educators who hold a master's degree. When a new regional field-based graduate education site has been identified and confirmed, interested applicants should submit the following materials for the designated site to: Southern New Hampshire University-Vermont Programs Field-based Graduate Programs in Education 463 Mountain View Drive, Suite 101 Colchester, VT 05446 1.844.282.4484 info@snhvt.org <http://www.snhvt.org>

Program Outcomes

1. Deepen your understanding of ways in which to be responsive to the learning and development of all students
2. Plan and deliver purposeful learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to the learning process
4. Broaden your knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Develop your understanding of inquiry and the use of inquiry in practice
6. Explore your own concept of leadership and its application to your own professional practice
7. Demonstrate skills needed for professional analysis, innovation, generation, and reflection
8. Conduct rigorous self-evaluation of professional growth and teaching practice development
9. Develop your skills as a reflective, collaborative, scholar-educator
10. Design, develop, and carry out a scholarly action research project that improves your individual practice

Requirements

Major Courses
36 Total Credits

- Complete:
 - EDGR600 - Profile Seminar (1)
 - EDGR601 - Action Research Practicum I (1)
 - EDGR602 - Action Research Practicum II (1)
 - EDGR603 - Action Research Practicum III (1)
 - EDGR604 - Action Research Practicum IV (1)
 - EDGR610 - Dimensions of Curriculum and Management (3)

University College 2017-2018

- EDGR615 - Curriculum and Management Decision Making (3)
- EDGR620 - Dimensions of Teaching/Instructional Technology (3)
- EDGR625 - Teaching and Instructional Technology Applications (3)
- EDGR630 - Dimensions of Assessment and Evaluation (3)
- EDGR635 - Applications in Assessment/Evaluation (3)
- EDGR640 - Dimensions of Leadership & Organization (3)
- EDGR645 - Challenges in Leadership (3)
- EDGR650 - Dimensions in Learning and Development (3)
- EDGR655 - Learning and Development Applications (3)
- EDGR690 - Capstone Seminar (1)

Grand Total Credits: **36**

Leadership (MEd)

Description

This program is designed for individuals who wish to become educational leaders. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience.

Program Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.

Requirements

Major Courses
27 Total Credits

- Complete:
 - EDU507 - Leadership for Learning (3)
 - EDU508 - Effective Management of Schools (3)
 - EDU550 - Educational Assessment (3)
 - EDU554 - The Development of a Mission, Vision and Goals (3)
 - EDU590 - Process and Communication Skills (3)
 - EDU604 - Leading a Collaborative School (3)
 - EDU656 - Reflective Leadership Skills (3)
 - EDU670 - Leading Creativity and Innovation (3)
 - EDU680 - Teacher Support, Monitoring, and Accountability (3)

Major Electives or choose a Concentration
9 Total Credits

- Complete all of the following
 - 9 credit(s) from subject(s): EDU
 - NOTE: Some concentration options may exceed 36 total program credits.

Grand Total Credits: **36**

Leadership (MEd) - Curriculum Administration (Concentration)

Description

This program is designed for individuals who wish to become certified curriculum administrators in the State of New Hampshire. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

Concentration Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the state of New Hampshire as a curriculum administrator.

Requirements

- Complete:
 - EDU608 - Curriculum, Instruction, Data Continuum (3)
 - EDU739 - Practicum in Curriculum Administration I (3)
 - EDU740 - Practicum Curriculum Administration II (3)

Grand Total Credits: **9**

Leadership (MEd) - Curriculum Administrators and Principals (Concentration)

Description

This program is designed for individuals who wish to become certified as both a school principal and a curriculum administrator in the State of New Hampshire. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

Concentration Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the state of New Hampshire as a school principal and a curriculum administrator.

Requirements

- Complete all of the following
 - Complete:
 - EDU608 - Curriculum, Instruction, Data Continuum (3)
 - EDU610 - Ethics and School Law (3)
 - EDU739 - Practicum in Curriculum Administration I (3)
 - EDU740 - Practicum Curriculum Administration II (3)
 - EDU789 - Practicum in School Leadership I (3)
 - EDU790 - Practicum in School Leadership II (3)
 - 1 credit(s) from the following:
 - EDU699 - Advanced Field Experience (1 - 6)

Grand Total Credits: **19**

Leadership (MEd) - School Administration (Concentration)

Description

This program is designed for individuals who wish to become certified school principals in the State of New Hampshire. The program shall provide students with skills, competencies, and knowledge to provide leadership in the following areas: philosophy of learning; culture of teaching and learning; management of the organization and operation of a school; relationships with the broader community; ethics in learning; and the political, social, economic, legal, and cultural context of learning. The program shall allow for individualized programs of study and experience. Candidates must have five years of teaching experience as a certified educator before being recommended for licensure with the State of NH. Must possess an Experienced Educator license from the State of NH, or its equivalent from another state.

Concentration Outcomes

1. Be a change agent.
2. Be a leader of learning in schools.
3. Be a reflective systems thinker.
4. Be responsible for the climate and culture of a building, including creating and maintaining a vision and a mission.
5. Be responsible for the operations management and development of all teachers.
6. Meet all required competencies to be recommended for licensure in the State of New Hampshire as a school principal.

Requirements

- Complete:
 - EDU610 - Ethics and School Law (3)
 - EDU789 - Practicum in School Leadership I (3)
 - EDU790 - Practicum in School Leadership II (3)

Grand Total Credits: **9**

Middle School Mathematics Education (BA)

Description

The Middle School Mathematics education program leads to certification for mathematics grades 5-8. The program of study provides prospective middle school mathematics teachers with strong mathematical knowledge and a good sense of mathematics learning that takes place during the middle grades. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching Middle School Mathematics. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as

required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students' access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders;

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT106 - Math for Elementary Education I (3)
- MAT225 - Calculus I: Single-Variable Calculus (3)

Major Courses

70 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU220 - Teaching in the Middle School (3)
 - EDU425 - Literacy Strategies Secondary Education (3)
 - EDU435 - Learning with Technology (3)
 - EDU490 - Student Teaching and Seminar (12)
 - EDU497 - Ethics in Secondary Teaching (2)
 - EDU498 - Seminar in Mathematics Education (1)
 - MAT230 - Discrete Mathematics (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - MAT360 - Statistics and Probability for Teachers (3)
 - MAT361 - Geometry for Teachers (3)
 - MAT362 - Algebra for Teachers (3)
 - MAT450 - History of Math and Math Education (3)
 - SPED106 - Children with Exceptionalities (3)
 - 6 credit(s) from the following:

- EDU376 - Mathematics Teaching Methods (3 - 6)
- 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Free Electives
5 Total Credits

- 5 credit(s).

Grand Total Credits: **120**

Middle School Science Education (BS)

Description

The Middle School Science Education Program leads to certification for middle level science grades 5-8. The program provides students with strong scientific knowledge and a good sense of science learning that take place during the middle grades. Throughout this program, courses integrate knowledge of science, knowledge of teaching, and scientific knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching middle school science. University Jurisdiction: The School of Education will deliver the program, and certifies student teachers. The key faculty members include full-time faculty of the Department of Science at SNHU: Kevin Degnan (Chair), Joseph Corbin, Michele Goldsmith, and Katharine York. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and to support students' access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Requirements

General Education Courses
45 Total Credits

- 45 credit(s) from:

Must include:

- BIO215 - People, Places, and Plagues (3)
- GEO200 - World Geography (3)
- SCI251 - Natural Sciences I (3)

Science Major Courses

27 Total Credits

- Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - BIO210 - Introduction to Anatomy and Physiology (3)
 - BIO210L - Anatomy and Physiology Lab (1)
 - BIO315 - Ecological Principles and Field Methods (3)
 - CHM120 - General Chemistry I (3)
 - CHM120L - General Chemistry I Lab (1)
 - CHM200 - Environmental Chemistry (3)
 - ENV101 - Environmental Science (3)
 - PHY101 - Principles of Physics (3)
 - PHY103 - Earth System Science (3)

Education Major Courses

48 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU220 - Teaching in the Middle School (3)
 - EDU375 - Middle School Science Methods (3)
 - EDU425 - Literacy Strategies Secondary Education (3)
 - EDU435 - Learning with Technology (3)
 - EDU490 - Student Teaching and Seminar (12)
 - EDU497 - Ethics in Secondary Teaching (2)
 - SPED106 - Children with Exceptionalities (3)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: **120**

Middle School Science Education (Minor)

Description

The Middle School Science Education minor at SNHU is for students interested in the content and pedagogy of middle school science. Courses focus on particular areas of science that are integrated across the middle school curriculum, and will also provide a strong foundation for understanding effective teaching methods for middle school science. This minor is appropriate for students already enrolled in teacher certification programs.

Program Outcomes

Requirements

Prerequisite Courses

3 Total Credits

- Complete:
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - BIO101 - Principles of Biology (3)
 - EDU220 - Teaching in the Middle School (3)
 - PHY103 - Earth System Science (3)
 - 2 of the following:
 - BIO210 - Introduction to Anatomy and Physiology (3)
 - BIO215 - People, Places, and Plagues (3)
 - CHM101 - Fundamentals of Chemistry (3)
 - PHY101 - Principles of Physics (3)

Grand Total Credits: **18**

Music Education (BA)

Description

The Music Education Program leads to teacher certification for music grades K-12. The program provides an intensive study of music, a broad and integrated background in the liberal arts, and the skills, knowledge and experience to help elementary, middle, and high school students develop to their full potential. Music education majors practice traditional and innovative research-based approaches to teaching music through a six semester series of weekly internships in the local public schools, and a full immersion semester of student teaching. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for

their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students' access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders;

Requirements

General Education Courses

45 Total Credits

- Complete all of the following
 - 42 credit(s) from:
 - Must include:
 - DEV260 - Family and Culture (3)
 - 1 of the following:
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)

Music Major Courses

30 Total Credits

- Complete all of the following
 - Complete:
 - MUS211 - Music Theory and Aural Skills I (3)
 - MUS212 - Music Theory and Aural Skills II (3)
 - MUS311 - Music Theory and Aural Skills III (3)
 - MUS312 - Music Theory and Aural Skills IV (3)
 - MUS351 - Music History: Antiquity to 1750 (3)
 - MUS352 - Music History: 1750 to the Present (3)
 - 6 credit(s) from the following:
 - MUS130 - SNHU Choir (0 - 3)
 - MUS140 - Instrumental Music Ensemble (0 - 1)
 - 6 credit(s) from the following:
 - MUS250 - Private Music Lessons (1)

Education Major Courses

50 Total Credits

- Complete all of the following
 - Complete:
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU490 - Student Teaching and Seminar (12)
 - MUE100 - Introduction to Music Education (3)
 - MUE201 - Vocal Techniques (1)
 - MUE202 - Piano/Guitar Techniques (1)
 - MUE203 - Percussion Techniques (1)
 - MUE204 - Brass Techniques (1)
 - MUE205 - String Techniques (1)
 - MUE206 - Woodwind Techniques (1)
 - MUE262 - Elementary General Music Methods (3)
 - MUE264 - Advanced Vocal Music Methods (1)
 - MUE265 - Advanced Instrumental Music Methods (1)
 - MUE300 - Secondary Music Methods (3)
 - MUE301 - Conducting (3)
 - MUE305 - Technology in the Music Classroom (3)
 - SPED106 - Children with Exceptionalities (3)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: **125**

Professional Study (Graduate Certificate)

Description

The Graduate Certificate of Professional Study is designed for educators who are seeking to advance their professional practice by pursuing additional coursework beyond their degree. Created as a field-based program, this graduate certificate program is ideal for practicing educators seeking applied learning and professional development opportunities. Individuals pursuing this certificate can choose from courses in five different topic areas: Curriculum, Assessment and Evaluation, Education Technology, Learning and Development, and Teacher Leadership.

Program Outcomes

1. Deepen understanding of ways to be responsive to the learning and development of all students
2. Plan and deliver purposeful learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to the learning process
4. Broaden knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Demonstrate skills needed for professional analysis, innovation, and generation of professional strategies
6. Conduct self-evaluation of professional growth, teaching practice development, and personal leadership
7. Develop skills as a reflective, collaborative, scholar-educator

Requirements

- 15 credit(s) from the following:
 - EDGR610 - Dimensions of Curriculum and Management (3)
 - EDGR615 - Curriculum and Management Decision Making (3)
 - EDGR620 - Dimensions of Teaching/Instructional Technology (3)
 - EDGR625 - Teaching and Instructional Technology Applications (3)
 - EDGR630 - Dimensions of Assessment and Evaluation (3)
 - EDGR635 - Applications in Assessment/Evaluation (3)
 - EDGR640 - Dimensions of Leadership & Organization (3)
 - EDGR645 - Challenges in Leadership (3)
 - EDGR650 - Dimensions in Learning and Development (3)
 - EDGR655 - Learning and Development Applications (3)

Grand Total Credits: **15**

Professional Study (Post Master's Graduate Certificate)

Description

The Post-Master's Certificate of Professional Study is intended for educators interested in an advanced pursuit of professional knowledge and practices and wishing to pursue additional coursework beyond their Master's Degree. Created as a field-based program, this post-master's certificate program is ideal for practicing educators seeking applied learning and professional development opportunities. Individuals pursuing this certificate can choose from courses in five different topic areas: Curriculum, Assessment and Evaluation, Education Technology, Learning and Development, and Teacher Leadership.

Program Outcomes

1. Advance understanding of ways to be responsive to the learning and development of all students
2. Plan and deliver advanced learning opportunities that incorporate current research and practices to engage students in meaningful ways
3. Demonstrate advanced knowledge of students' physical, cognitive, cultural, and emotional development as relates to fostering learning in a variety of education contexts and climates
4. Advance knowledge of ways to create strengths-based, inclusive, collaborative learning communities in classrooms and schools
5. Demonstrate advanced skills needed for professional analysis, innovation, and generation of professional strategies
6. Conduct advanced, critical self-evaluation of professional growth, teaching practice development, and personal leadership
7. Advance skills as a reflective, collaborative, scholar-educator

Requirements

- 15 credit(s) from the following:
 - EDCA610 - Practices in Curriculum and Management (3)
 - EDCA615 - Advanced Applications in Curriculum and Management (3)
 - EDCA620 - Practices in Technology and Instruction (3)
 - EDCA625 - Advanced Applications in Technology and Instruction (3)
 - EDCA630 - Practices in Assessment and Evaluation (3)
 - EDCA635 - Advanced Applications in Assessment and Evaluation (3)
 - EDCA640 - Practices in Leadership and Organizations (3)
 - EDCA645 - Complexities in Leadership (3)
 - EDCA650 - Practices in Learning and Development (3)
 - EDCA655 - Advanced Applications in Learning and Development (3)

Grand Total Credits: **15**

Secondary Mathematics Education (BA)

Description

The University is pursuing approval by the New Hampshire State Board of Education for an approved certification program in Mathematics Grades 7-12. Students may take courses associated with this certification while the University seeks approval. Until approval is granted, students cannot be recommended to the State Department of Education for certification. State certification is contingent upon the program being approved by the New Hampshire State Board of Education. The program of study provides prospective mathematics teachers for grades 7-12 with strong mathematical knowledge and a good sense of mathematics learning that takes place during grades 7-12. Throughout this program, courses integrate knowledge of mathematics, knowledge of teaching, and mathematical knowledge for teaching. The program provides graduates with a comprehensive knowledge of instructional theory and practice while examining traditional and innovative research-based approaches to teaching mathematics in grades 7-12. This program is approved by the New Hampshire State Department of Education for Teacher Certification as leading to an initial teacher's license or endorsement in New Hampshire. Southern New Hampshire University cannot guarantee licensure, certification, endorsement, or salary benefits. Professional licensure, certification, endorsement, and salary benefit requirements for educators vary from state to state and district to district. Southern New Hampshire University (SNHU) cannot guarantee licensure, certification, endorsement, or salary benefits. It is the students' responsibility to understand and comply with requirements in the state where they intend to work as an administrator or teacher. Students seeking licensure in states other than New Hampshire are solely responsible for determining whether they are eligible for licensure, and before beginning the program, confirming the precise requirements that must be satisfied to be licensed in that state. Students specifically seeking a New Hampshire certificate must meet all of the requirements, policies, and protocols included in the program approval(s) granted to Southern New Hampshire University by the State Department of Education under the auspices of School of Education and Certification Officer. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students' access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders

Requirements

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT225 - Calculus I: Single-Variable Calculus (3)
- MAT230 - Discrete Mathematics (3)
- PSY108 - Introduction to Psychology (3)
- PSY211 - Lifespan Development (3)

Education Major Courses

49 Total Credits

- Complete all of the following
 - Complete:
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU220 - Teaching in the Middle School (3)
 - EDU425 - Literacy Strategies Secondary Education (3)
 - EDU435 - Learning with Technology (3)
 - EDU490 - Student Teaching and Seminar (12)
 - EDU497 - Ethics in Secondary Teaching (2)
 - EDU498 - Seminar in Mathematics Education (1)
 - SPED106 - Children with Exceptionalities (3)
 - 6 credit(s) from the following:
 - EDU376 - Mathematics Teaching Methods (3 - 6)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Mathematics Major Courses

30 Total Credits

- Complete:
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)
 - MAT310 - Number Theory (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT330 - Differential Equations (3)
 - MAT350 - Applied Linear Algebra (3)
 - MAT360 - Statistics and Probability for Teachers (3)
 - MAT361 - Geometry for Teachers (3)
 - MAT362 - Algebra for Teachers (3)
 - MAT450 - History of Math and Math Education (3)

Grand Total Credits: **124**

Social Studies and Education (BA)

Description

The Bachelor of Arts in Social Studies and Education (SSE) meets the requirements for State of New Hampshire certification to teach social studies in grades 5-12 which includes the content areas of United States and World History, Geography, Civics, Economics, psychology, sociology, and anthropology. This program is demanding and intense: students who aspire to teach in public secondary education systems will spend significant time embedded in local middle and high schools before engaging in a yearlong student teaching experience. Additionally, students completing this program are eligible for a minor in History. By choosing history courses for General Education electives/requirements students may earn a second major in History. No longer about memorization of dates, Social studies teaching engages the mind, encourages inquiry, and delves into life's deeper questions. Students completing the program will have acquired skills in communication and critical thinking, developed an historic perspective, and gained an understanding of the processes of teaching and learning applicable not only in school settings but also to other learning and training settings.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student
3. Integrate and use tools of inquiry to become reflective, self-directed learners
4. Use technology to learn and support students' access to learning
5. Design, build, and maintain classroom cultures that are caring and inclusive
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning
7. Exhibit dispositions showing the potential to become effective, ethical, professional educators and leaders

Requirements

General Education Courses
45 Total Credits

- Complete all of the following
 - 42 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- GEO200 - World Geography (3)
- POL210 - American Politics (3)
- 1 of the following:
 - HIS101 - Exploring the Past (3)
 - HIS102 - The Medieval World: Exploring the Past (3)
 - HIS103 - The Early Modern World: Exploring the Past (3)
 - HIS104 - The Modern World: Exploring the Past (3)

Major Courses
75 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - ECO202 - Macroeconomics (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU220 - Teaching in the Middle School (3)
 - EDU328 - Teaching in the High School (3)
 - EDU338 - Teaching Writing in the Humanities (3)
 - EDU348 - Competencies in the Social Studies (3)
 - EDU425 - Literacy Strategies Secondary Education (3)
 - EDU435 - Learning with Technology (3)
 - EDU490 - Student Teaching and Seminar (12)
 - EDU497 - Ethics in Secondary Teaching (2)
 - SOC112 - Introduction to Sociology (3)
 - SPED106 - Children with Exceptionalities (3)
 - HIS401 - Making History: Capstone (3)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)
 - 3 credit(s) from the following:
 - POL305 - State and Local Government (3)
 - POL324 - Congress and the Legislative Process (3)
 - POL362 - The American Presidency (3)
 - NOTE: POL 309 and POL 327 are options in the above selection. These course are no longer available through University College, but may be taken through the College of Online and Continuing Education.
 - 3 credit(s) from the following:
 - HIS245 - United States History since 1945 (3)
 - HIS254 - Civil Rights Movement (3)
 - HIS270 - American Environmental History (3)
 - HIS314 - European Conquest of New World (3)
 - HIS330 - Civil War and Reconstruction (3)
 - HIS338 - Young America (3)
 - HIS357 - American Slavery (3)
 - 3 credit(s) from the following:
 - HIS222 - War and Society: Antiquity to 1800 (3)
 - HIS223 - Modern War & Society (3)
 - HIS240 - World War I (3)
 - HIS241 - World War II (3)
 - HIS242 - The Cold War (3)
 - HIS249 - The Common Good (3)
 - HIS259 - Silk Roads and Samurai (3)
 - HIS260 - Modern China (3)
 - HIS264 - Modern Japan (3)

- HIS301 - World History and Culture (3)
- HIS308 - Case Studies in Revolution (3)
- HIS309 - Dictators in the Modern Era (3)
- 3 credit(s) from the following:
 - HIS222 - War and Society: Antiquity to 1800 (3)
 - HIS223 - Modern War & Society (3)
 - HIS235 - Modern Russia (3)
 - HIS238 - Modern Germany: 1871 - Present (3)
 - HIS240 - World War I (3)
 - HIS241 - World War II (3)
 - HIS242 - The Cold War (3)
 - HIS321 - The Ancient World of Greece and Rome (3)
 - HIS374 - The Renaissance and the Reformation (3)

Grand Total Credits: **120**

Special Education (BA)

Description

The program for children with disabilities prepares New Hampshire based students for eligibility for teaching certification for grades K-12 in General Special Education. Teachers with this certification are qualified to teach children with disabilities in all settings. In addition to meeting all degree requirements, students seeking certification must meet all testing requirements for their specific certification area as required by the New Hampshire Department of Education. Students will not be recommended for certification until all requirements are met. SNHU requires a passing score on the Praxis II Elementary Education: Multiple Subjects Exam for students seeking a recommendation for certification in General Special Education, even if the exam is not otherwise required by the NH Department of Education.

Program Outcomes

1. Organize and synthesize the core concepts and principles of the subjects they teach in accordance with local, state, and national standards;
2. Translate content knowledge into meaningful evidence-based experiences that ensure student learning for each student;
3. Integrate and use tools of inquiry to become reflective, self-directed learners;
4. Use technology to learn and support students' access to learning;
5. Design, build, and maintain classroom cultures that are caring and inclusive;
6. Identify cultural perspectives, norms, and traditions and see their connections to teaching and learning;
7. Exhibit dispositions showing the potential to become effective, ethical, and professional educators and leaders

Requirements

General Education Courses
45 Total Credits

- Complete all of the following

- 45 credit(s) from:

Must include:

- DEV260 - Family and Culture (3)
- Exception(s):
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)
- NOTE: Students in the Special Education (BA) program must take MAT 106 or MAT 206 to fulfill the Foundation Math requirement.

Major Courses

75 Total Credits

- Complete all of the following
 - Complete:
 - DEV106 - Child Development (3)
 - EDU102 - Foundations of Education (3)
 - EDU102L - Foundations of Education Lab (1)
 - EDU120 - Developing Mathematical Thinking (3)
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)
 - EDU225 - Mathematics Instruction/Young Children (3)
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - EDU335 - Methods of Teaching Elementary Mathematics (3)
 - EDU345 - Teaching English Language Learners (3)
 - EDU359 - Writing/Literature/Elementary (3)
 - EDU362 - Literacy in the Content Areas: 4-8 (3)
 - EDU363 - Literacy Facilitation for All Learners (3)
 - EDU435 - Learning with Technology (3)
 - EDU490 - Student Teaching and Seminar (12)
 - SPED106 - Children with Exceptionalities (3)
 - SPED230 - Strategies for Engaging Diverse Learners (3)
 - SPED250 - Special Education Assessment (3)
 - SPED333 - Collaboration in Special Education (3)
 - SPED420 - Accessing Curriculum (3)
 - 2 credit(s) from the following:
 - EDU440 - Differentiating Instruction (2 - 3)
 - 9 credit(s) from the following:
 - EDU487 - Student Teaching I (3 - 9)

Grand Total Credits: **120**

Special Education (Minor)

Requirements

Required Courses

15 Total Credits

- Complete all of the following
 - Complete:
 - SPED106 - Children with Exceptionalities (3)
 - SPED250 - Special Education Assessment (3)
 - SPED333 - Collaboration in Special Education (3)
 - 2 of the following:
 - DEV106 - Child Development (3)
 - EDU203 - Professional Responsibility and Ethics in Teaching (3)
 - SPED206 - Interventions in Early Childhood (3)

Grand Total Credits: **15**

Courses

Accounting

ACC105 - Foundations of Accounting I

Description

This course will provide an overview of selected topics from financial accounting. It is designed to help business majors understand how accounting information can help them make decisions and evaluate decisions made on the job. Business majors will explore the rules and regulations for preparing financial accounting information and learn how to prepare and analyze basic financial statements.

Credits

2

ACC201 - Financial Accounting

Description

Financial Accounting establishes the rules and regulations for preparing accounting information used by internal and external sources to evaluate the financial health of an organization. This course will develop the student's ability to interpret financial accounting information, to communicate this information and to understand the accounting system that produces this information.

Credits

3

ACC202 - Managerial Accounting

Description

Managerial Accounting will explore the financial impact of alternative business decisions and the financial benefits of new business practices. After completing this course, the student will understand how accounting and other productivity information can be used to assess the past and improve the future performance of a business by giving managers essential information they need to make more informed decisions.

Credits

3

Requisites

- 1 of the following:
 - ACC201 - Financial Accounting (3)
 - ACC105 - Foundations of Accounting I (2)

ACC205 - Foundations of Accounting II

Description

This course will continue to reinforce the concepts learned in Foundations of Accounting I and add selected topics from managerial accounting. Business majors will learn about cost types and their behaviors. They will also learn the principles to evaluate the financial impact of alternative business decisions.

Credits

2

Requisites

- 1 of the following:
 - ACC105 - Foundations of Accounting I (2)
 - ACC215 - Fundamentals of Financial Accounting (3)

ACC207 - Cost Accounting

Description

This course examines the accounting concepts and practices used in the recording, classifying and reporting of cost data. An analysis is made of the behavior of costs and its use to management in the planning and control process. Budgeting, standard cost, job order and process are examined, along with special problems in cost accounting.

Credits

3

Requisites

- 1 of the following:
 - ACC202 - Managerial Accounting (3)
 - ACC205 - Foundations of Accounting II (2)

ACC215 - Fundamentals of Financial Accounting

Description

This course is designed to give students an introduction to financial accounting and reporting techniques and concepts including an overview of the accounting cycle, financial statements and ethical responsibilities of accountants in business.

Credits

3

ACC225 - Foundations of QuickBooks

Description

This course will provide an introduction to QuickBooks which is one of the most popular accounting systems used by small businesses. This course will take you through the fundamentals of how this software works. You will learn how to apply the accounting cycle using this software and produce various reports that can be used to provide valuable information to a business.

Additional Information

Offered in the DY02 term only.

Credits

1

Requisites

- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)

ACC230 - Microsoft Excel for Accountants

Description

Developed specifically for accounting students, this hands-on Microsoft Excel course is designed to teach Excel features, functions, and techniques that are needed in the field of accounting. Topics include using excel for proper financial statement presentation, computation and presentation of amortization schedules for loans, bonds, and leases with related journal entries, worksheet management, formula usage for computation of financial ratios, creation of charts and pivot tables, usage of excel for capital budgeting tools, and usage of various excel functions and formulas.

Additional Information

Offered in the DY02 term only.

Credits

2

Requisites

- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)

ACC302 - Professional Communication in Accounting

Description

Professional Communication in Accounting introduces students to the rhetorical strategies necessary to plan, design, write and distribute texts necessary for professional accounting experiences. Emphasizing the need to address appropriate audience and language, students will be able to create a portfolio of workplace documents representative of their field.

Additional Information

Offered every spring term.

Credits

2

Requisites

- Complete all of the following
 - Complete:
 - ENG200 - Sophomore Seminar (3)
 - 30 credit(s).

ACC307 - Intermediate Accounting I

Description

Review introductory concepts including the accounting cycle, journal and adjusting entries. Learn to address more intricate accounting scenarios such as recording more complex financial statement elements. Apply theoretical frameworks and various accounting standards and regulations to the proper preparation of financial statements.

Credits

3

Requisites

- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)

ACC308 - Intermediate Accounting II

Description

Apply accounting rules and methodologies for increasingly complex transactions and elements to create more extensive financial statements. Assess a company's financial performance using appropriate ratio analysis to support informed decision making.

Credits

3

Requisites

- Complete:
 - ACC307 - Intermediate Accounting I (3)

ACC309 - Intermediate Accounting III

Description

Examine reporting and disclosure requirements for complex accounting topics. Analyze the financial impact of changes to an organization based on factors such as stock characteristics, comprehensive income and retained earnings, types of leases and post-retirement benefits. Consider correct disclosure for error corrections, accounting changes and adjustments. Gain perspective on communicating financial information to internal and external stakeholders for informing company decisions.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ACC308 - Intermediate Accounting II (3)

ACC312 - International Managerial Accounting

Description

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multinational taxation, global financial statement analysis, and transparency and disclosure in global environment to gain an appreciation and understanding of international managerial accounting. The above studies will relate to international accounting and reporting considerations, standards, and responsibilities.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ACC202 - Managerial Accounting (3)
 - ACC205 - Foundations of Accounting II (2)

ACC315 - Accounting Systems Applications

Description

This course introduces the student to various commercial accounting software application programs. The student will have hands-on experience with actual computer preparation of accounting transactions using accounting software in general ledger, financial statement preparation, accounts receivable, accounts payable, cost control and allocation and budgeting. It is assumed that students have a basic working knowledge of personal computers. Programming knowledge is not necessary.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ACC202 - Managerial Accounting (3)
 - ACC205 - Foundations of Accounting II (2)
 - Complete:
 - IT100 - Introduction to Information Technology (3)

ACC322 - Governmental and Non-Profit Accounting

Description

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ACC307 - Intermediate Accounting I (3)

ACC330 - Federal Taxation I

Description

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals.

Additional Information

Offered every fall term.

Credits

3

ACC331 - Federal Taxation II

Description

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for S corporations, C corporations and partnerships.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ACC330 - Federal Taxation I (3)

ACC335 - Tax Factors for Business Decisions

Description

This course focuses on tax basics that apply to all forms of business organizations. It stresses the importance of tax concepts within the framework of financial reporting and emphasizes differences between tax and financial accounting theory and electronic applications in the tax area. The course covers general concepts, underlying policies, a comparison of tax rules to GAAP, basic compliance obligations, the role of the tax advisor and current tax issues. The Internal Revenue Code, comprehensive research matters of tax law, the computer online service research will be explored.

Additional Information

Offered as needed.

Credits

3

Requisites

- 1 of the following:
 - ACC202 - Managerial Accounting (3)
 - ACC205 - Foundations of Accounting II (2)

ACC340 - Controllership

Description

This course examines the accounting and interpersonal skills necessary to manage an efficient accounting department. These skills include processing accounting transactions, preparing financial statements, recommending improvement in financial operating policies, and monitoring the financial activities in other departments. Basic areas of subject coverage include cash management, inventory valuation, operating budgeting, taxes, insurance, and capital budgeting. Also included will be the use of electronic spreadsheets for financial analysis, client-server computing applications, target costing, disaster recovery planning, activity based costing, outsourcing, and managing in a growth environment.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ACC307 - Intermediate Accounting I (3)

ACC345 - Financial Statement Analysis/ Business Valuation

Description

Accountants and other business professionals are often called upon to evaluate the financial health and market value of their company and of other companies under consideration for acquisition. This course presents theory, tools and techniques that are later applied to the actual analysis of a publicly traded company, as well as an introduction to fundamental valuation techniques. It will extend prior analysis to include the computation of free cash flows, the interpretation of notes to financial statements and the integration of information provided in various SEC filings to evaluate a corporation's future prospects. This is a team intensive course.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ACC307 - Intermediate Accounting I (3)
 - FIN305 - Foundations of Finance (2)

ACC350 - Volunteer Income Tax Assistance

Description

The IRS mission, which is to provide America's taxpayers top quality service by helping them understand and meet their responsibilities as well as by applying the tax law with integrity and fairness to all, will be followed in this course. The course will entail becoming certified, by the IRS to work as a volunteer, setting up the Volunteer Income Tax Assistance Program site and then marketing the site to the general public. The certification includes passing an IRS test. The program would include you in the 93 million Americans who each year helps to make our world a better place to live by volunteering. This course will not entail the preparation of any complicated income tax returns; as such it does not require any prior extensive tax knowledge.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ACC330 - Federal Taxation I (3)

ACC405 - Advanced Accounting

Description

Advanced Accounting includes a comprehensive examination and analysis of the accounting principles and procedures that are applicable to special areas of business. The topics covered are partnerships, consignments, installment sales, branches, business combinations, consolidations, bankruptcy, foreign exchange, and estates and trusts. Particular emphasis is placed on problem solving.

Credits

3

Requisites

- Complete:
 - ACC308 - Intermediate Accounting II (3)

ACC411 - Auditing Principles

Description

This course presents an in-depth examination of audit programs and procedures. It emphasizes the review of internal controls as required during an audit engagement, as well as the considerations pertaining to both clients and auditors.

Credits

3

Requisites

- Complete:
 - ACC308 - Intermediate Accounting II (3)

ACC421 - Auditing and Forensic Accounting

Description

This course focuses on the investigation, detection, documentation, and prevention of accounting frauds, stock frauds, and employee theft and embezzlement. White-collar crime involving fraud has mushroomed. Much of the responsibility for detecting fraud has been assumed by the accounting profession. Accountants need to learn how to investigate and recognize fraud within an organization and how to implement the latest techniques for controlling it.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ACC308 - Intermediate Accounting II (3)

ACC490 - Accounting Internship

Description

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience.

Credits

0 - 15

Requisites

- Complete:
 - ACC215 - Fundamentals of Financial Accounting (3)

ACC500 - Managerial Accounting

Description

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

Note: ACC 500 cannot be taken for credit or as an elective if ACC 510 has been completed.

Credits

3

Requisites

- Complete:
 - MBA503 - Financial Reporting and Analysis (3)

ACC515 - Accounting for Managers

Description

This course is designed to provide corporate managers with an understanding of cost accounting so as to be able to perform performance evaluation and analysis. The course specifically covers cost accounting terminology and methodology, review of financial statements and cost accounting reports, analysis of unit and total costs composition, analysis of budgets and evaluation of actual versus budget performance.

Credits

2

ACC550 - Cost Accounting

Description

This course provides a comprehensive study of the concepts, procedures, and practices of accounting systems that record, classify, and report cost data. These systems are designed to aid in the cost-effective operation of for-profit and non-profit organizations. This course focuses on cost behaviors, alternative cost systems, and accounting tools for planning and control. Additional topics studied would include relevant cost analysis for management decisions, cost/ revenue allocation methods, inventory management, and transfer pricing.

Credits

3

Requisites

- Placement in

ACC640 - Auditing
Description

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

Credits

3

Requisites

- Placement in

ACC645 - Advanced Auditing
Description

This course is designed to introduce the student who is familiar with financial auditing principles to advanced auditing topics including 1) beyond the financial audit, 2) when audits go wrong, and 3) behavioral and ethical concerns for auditors. The course utilizes a combination of case studies, student presentations, and reviews of current auditing research and professional materials to assist students in increasing their knowledge of auditing. This is a reading intensive course.

Credits

3

Requisites

- Complete:
 - ACC640 - Auditing (3)

ACC660X - Controllership
Description

This comprehensive course is designed to help financial managers master the technical, financial, accounting and people management skills necessary for the job of a corporate controller.

Credits

2

Requisites

- Complete:
 - ACC550 - Cost Accounting (3)

ACC680X - International Accounting

Description

This course focuses on accounting in the global marketplace and reviews international accounting standards for financial reporting and introduces and compares taxation and financial and managerial accounting issues in the international environment. NOTE: ACC 680 can be used as an international business elective.

Credits

2

Requisites

- Placement in

ACC685 - Governmental and Nonprofit Accounting

Description

This course examines the core principles and practices of nonprofit accounting.

Credits

3

Requisites

- Placement in

ACC696 - Situational Ethics in Accounting

Description

This course deals with the application of academic research related to ethical decision making, identifying evolving ethical issues in the accounting and business environment, and evaluating and applying theories of ethics and justice. Students will be exposed to ethical situations affecting the accounting and business environments to gain a solid foundation on which to address possible circumstances they may face as accounting professionals.

Credits

3

Requisites

- Complete:
 - ACC640 - Auditing (3)

ACC700X - Seminar in Accounting Topics

Description

As the final step in students' journeys toward their Master of Science degrees in Accounting, this capstone course will integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone as a culmination of their studies. The course will be structured to support student success in fulfilling program requirements and developing a well-thought-out, comprehensive capstone project.

Credits

2

Requisites

- Placement in

ACC701 - Advanced Topics in Financial Reporting I

Description

Course includes in-depth coverage of several important advanced accounting topics: Going Concerns assumptions, Fair Value Measurements

Credits

2

Requisites

- Placement in

ACC702 - Advanced Topics in Financial Reporting II

Description

Course includes in-depth coverage of several important advanced accounting topics: Pensions and Post-Retirement Benefits, Asset Retirement Obligations, and Troubled Debt Restructuring

Credits

2

Requisites

- Placement in

ACC720 - Auditing and Attestation Review Course

Description

This is a CPA Exam review course for the Auditing and Attestation section of the Uniform Certified Public Accountants examination. This course is an intense immersion in those topics from undergraduate and graduate auditing classes that are likely to be on the CPA exam.

Credits

4

Requisites

- Complete:
 - ACC645 - Advanced Auditing (3)

ACC730 - Financial Reporting Review Course

Description

This course will be a review of the content of the financial accounting and reporting section of the Uniform CPA exam. This will prepare students to take that portion of the CPA exam.

Credits

4

Requisites

- Complete:
 - ACC680X - International Accounting (2)

Advertising

ADV263 - Advertising Copy and Design

Description

This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, subheadlines, borders and amplification of the features, as well as advantages and benefits of the product/service, are emphasized. Students will be familiar with the creative competencies and skills needed in the formulation of effective campaigns in various media.

Credits

3

Aerospace Studies

AS101 - The Foundations of the United States Air Force I

Description

AS-101 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS-101 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS-101 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

Credits

1

AS101L - Leadership Laboratory

Description

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

Credits

0

AS102 - The Foundations of the United States Air Force II

Description

AS-102 is a survey course designed to introduce students to the United States Air Force and provides an overview of the basic characteristics, missions, and organization of the Air Force. This course provides an introduction to the Air Force (AF), hopefully encouraging students to pursue an AF career or at least seek additional information to be better informed about the role of the USAF. The course allows students to examine general aspects of the Department of the Air Force, AF Leadership, Air Force benefits, and opportunities for AF officers. The course also lays the foundation for becoming an Airman such as AF customs and courtesies, AF dress and appearance, team building, communication skills, AF Core values, and more. As a foundational course, AS-102 also provides a historical perspective such as lessons on war and US military, AF operations, principles of war, and airpower (see the complete lesson list below). As a whole, this course provides students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to the Air Force way of life and gain knowledge on what it means to be an Airman. A succinct perspective of the AS-102 course objective is to sell the AF as a career and lay a strong foundation built on AF Core Values and AF perspectives.

Credits

1

AS102L - Leadership Laboratory

Description

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

Credits

0

AS201 - The Evolution of USAF Air and Space Power I

Description

AS-201 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

Credits

1

AS201L - Leadership Laboratory

Description

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

Credits

0

AS202 - The Evolution of USAF Air and Space Power II

Description

AS-202 features topics on Air Force heritage and leaders; introduction to air power through examination of the Air Force Core Functions; and continued application of communication skills. Its purpose is to instill an appreciation of the development and employment of air power and to motivate sophomore students to transition from AFROTC cadet to AFROTC officer candidate. This course is designed to examine general aspects of air and space power through a historical perspective. Utilizing this perspective, the course covers a time period from the first balloons and dirigibles to the space-age systems of air power today. Historical examples are provided to show the development of Air Force distinctive capabilities (previously referred to as core competencies), and missions (operations) to demonstrate the evolution of what has become today's USAF. Furthermore, the course examines several fundamental truths associated with war in the third dimension, e.g., principles of war and tenets of air and space power. As a whole, this course provides the students with a knowledge-level understanding for the employment of air and space power, from an institutional, doctrinal, and historical perspective. The students will be introduced to The Air Force Core Values through the use of operational examples, and they will conduct several writing and briefing assignments to meet Air Force communication skills requirements.

Credits

1

AS202L - Leadership Laboratory

Description

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

Credits

0

AS301 - The United States Air Force Leadership Studies I

Description

AS-301 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS-301 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer's responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

Credits

3

AS301L - Leadership Laboratory

Description

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

Credits

0

AS302 - The United States Air Force Leadership Studies II

Description

AS-302 teaches cadets advanced skills and knowledge in management and leadership. Special emphasis is placed on enhancing leadership skills. Cadets have an opportunity to try out these leadership and management techniques in a supervised environment as juniors and seniors. The AS-302 cadet should comprehend selected individual leadership skills and personal strengths and weaknesses as applied in an Air Force environment. The individual should comprehend the responsibility and authority of an Air Force officer, the Air Force officer's responsibilities in the counseling and feedback process, and the selected duties and responsibilities as a subordinate leader. The individual should comprehend and apply concepts of ethical behavior as well as comprehend the selected concepts, principles, and theories of quality in Air Force leadership and management. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style.

Credits

3

AS302L - Leadership Laboratory

Description

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

Credits

0

AS401 - National Security Affairs/Preparation for Active Duty I

Description

AS-401 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS-401 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

Credits

3

AS401L - Leadership Laboratory

Description

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

Credits

0

AS402 - National Security Affairs/Preparation for Active Duty II

Description

AS-402 is designed for college seniors and gives them the foundation to understand their role as military officers in American society. It is an overview of the complex social and political issues facing the military profession and requires a measure of sophistication commensurate with the senior college level. The AS-402 cadet should comprehend the basic elements of national security policy and process. The individual should comprehend the air and space power functions and competencies. Also, the individual should comprehend selected roles of the military in society and current issues affecting the military profession as well as selected provisions of the military justice system. The individual should comprehend the responsibility, authority, and functions of an Air Force commander. The individual should apply listening, speaking, and writing skills in Air Force-peculiar formats and situations with accuracy, clarity, and appropriate style. The individual should comprehend the factors, which facilitate a smooth transition from civilian to military life.

Credits

3

AS402L - Leadership Laboratory

Description

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

Credits

0

AS480 - Independent Study

Description

Independent study allows the student to investigate any Aerospace Studies subject not incorporated into the curriculum or to do in-depth research in a specialized area of Aerospace Studies.

Credits

0 - 3

Air Traffic Management

AT110 - Fundamentals of Air Traffic Control

Description

This is an introduction to the federal air traffic control, airspace and airway structures, and fundamental ATC concepts, skills, techniques, and procedures. The course is intended to allow students to explore air traffic control as a professional option and to provide a foundation for further ATC education. ATC simulation exercises will focus on exposing the student to an understanding and appreciation for ATC fundamentals through simple exercises of realistic air traffic scenarios. On-site visits to air traffic facilities may provide the student with an understanding of the air traffic environment, relationships and interaction among air traffic facilities, and pilot/controller relationships. This course is open to primary ATC and Flight Students. The introductory nature of the material in this course makes it an inappropriate selection for advanced flight students seeking elective credits.

Credits

3

AT210 - Air Traffic Control Tower Operations

Description

This course explores the roles and responsibilities of personnel assigned to airport traffic control towers, including Flight Data, Clearance Delivery, Ground Control, Local Control, Controller-In-Charge, and Tower Supervisor positions. Using both classroom and the control tower simulator, students are taught basic and fundamental visual flight rules (VFR) control over tower requirements, procedures, and purpose. Students will be required to demonstrate knowledge in control tower operations through written examinations in the classroom and practical performance evaluations in the lab. On-site visits to local Federal Aviation Administration (FAA) and contract control towers will help students understand how towers interface with other ATC facilities and the important role control towers play in the National Airspace System (NAS).

Credits

3

Requisites

- Complete:
 - AT110 - Fundamentals of Air Traffic Control (3)

AT210L - Air Traffic Control Tower Operating Lab

Credits

1

Requisites

- Complete or concurrently enroll in:
 - AT210 - Air Traffic Control Tower Operations (3)

AT310 - Airspace and Air Traffic Systems Management

Description

This is an in-depth exploration of the functions and responsibilities of the ATC specialist in the ATC system. The student will master the fundamentals of airspace and air traffic management, including general control terms and definitions, basic ATC procedures and standards, proper communications phraseology and the use of clearances, and explicit instructions for heading, altitude, and airspeed to maintain air traffic flow while preserving separation standards. Emphasis is on developing and maintaining a faithful cognitive model of the air traffic situation using pictorial and simulated radar presentations. Lab included.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - AT210 - Air Traffic Control Tower Operations (3)
 - 45 credit(s).
 - Concurrently enroll in:
 - AT310L - Air Space/Air Traffic Management Lab (1)

AT310L - Air Space/Air Traffic Management Lab

Description

This is an in-depth exploration of the functions and responsibilities of the ATC specialist in the ATC system. The student will master the fundamentals of airspace and air traffic management, including general control terms and definitions, basic ATC procedures and standards, proper communications phraseology and the use of clearances, and explicit instructions for heading, altitude, and airspeed to maintain air traffic flow while preserving separation standards. Emphasis is on developing and maintaining a faithful cognitive model of the air traffic situation using pictorial and simulated radar presentations.

Credits

1

Requisites

- Concurrently enroll in:
 - AT310 - Airspace and Air Traffic Systems Management (3)

AT315 - AT Management/Operating Environment

Description

This course continues the exploration of the functions and responsibilities of the ATC specialist exploring the impacts of the specific operating environment, including terminal (VFR tower and TRACON), en route, and planned advanced automation environments. The student will practice the application of airspace and air traffic management skills, methods, and procedures to the terminal environment; the functional operating requirements of each environment (including representative airspace, traffic mix, equipment, and scenarios); and effective communication and coordination between positions/facilities and participating flight crews. Sustained emphasis is on maintaining a faithful cognitive model of the air traffic situation. Lab includes observation of "live traffic," and simulated radar presentations and automated functions. Lab included.

Credits

3

Requisites

- Complete:
 - AT310 - Airspace and Air Traffic Systems Management (3)

AT315L - AT Management/Operating Environmental Lab

Description

This course continues the exploration of the functions and responsibilities of the ATC specialist exploring the impacts of the specific operating environment, including terminal (VFR tower and TRACON), en route, and planned advanced automation environments. The student will practice the application of airspace and air traffic management skills, methods, and procedures to the terminal environment; the functional operating requirements of each environment (including representative airspace, traffic mix, equipment, and scenarios); and effective communication and coordination between positions/facilities and participating flight crews. Sustained emphasis is on maintaining a faithful cognitive model of the air traffic situation. Lab includes observation of "live traffic," and simulated radar presentations and automated functions.

Credits

1

Requisites

- Complete all of the following
 - Concurrently enroll in:
 - AT315 - AT Management/Operating Environment (3)
 - Complete:
 - AT310 - Airspace and Air Traffic Systems Management (3)

AT410 - Sector Resource Management

Description

This course is an investigation of the concepts, tools and methods of "Crew Resource Management" as adapted for and applied to air traffic control settings, including: using ATC information to develop and maintain a highly faithful cognitive model of the air traffic situation (situational awareness) as a basis for controller action; developing, implementing and monitoring effective air traffic management strategies; effective resource management; and effective communication and interaction among the controller "team" and between the controller and participating crews. Lab included.

Credits

3

Requisites

- Complete:
 - AT315 - AT Management/Operating Environment (3)
 - AV306 - Human Factors of Flight (3)

AT410L - Sector Resource Management Lab

Description

This course is an investigation of the concepts, tools and methods of "Crew Resource Management" as adapted for and applied to air traffic control settings, including: using ATC information to develop and maintain a highly faithful cognitive model of the air traffic situation (situational awareness) as a basis for controller action; developing, implementing and monitoring effective air traffic management strategies; effective resource management; and effective communication and interaction among the controller "team" and between the controller and participating crews.

Credits

1

Requisites

- Complete:
 - AT410 - Sector Resource Management (3)

AT415 - AT Management/AS Mod/Pol/DM

Description

This course is an investigation of the concepts, tools, and methods of air traffic management, and the application of these tools and methods to understand and resolve real and simulated air traffic and airspace management problems. The course may include the use and application of various management decision tools in the decision-making process, and to understand the imprecise relationship between prescribed policies (decisions) and their results (impacts upon system performance). Lab included.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - SB100 - Integration & Application of Business I (2)
 - Concurrently enroll in:
 - AT415L - AT Management/AS Mod/Pol/DM Lab (1)
 - Complete or concurrently enroll in:
 - AM340 - Airport and Airspace Capacity Management (3)

AT415L - AT Management/AS Mod/Pol/DM Lab

Description

This course is an investigation of the concepts, tools, and methods of air traffic management, and the application of these tools and methods to understand and resolve real and simulated air traffic and airspace management problems. The course may include the use and application of various management decision tools in the decision-making process, and to understand the imprecise relationship between prescribed policies (decisions) and their results (impacts upon system performance).

Credits

1

Requisites

- Complete all of the following
 - Concurrently enroll in:
 - AT415 - AT Management/AS Mod/Pol/DM (3)
 - Complete or concurrently enroll in:
 - AM340 - Airport and Airspace Capacity Management (3)
 - Complete:
 - SB100 - Integration & Application of Business I (2)

American Sign Language

LAS111 - Elementary American Sign Language I

Description

This course provides an introduction to the vocabulary, finger spelling, grammatical processes, phonology, syntax and semantics of American Sign Language. Designed to prepare a student with little or no prior experience or knowledge of ASL with basic conversational skills and to discover the various aspects of deafness, the course emphasizes the application of principles of sign language; the psychosocial aspects of deafness; recognition of the deaf person as bilingual; and the grammatical processes that modulate the meaning of sign in discourse. Audiological, educational, social, cultural, and historical aspects of deafness will also be presented.

Additional Information

Offered every fall term.

Credits

3

LAS112 - Elementary American Sign Language II

Description

This course is a continuation of Elementary American Sign Language I.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LAS111 - Elementary American Sign Language I (3)

LAS211 - Intermediate American Sign Language I

Description

This course is designed to apply ASL grammar previously learned in LAS 111-12 and to further develop language competency. Emphasis will be placed on students' conceptual understanding of the grammatical structure of ASL and the application of these concepts in language skill development and use. This course also aims at refining and strengthening the skills acquired in LAS 111-12. Receptive exposure is included in order to assist students in understanding the nuances of the language.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - LAS112 - Elementary American Sign Language II (3)

LAS212 - Intermediate American Sign Language II

Description

This course is a continuation of LAS 211 (and of LAS 111-12), where students build up their expertise in the visual/gestural language used by Deaf people. Emphasis is placed on understanding of basic grammatical rules, vocabulary, manual alphabet/numbers, visual/gestural communication and information related to Deaf Culture. All lectures, laboratory activities, and outside assignments are intended to develop competency in receptive and expressive use of ASL. The class will be taught primarily in ASL; students will be expected to converse in this language competently.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LAS211 - Intermediate American Sign Language I (3)

Anthropology

ATH111 - Introduction to Cultural Anthropology

Description

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects.

Credits

3

Arabic

LAR111 - Elementary Arabic and Culture I

Description

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized.

Additional Information

Offered every fall term.

Credits

3

LAR112 - Elementary Arabic and Culture II

Description

This course is a continuation of LAR-111.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LAR111 - Elementary Arabic and Culture I (3)

LAR211 - Intermediate Arabic Language and Culture

Description

This course is an upper-intermediate language and culture course designed for students who have fulfilled the requirements for LAR 112 and/or those who demonstrate an equivalent competence in Modern Standard Arabic. Students successfully finishing this course receive three credits. This course will be conducted approximately 80 to 90% of the time in Arabic. It is designed to improve all your language skills in Arabic, with a special emphasis on the development of reading and listening comprehension as well as speaking skills. Additional attention will be paid to improving students' writing skills. You will be exposed to cultural, historical, and contemporary aspects of the Arabic-speaking world through literary, journalistic, and textbook reading passages, music, videos, advertising, etc. You will practice summarization, description, narration, restatement, and expressing personal feelings and opinions through a variety of writing and speaking tasks.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - LAR112 - Elementary Arabic and Culture II (3)

LAR212 - Intermediate Arabic Language and Culture II

Description

LAR 212 is an intermediate course designed as a continuation of LAR 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete 1 of the following
 - Complete:
 - LAR211 - Intermediate Arabic Language and Culture (3)
 - Permission of instructor

AV201 - Aviation Meteorology

Description

Aviation Meteorology provides a theoretical and practical investigation of climate and weather with practical applications for aviation. Students will gain an understanding of the structure and energy of the atmosphere; clouds and precipitation; air-mass circulation and fronts; weather observation, analysis, and forecasting; critical weather phenomena and severe storms; and applications of their understanding to aviation operations.

Credits

3

Requisites

- Complete:
 - AV205 - Aircraft Operations I (3)

AV205 - Aircraft Operations I

Description

This course is the first in a series of two courses that provides a practical introduction to aircraft operational characteristics of importance to aviation managers, operators, support personnel, and air traffic controllers. Topics include: principles of flight; fundamentals of aircraft flight behavior; specific items of aircraft performance such as takeoff/landing performance, climb/descent performance, cruise performance, and turning performance; aircraft operating limitations; aircraft navigation methods and systems and their application. Students will become familiar with the operating characteristics of a representative sample of air carrier, military and general aviation aircraft.

Credits

3

AV206 - Aircraft Operations II

Description

This is part two of a two part course that provides an immersion introduction to aircraft operational characteristics of importance to aviation managers, support personnel, and air traffic controllers. Topics include but are not limited to: principles of flight; fundamentals of aircraft flight behavior, weight and balance, flight, instrument flight, the National Airspace System, navigation, rudimentary weather, thunderstorms, and old and new subsystems applications. Students continue to familiarize with the operating characteristics of a representative sample of air carrier, military, and general aviation aircraft.

Credits

3

Requisites

- Complete:
 - AV205 - Aircraft Operations I (3)

AV220 - Advanced Aircraft and Navigation Systems

Description

This course provides advanced and modern cockpit technology used in commercial and air transport aircraft. This course addresses the advanced functions and operation of the glass cockpits operating equipment such as a variety of flight management systems, NEXTGEN navigation, satellite-based and inertial navigation systems, automatic pilot systems, flight management data systems, electronic flight information systems, ground proximity warning systems, traffic collision avoidance systems, datalink systems, electronic flight publications bags, weather radar, enhanced/synthetic vision systems, flight data, cockpit voice recording systems, and new technologies.

Credits

3

Requisites

- Complete:
 - PLT305 - Commercial Pilot III (3)

AV300 - Aviation Logistics

Description

The Aviation Logistics course trains tomorrow's aviation leaders on the optimization of the supply chain to beat the competition. The science of logistics studies the actual tracking and movement of parts, goods, and materials inside and outside of a company. Supply chain items from acquisition, build up, or rebuild move through channels of distribution. The smartest aviation leaders use logistics management to get items to customers on or before promised dates and internally to outperform competition for maintenance turnarounds. Time is money and this course focuses on logistics theory for lower cost or profitable management of aviation materials handling, inventory, planning, capacities, and distribution.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

AV306 - Human Factors of Flight

Description

The student will explore human physiological processes as affected by flight including high altitude flight, and human cognitive and judgment processes typically required of the human "half" of complex human/machine systems found on flight decks, in air traffic control suites, and in other flight operations contexts, to gain understanding of our unique capabilities and limitations, both as physiological organisms and thinking beings. The student will learn to apply these insights to assessing and improving the performance of flight crews, air traffic controllers, and other operations personnel, and to identify and respond to critical physiological and cognitive factors such as hypoxia, disorientation, and the effects of stress, fatigue, anxiety, and alcohol and other drugs. The student will gain an understanding of medical standards and certification of pilots and other flight personnel, and of available resources for responding to medical deficiencies and/or certification difficulties.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Placement in
 - Complete:
 - PSY108 - Introduction to Psychology (3)
 - Complete all of the following
 - Placement in BS.AOM
 - Complete or concurrently enroll in:
 - PLT105 - Commercial Pilot I (2)

AV380 - Aviation Flight Instructor Practicum

Description

This course provides an opportunity for students who have completed the FAA Certified Flight Instructor Course to operate inside of and learn the dynamics of a flight school. In partnership with Air Direct Aviation Flight Academy, students will learn the mechanics of the commercial flight training business on-site and prepare themselves to operate as Certified Flight Instructors in an operational environment.

Credits

3

Requisites

- Complete:
 - PLT201 - Fundamentals of Instruction (3)
 - PLT203 - Certified Flight Instructor II (3)
 - PLT305 - Commercial Pilot III (3)

AV401 - Aerodynamics and Aircraft Performance

Description

This course teaches and combines attributes of advanced principles of performance, capabilities, and limitations; performance design criteria; and load factors. This course covers advanced theories of flight and performance factors including engines, limitations engines, limitations of normally aspirated piston engines, limitations of turbine engines, effects of moisture, temperature and altitude, airfoil shape; theories of lift and drag; velocity; power and thrust; stability; controls; high speed aerodynamics; compressibility and mach effects.

Credits

3

Requisites

- Complete:
 - PLT305 - Commercial Pilot III (3)

AV410 - Aviation Safety

Description

This seminar integrates the professional and technical knowledge and methods gained in the flight operations, air traffic control, or aviation management sequences and applies these understandings to the prime objective of achieving aviation system safety. Students will work in multi-disciplinary teams to evaluate and respond to representative case studies drawn from National Transportation Safety Board (NTSB) accident investigations, reports and findings, aviation industry analyses and reports, and analysis and policy statements by government and trade organizations. In addition, students will complete self-assessments of their professional preparation, status of their professional certification, short and mid-term career planning, and long-term career objectives.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Placement in
 - 1 of the following:
 - AM320 - Air Carrier Operation (3)
 - AM330 - Business & Corporate Aviation (3)
 - AM460 - Airport Planning and Management (3)
 - Complete all of the following
 - Placement in
 - Complete:
 - AT410 - Sector Resource Management (3)

AV442 - Aviation Economics and Policy

Description

This course provides a foundation to understand the economics of corporate and commercial aviation. Moreover the course will provide an understanding of the policy formulation process as it impacts the aviation industry. Students will be exposed to the myriad of policy influences including Congressional action, industry advocacy, and state and local government influence.

Credits

3

Requisites

- Complete:
 - PLT305 - Commercial Pilot III (3)

AV490 - Aviation Internship I

Description

For the AOM major this internship is designed to build flying experience through a three month experience as a Certified Flight Instructor. Students actively teach ground and flight lessons with the goal of maximizing instructor experience and flight time. Students are assigned to an associated flight school for the three month internship. For AVM and ATM majors this internship offers students the opportunity to apply concepts and principles of aviation/air traffic management developed in prior coursework. This internship links aviation principles to practical applications, responsibilities, and higher level aviation skills in a professional work environment under the supervision of current aviation professionals. Department approval is required for aviation intern program enrollment.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Placement in
 - Complete:
 - AV380 - Aviation Flight Instructor Practicum (3)
 - Complete all of the following
 - Placement in
 - 60 credit(s).

AV491 - Aviation Internship II

Description

For the AOM major this internship is designed to build flying experience through a three month experience as a Certified Flight Instructor. Students actively teach ground and flight lessons with the goal of maximizing instructor experience and flight time. Students are assigned to an associated flight school for the three month internship. For AVM and ATM majors this internship offers students the opportunity to apply concepts and principles of aviation/air traffic management developed in prior coursework. This internship links aviation principles to practical applications, responsibilities, and higher level aviation skills in a professional work environment under the supervision of current aviation professionals. Department approval is required for aviation intern program enrollment.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Placement in
 - Complete:
 - AV380 - Aviation Flight Instructor Practicum (3)
 - Complete all of the following
 - Placement in
 - 60 credit(s).

AV492 - Aviation Internship III

Description

This AOM major internship is designed to build flying experience through a three month experience as a Certified Flight Instructor. Students actively teach ground and flight lessons with the goal of maximizing instructor experience and flight time. Students are assigned to an associated flight school for the three month internship. Department approval is required for aviation intern program enrollment.

Credits

3

Requisites

- Complete all of the following
 - Placement in
 - Complete:
 - AV380 - Aviation Flight Instructor Practicum (3)

AV493 - Aviation Internship IV

Description

This AOM major internship is designed to build flying experience through a three month experience as a Certified Flight Instructor. Students actively teach ground and flight lessons with the goal of maximizing instructor experience and flight time. Students are assigned to an associated flight school for the three month internship. Department approval is required for aviation intern program enrollment.

Credits

3

Requisites

- Complete all of the following
 - Placement in
 - Complete:
 - AV380 - Aviation Flight Instructor Practicum (3)

Aviation Management

AM201 - Aviation Law

Description

This course covers the development of air law including federal and state regulatory functions, rights and liabilities of aviators and operators, rights of third parties on the ground, and passengers in tort and contract cases. It also provides a study of international conventions, agreements, and associations such as the International Civil Aviation Organization.

Credits

3

AM205 - Aircraft Operating Economics

Description

This course covers the analysis of aircraft operating capabilities, the capital value of aircraft, and the cost of aircraft operation. An emphasis will be placed on identifying the interrelationship between these three factors. Aircraft from the basic general aviation trainers to large commercial transports will be included. Computer applications programs will be used in the analysis and presentation of information.

Credits

3

Requisites

- Complete:
 - AV205 - Aircraft Operations I (3)

AM215 - General Aviation Operations

Description

This course provides an in-depth study of the general aviation field, including finances, management, operations and regulations. Major concentration will be placed on the management and administration of a fixed-base operation; the duties and responsibilities of the airport manager; and the managerial considerations in the application of the small airplane in business aviation, aerial photography, agricultural spraying, aircraft sales, financing, and insurance. Guest lecturers are often scheduled.

Credits

3

Requisites

- Complete:
 - IT100 - Introduction to Information Technology (3)
 - AM205 - Aircraft Operating Economics (3)

AM220 - Airport Operations

Description

This course provides an introduction to airport operating practices. Topics will include the history of airport development, landside and airside operations, airport layout, airport equipment, applicable regulations, and the impact of technological advances in air transportation. The course will also introduce students to airport planning, airport finances, managing growth, airport management, and community relations. The course will cover general aviation, regional, and major airports. Field trips may be required.

Credits

3

Requisites

- Complete:
 - AV205 - Aircraft Operations I (3)

AM320 - Air Carrier Operation

Description

This course covers analysis of the economic and administrative factors involved in airline operations. An emphasis is placed on demand analysis, pricing, route structure, fleet planning and financing. A simulation of airline operations will be used to provide practical insights into the problems faced in managing an airline.

Credits

3

Requisites

- Complete:
 - AM205 - Aircraft Operating Economics (3)

AM330 - Business & Corporate Aviation

Description

This course provides an analysis of the operation of corporate/business flight operations, including administration and operations. Topics include how aviation relates to business and industry; the administrative and fiscal concerns of a flight department; maintenance operations and departmental organization; and aircraft and equipment evaluation.

Credits

3

Requisites

- Complete:
 - AM205 - Aircraft Operating Economics (3)

AM340 - Airport and Airspace Capacity Management

Description

This course provides an analysis of the key elements of airport and airspace capacity. Current techniques for measuring airport and airspace capacity will be examined, including the relationship between delay and capacity, as well as aircraft operating characteristics and airline scheduling practices. The impact of airport development on airspace capacity, including projects such as locating new airports and building new runways at existing airports, will also be explored. The role of federal, state, and local agencies and the private sector will be analyzed in terms of airport/airspace capacity. Computer simulation modeling, such as the FAA's SIMMOD, will be used in analyzing case studies in airspace and airport capacity and delay.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - AV205 - Aircraft Operations I (3)
 - 1 of the following:
 - AM220 - Airport Operations (3)
 - AT310 - Airspace and Air Traffic Systems Management (3)
 - Concurrently enroll in:
 - AM340L - Airport and Airspace Capacity Management (1)

AM340L - Airport and Airspace Capacity Management

Description

This course provides an analysis of the key elements of airport and airspace capacity. Current techniques for measuring airport and airspace capacity will be examined, including the relationship between delay and capacity, as well as aircraft operating characteristics and airline scheduling practices. The impact of airport development on airspace capacity, including projects such as locating new airports and building new runways at existing airports, will also be explored. The role of federal, state, and local agencies and the private sector will be analyzed in terms of airport/airspace capacity. Computer simulation modeling, such as the FAA's SIMMOD, will be used in analyzing case studies in airspace and airport capacity and delay.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - AV205 - Aircraft Operations I (3)
 - 1 of the following:
 - AM220 - Airport Operations (3)
 - AT310 - Airspace and Air Traffic Systems Management (3)
 - Concurrently enroll in:
 - AM340 - Airport and Airspace Capacity Management (3)

AM404 - Studies/International Aerospace

Description

This is a research course designed to promote a greater awareness of international aerospace issues and the role of aerospace industries in promoting dialogue between nations. International aerospace law, worldwide air transportation growth and the economic factors which compel multi-national risk-sharing ventures in aerospace industries will be among the topics explored.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - AM205 - Aircraft Operating Economics (3)
 - AM201 - Aviation Law (3)
 - 1 of the following:
 - AM320 - Air Carrier Operation (3)
 - AM330 - Business & Corporate Aviation (3)
 - AM340 - Airport and Airspace Capacity Management (3)

AM410 - Trends/Current Problems in Aviation Management

Description

This is an honors seminar focusing on contemporary issues, problems, and trends in airline, corporate, and general aviation.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Earned a minimum cumulative GPA of 3.0
 - 90 credit(s).
 - Permission of Instructor

AM445 - Aviation Policy Seminar

Description

Aviation policies are primarily established in Washington, D.C. through the enactment of legislation and the DOT/FAA's rulemaking authority. This course analyzes the process by which that policy is established and how various organizations and individuals can affect the final legislation or rule. The first part of the course involves classroom and research activity on a selected aviation policy issue. The second portion of the course is a seminar, held the first week in January in Washington, D.C. during which the students interact with the policy makers to gain a greater understanding of the policy making process. There are travel, hotel, and meal expenses associated with participation in the seminar.

Credits

3

Requisites

- 45 credit(s).

AM460 - Airport Planning and Management

Description

This is an advanced course in the planning, management, and operation of airports. Students will learn to apply fundamental management theory to airports; determine an airport's capacity and assess the potential for delays; evaluate the environmental impact of an airport; identify the basic components of the National Airspace System and its relationship to airports; apply basic financial management and accounting techniques to airport finances; set airport fees, rates, and charges; understand the process required to obtain capital funding for airport improvements; evaluate and use airport master plans, state airport system plans, and airport layout plans; apply basic principles of terminal design and operations; have a working knowledge of Part 139 of the Federal Aviation Regulations; evaluate the security of an airport; and prepare basic airport emergency response procedures.

Credits

3

Requisites

- Complete:
 - AM220 - Airport Operations (3)

AM480 - Independent Study

Credits

3 - 12

Requisites

- Complete all of the following
 - 90 credit(s).
 - Permission of Internship Coordinator

Biology

BIO101 - Principles of Biology

Description

Introductory level biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and basic Mendelian genetics. Laboratory exercises (BIO-101L) to follow lecture topics.

Credits

3

BIO110 - Introduction to Public Health

Description

Introduction to Public Health provides an overview of factors associated with disease affecting populations. Students will be exposed to the history of public health in the United States, its political and social dimensions, basic epidemiology, and current approaches to issues of public health, including health care and health services.

Additional Information

Course offered every fall term.

Credits

3

BIO120 - General Biology I

Description

General biology course that includes mammalian cell structure and function, cellular reproduction and physiology, and Mendelian genetics. Laboratory exercises (BIO 120L) to follow lecture topics.

Additional Information

Offered every fall term.

Credits

3

BIO120L - General Biology I Lab

Description

Laboratory course to follow topics presented in BIO 120.

Additional Information

Offered every fall term.

Credits

1

Requisites

- Complete:
 - BIO120 - General Biology I (3)

BIO121 - General Biology II

Description

This course builds on information presented in BIO 101. Topics include: principles and history of evolutionary theory, taxonomy, and systematic examination of the five Kingdoms of organisms: Bacteria, Protista, Fungi, Plantae, and Animalia.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)

BIO121L - General Biology II Lab

Description

Laboratory course to follow topics presented in BIO 102. This course gives students hands-on experience with laboratory techniques, and in-depth investigation and comparison of organisms. Students will observe the structure and function of cells, tissues, and organs. They will also examine evolutionary connections between the five Kingdoms of organisms

Additional Information

Offered every spring term.

Credits

1

Requisites

- Complete or concurrently enroll in:
 - BIO121 - General Biology II (3)

BIO200 - Bioethics

Description

This course is a survey course in bioethics. Real case studies and readings will be used to familiarize students with current issues. Topics include abortion, life and death issues such as brain death and assisted suicide, experimentation with humans and animals, and public health issues. Students will present case studies for discussion, participate in debates, and learn to justify their own ethical positions related to these issues. This course is useful for anyone who intends to work in health care, laboratory settings, teaching, or biotechnology. Students will have a greater awareness for these important issues, and they will learn how to discuss these sometimes sensitive topics with others.

Credits

3

BIO210 - Introduction to Anatomy and Physiology

Description

Discussion/comparison of the principles of mammalian form and function. Includes molecular and cellular mechanisms of major processes (such as muscle contraction, neural transmission, and signal transduction) and examines the structure and function of the 11 organ systems of the human body. Laboratory exercises (BIO-210L) to follow lecture topics.

Credits

3

BIO210L - Anatomy and Physiology Lab

Description

Anatomy and Physiology Lab is a counterpart to BIO-210, in which students will examine tissues, bones, muscles and the major organ systems. The laboratory is hands-on and will include use of microscopes, visual representation in models, videos and online dissection.

Credits

1

Requisites

- Complete or concurrently enroll in:
 - BIO210 - Introduction to Anatomy and Physiology (3)

BIO215 - People, Places, and Plagues

Description

This special topics course will explore the social, environmental, and community impacts of communicable disease. Significant pandemic, epidemic, and endemic diseases will be examined, in light of catastrophic outbreaks that have shaped the course of human history. Students will be exposed to the thrilling stories of many people who were involved with these events, as victims, investigators, and scientists. Weekly discussion will revolve around students' perceptions of disease, the future of epidemiological studies, and specific questions about microbes and other disease agents.

Additional Information

Offered every spring term.

Credits

3

BIO270 - Genetics

Description

This course covers the basic principles of eukaryotic cell genetics. Emphasis is placed on the molecular basis of heredity, DNA and chromosomal structure, patterns of Mendelian and non-Mendelian inheritance, gene expression, and biotechnological applications.

Additional Information

Offered every Spring.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - CHM120 - General Chemistry I (3)
 - CHM120L - General Chemistry I Lab (1)

BIO280 - The Microbial World

Description

This course exposes students to the fundamentals of microbiology. It opens with a survey of the microbial world and a discussion of the interactions between microbes and host. Students will evaluate microbial diseases of humans, and the environmental and economic impact of microorganisms. The course provides a background in basic and applied microbiology with an emphasis on the role microorganisms play in human health.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - CHM120 - General Chemistry I (3)
 - CHM120L - General Chemistry I Lab (1)

BIO280L - The Microbial World Lab

Description

Laboratory exercises to follow topics presented in BIO 280. Students will focus on developing skills in the laboratory, including microscopy, staining and isolation of bacterial species, identification of microbes, and use of chemical and physical agents to control microbial growth.

Credits

1

Requisites

- Complete or concurrently enroll in:
 - BIO280 - The Microbial World (3)

BIO302 - Field Ornithology

Description

BIO 302 is an introduction to the biology of birds and the methods of modern field studies. Emphasis will be on identification, life histories, ecology, behavior, and local species of birds. The course involves a major field component, supported by lectures and demonstrations that explore aspects of bird biology and ecology, such as bird morphology and flight, nesting and reproductive displays, diet and feeding behaviors, song, and migration patterns. Lecture and lab will include demonstrations, discussion, and required Thursday or Saturday field trips.

Credits

3

BIO312 - Zoology

Description

This course will discuss the anatomy, classification, adaptive physiology, ecology, and evolution of the major phyla of invertebrate and vertebrate animals. Virtual lab exercises and demonstrations will be used to support lecture material.

Additional Information

Offered every even year during the fall term only.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO121 - General Biology II (3)

BIO314 - Introductory Botany

Description

This course will examine the physiology, genetics, taxonomy, and evolution of plants. Lab exercises, field work, and demonstrations will be used to support lecture material.

Additional Information

Offered in the fall term of every odd year.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO121 - General Biology II (3)

BIO315 - Ecological Principles and Field Methods

Description

This course introduces students to the principles of ecology and practical methods used in the field. Students will explore theoretical topics in the ecological systems including the level of the population, community and ecosystem; energy flow and biogeochemical cycles; and the concept of sustainability. Students will read literature and conduct research projects in the field and will use critical thinking to evaluate research, design studies, present findings and debate on the issues.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENV101 - Environmental Science (3)
 - ENV219 - Environmental Issues (3)
 - SCI219 - Environmental Issues (3)

BIO320 - Neuroscience

Description

This course explores the fundamental molecular and cellular events underlying the processing of information and the maintenance of homeostasis. Topics include neurons and glia, the electrophysiology of cells membranes, synaptic transmission, motor and sensory systems, chemical messengers, neuroendocrine interactions, neural circuitry, and selected topics in neuropharmacology. It is strongly recommended that the student take BIO-210 (Intro to Anatomy and Physiology) before taking BIO-320.

Credits

3

BIO325 - Animal Behavior

Description

This course will introduce the student to the field of animal behavior. To gain a full understanding of the complexities of this subject, students will study aspects that influence innate behaviors, such as genetics, population biology, evolution and learned behaviors, such as learning theory and cultural transmission. The course examines theoretical and conceptual issues in animal behavior using experiments and case studies to highlight examples. We will focus on many important biological activities such as mating, the role of kinship, cooperation, communication, aggression, and play. In addition to identifying major patterns and processes of animal behavior, we will discuss the observational and experimental techniques used to study behavior and explore the major conceptual models guiding past and current research in this field. The course is offered as an upper level science course aimed at environmental science and psychology majors.

Additional Information

Offered every Spring.

Credits

3

Requisites

- Complete 1 of the following
 - 1 of the following:
 - ENV101 - Environmental Science (3)
 - PSY108 - Introduction to Psychology (3)
 - BIO120 - General Biology I (3)
 - Permission of instructor

BIO330 - Conservation Biology

Description

This course will focus on the importance of biodiversity. Currently, we are experiencing an unprecedented loss in species; losing, on average, two species a day. Unlike past mass extinctions humans are largely responsible. Following the Society of Conservation Biology's guidelines for conservation literacy, this course will investigate how we can apply biological principals to reverse trends in species loss. We will focus on case studies to develop our understanding of what maintains, reduces, and restores biodiversity. The course will be organized into three sections 1) history and value of conservation biology, 2) threats to biodiversity, and 3) approaches to solving conservation problems.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete 1 of the following
 - 1 of the following:
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - SCI220 - Energy and Society (3)
 - Permission of instructor

BIO335 - Vertebrate Morphology

Description

Comparative morphology is the analysis of the patterns of structures within the body plan of organisms, and forms the basis of taxonomical categorization. This course focuses on systematic comparisons between tissues and organs of the vertebrate phyla, including the fossil evidence for these relationships.

Additional Information

Offered every Spring.

Credits

3

Requisites

- Complete:
 - BIO121 - General Biology II (3)
 - BIO210 - Introduction to Anatomy and Physiology (3)

BIO340 - Human Health and the Environment

Description

This course examines major environmental health problems in industrialized and developing countries, and evaluates possible future approaches to control of these issues. Topics include dose and response to pollutants, agents and vectors of contamination (air, water, and soil), susceptible populations and risk analysis, the scientific basis of policy and decisions, and emerging global health problems.

Additional Information

Offered every Spring.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)

BIO344 - Invasive Biology

Description

Invasive species have had serious economic and ecological impacts around the world. The number of invasive species continues to grow every year, and it is therefore important for people to understand their specific biology, identification techniques, and how to implement management strategies. This course will utilize case studies from New England, the United States, and around the world to illustrate the problems and potential solutions for invasive species. Plant and animal species will be considered, both terrestrial and aquatic, and also the impact of microbes.

Additional Information

Offered every Spring.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO120L - General Biology I Lab (1)
 - BIO121 - General Biology II (3)
 - BIO121L - General Biology II Lab (1)

BUS205 - Foundations of Business Law

Description

Foundations of Business Law acquaints the business-oriented student with the principles of the law of contracts, agency, and business organizations. In addition, tort law, business ethics, and cyberlaw, will be considered. This course is intended to develop an awareness of, and a logical approach to, the legal factors that affect business decision.

Credits

2

Requisites

- Complete:
 - ENG200 - Sophomore Seminar (3)
 - SB105 - Integration & Application of Business II (2)

BUS206 - Business Law I

Description

The background, foundation and ethical aspects of the United States' legal system are examined. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored.

Credits

3

Requisites

- Complete:
 - ENG200 - Sophomore Seminar (3)

BUS303 - Foundations of Business Law II

Description

Business Law II continues the studies from Business Law I, and acquaints the business-oriented student with the principles of the law of sales, agency, bankruptcy, creditor's rights and business organizations. This course is intended to develop an awareness of, and a logical approach to the legal factors that affect business decisions.

Additional Information

Offered every spring term.

Credits

2

Requisites

- 1 of the following:
 - BUS205 - Foundations of Business Law (2)
 - BUS206 - Business Law I (3)

BUS307 - Business Law II

Description

The study begun in Business Law I continues as the topics of commercial paper, real and personal property, creditors' rights and bankruptcy, agency, business organizations, estate planning and government regulation of business are explored.

Credits

3

Requisites

- 1 of the following:
 - BUS205 - Foundations of Business Law (2)
 - BUS206 - Business Law I (3)

Certificate Advanced Graduate Study

CAGS507 - Leadership for Learning

Description

This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Learners will study effective instructional practices, levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

Credits

3

CAGS508 - Effective Management

Description

This course offers a study of the leadership, management, and safe operations of a school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities related to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

Credits

3

CAGS550 - Educational Assessment

Description

This course focuses on the forms and appropriate use of educational assessment. Students construct and administer an assessment tool to elementary/secondary students and then analyze the resultant data. Students examine the use of assessment at the individual, class, and school levels, particularly the New Hampshire statewide assessment and published norm-referenced tests used in the special education placement process. This course examines a variety of assessment techniques for evaluating and documenting student performance and toward desired outcomes.

Credits

3

CAGS554 - The Development of a Mission, Vision and Goals

Description

This course will focus on the knowledge, skills, abilities and dispositions principals need to facilitate the process of developing a school's vision, mission, and goals. Learners will discuss how to meet personalized state expectations, state standards, the community and school expectations, and the needs of the students through and inclusive process. Different processes for meeting the demands of the articulated vision, mission, and goals will be researched and discussed. All learners will have the opportunity to create a process to simulate how they would engage people in this process and insure that the vision, mission, and goals are articulated in a way that the school can meet the challenge of increasing student achievement in a personalized way.

Credits

3

CAGS590 - Process and Communication Skills

Description

This course will present principals with concepts, skills, and abilities that foster effective decisions and communication protocols. It will help principals decide which processes to use and when. It will also provide insight and opportunities for principals to select the best communication devices that are most effective for specific situations.

Credits

3

CAGS604 - Leading the Collaborative School

Description

This course requires the principle to gain the knowledge, skills, and abilities to facilitate a process in the building that is highly collaborative and inclusive of all staff members. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Learners will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

Credits

3

CAGS608 - The Curriculum, Instruction and Data Continuum

Description

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collect data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

Credits

3

CAGS610 - School Law

Description

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision-making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

Credits

3

CAGS656 - The Reflective Leader

Description

This course will allow principals to develop the knowledge, skills, and abilities to reflecting on their behaviors and how to match appropriate leadership behaviors to successfully process and the implement new programs or goals. It will also allow principals to reflect on their current behaviors and how their current behaviors will either positively affect their success or how their behaviors must change in order for them to be effective educational leaders.

Credits

3

CAGS670 - Leading Creativity and Innovation

Description

This course will support the development of the knowledge, skills, and abilities of the principal to open up the culture to individuals and groups to work that is both creative and innovative in ways that improve student academic success and their behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools

Credits

3

CAGS680 - Teacher Support, Monitoring and Accountability

Description

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Last we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

Credits

3

CAGS698 - Action Research in District Leadership I

Description

CAGS 698 provides students with the opportunity to be credited for work experiences completed in the field and through professional development opportunities and are validated through a process by the instructor of record.

Credits

1 - 12

CAGS699 - Action Research in District Leadership II

Description

CAGS 699 provides students with the opportunity to be credited for work experiences completed in the field and through professional development opportunities and are validated through a process by the instructor of record.

Credits

1 - 12

CAGS725 - Action Research I

Description

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

Credits

3

CAGS730 - Action Research II

Description

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership. It follows Action Research I

Credits

3

CAGS739 - Action Research in Curriculum and Instruction I

Description

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Curriculum Instruction.

Credits

3

CAGS740 - Action Research in Curriculum and Instruction II

Description

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Curriculum Instruction.

Credits

3

Requisites

- Complete:
 - CAGS739 - Action Research in Curriculum and Instruction I (3)

CAGS789 - Action Research in Leadership I

Description

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership.

Credits

3

Requisites

- Complete:
 - CAGS789 - Action Research in Leadership I (3)

CAGS790 - Action Research in Leadership II

Description

Students are required to develop a deep action research project in the context of their own school or district. Students complete a detailed proposal that is grounded in inquiry and research. The purpose of the action research is to directly impact the practice of the individual, school, and/or district. The action research is completed during the semester under the supervision of a certified school district administrator and the student's instructor. This course is one of the capstones of Educational Leadership. It follows CAGS 789 Action Research I

Credits

3

Requisites

- Complete:
 - CAGS789 - Action Research in Leadership I (3)
-

Chemistry

CHM1ST3 - Fundamentals of Chemistry Lab

Description

This course will use laboratory techniques to study the fundamental principles of chemistry. Topics such as the mole, chemical equilibria, chemical and physical properties, solutions, kinetics, etc., will all be covered along with other topics important to chemistry. This course is only available to engineering students.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - CHM101 - Fundamentals of Chemistry (3)
 - Complete 1 of the following
 - Placement in
 - Permission of Dean

CHM101 - Fundamentals of Chemistry

Description

An introductory, general education course for the non-science major emphasizing the contribution of chemistry in our everyday lives. This course will enable students to look at various aspects of the world around them through the lens of chemistry. It will introduce basic concepts and applications of chemistry as well as chemical topics and their relationship to matters of societal concern.

Credits

3

CHM120 - General Chemistry I

Description

First semester of a one-year sequence covering the basic principles of chemistry. Topics include atomic and molecular theory and structure, the chemical and physical behavior of gases, liquids, solids, and solutions; chemical bonding; chemical equations and thermochemistry.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Concurrently enroll in:
 - CHM120L - General Chemistry I Lab (1)

CHM120L - General Chemistry I Lab

Description

This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems associated with the subject matter of CHM 120 - College Chemistry I

Additional Information

Offered every fall term.

Credits

1

Requisites

- Concurrently enroll in:
 - CHM120 - General Chemistry I (3)

CHM121 - General Chemistry II

Description

Second semester of a one-year sequence covering the basic principles of chemistry. Topics include chemical equilibria; acid-base chemistry; electrochemistry; kinetics and nuclear chemistry.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CHM120 - General Chemistry I (3)
 - Concurrently enroll in:
 - CHM121L - General Chemistry II Lab (1)

CHM121L - General Chemistry II Lab

Description

This course will introduce laboratory techniques that will be used to gain fundamental knowledge of chemical systems around the subject matter of CHM 121 - College Chemistry II.

Additional Information

Offered every spring term.

Credits

1

Requisites

- Complete:
 - CHM121 - General Chemistry II (3)

CHM200 - Environmental Chemistry

Description

This course explores how the origin, reactivity, and fate of chemical compounds in both natural and polluted environments shapes the environmental impacts of a full range of agricultural, energy-related, manufacturing, waste disposal, and other human activities. By using the fundamental principles of chemistry as a lens through which to explore the environmental impacts of these activities, students acquire an in-depth understanding of how humanity is reshaping the chemical composition of the atmosphere, hydrosphere, and lithosphere, and greater insight into the many threats posed by these changes to both ecosystems and human health.

Additional Information

Offered every even year during the spring term only.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENV219 - Environmental Issues (3)
 - SCI219 - Environmental Issues (3)
 - Complete:
 - CHM101 - Fundamentals of Chemistry (3)

CHM210 - Organic Chemistry

Description

This one-semester course serves to introduce the major concepts in organic chemistry. Topics are abundant and include; chemical bonds, Lewis structures, formal charge, functional groups, conformations of molecules, physical properties (melting, boiling, solubility) in relation to structure, and stereochemical concepts.

Additional Information

Offered every even year during the fall term only.

Credits

3

Requisites

- Complete:
 - CHM120 - General Chemistry I (3)
 - CHM121 - General Chemistry II (3)

CHM309 - Biological Chemistry

Description

This course is designed to provide students with a broad introduction to biochemistry and the major concepts of the chemical processes of living organisms. The major themes of the course include: the chemistry of water, foundations of biological and organic chemistry, the structure and function of the three major classes of biomolecules (proteins, carbohydrates and lipids), and enzyme kinetics.

Additional Information

Offered every Fall.

Credits

3

Requisites

- Complete:
 - BIO120 - General Biology I (3)
 - BIO121 - General Biology II (3)
 - CHM120 - General Chemistry I (3)
 - CHM121 - General Chemistry II (3)

Communication

COM126 - Introduction to Mass Communication

Description

This communications survey course covers mass media, culture, and society. The course focuses on how and why the US media operate as they do, as well as on how media performance might be improved.

Credits

3

COM128 - Language and Practice of Media Arts

Description

This is an introduction to the practice of media production and the study of visual media literacy. The course examines the fundamental components and structure of moving image texts, explores how dynamic relationships between those elements convey meaning, and then exercise that knowledge through media production. Production design, language, technology, and methods will be discussed enabling all students in the class to have a common language of image analysis and creation. Readings and discussions on topics such as cinematography, narrative meaning, image and sound design, editing, genres, and culture will be included. Creative interpretative and expression of ideas will be exercised in the production of media.

Credits

3

COM130 - Media Communication and Visual Literacy

Description

Examine the concept of media literacy. Practice deconstructing media messages to recognize their potential effect. Understand how media literacy is associated with an individual's role as a consumer of and participant in media.

Credits

3

COM212 - Public Speaking

Description

This course is designed to help students develop abilities, including organization and delivery skills, for all speaking situations. The evaluation and improvement of voice, diction, articulation and posture also are studied. May not be used as literature elective.

Credits

3

COM220 - Intercultural Communication

Description

In a time of increasing globalization it is important to understand how communication differs in other cultures. This course is designed to expose students to a variety of different cultures through organizational and business communication. Students will study specific countries each semester and learn successful communication strategies for each culture through lectures, panel discussions/guest speakers, and a variety of individual and group projects.

Credits

3

COM227 - Public Relations

Description

This course introduces students to the theory and practice of public relations in the United States. Students study the major figures in this field as well as organizations, their behavior, and the relationships between organizations and their publics.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

COM230 - Graphics and Layout in Print Media

Description

This course is an introduction to the principles and practices of graphic design. Students are introduced through lecture, demonstration and hands-on computer work to the basic elements of graphic visual communication. Adobe Illustrator is used as a primary tool in exploring visual perception through a variety of creative exercises that familiarize the student with basic visual principles such as figure/ground manipulation, shape grouping, letterform shape creation, and grid and system creation. Formal elements of graphic design such as line, shape, color, texture, pattern, balance, symmetry, rhythm, space and unity are thoroughly explored by example and hands-on computer exercises; special topics included are: designing with type, layout strategies, logo design, symbol and pictogram development and stationery systems.

Credits

3

COM232 - Desktop Publishing

Description

This course is an introduction to the software application Adobe InDesign designed for the novice user. The Macintosh platform is used in the classroom studio lab, and the student is introduced to the creative and practical aspects of the desktop publishing program that is considered indispensable in the contemporary communications and design industries. This course is based on a series of introductory exercises and a regimen of hands-on practice that teaches software and design skills; students learn how to combine the use of InDesign with other professional graphics and work-processing software such as Adobe Illustrator, Adobe Photoshop and Microsoft Word.

Credits

3

Requisites

- Complete:
 - COM230 - Graphics and Layout in Print Media (3)

COM235 - Multimedia Journalism

Description

This writing practicum introduces students to writing for print and electronic media under deadline. Gathering information by using records, documents, observation, interviewing, and the Internet. Emphasis on library resources, electronic databases, and current events. Basic style and editing based on AP Stylebook and Libel Manual and AP Broadcast News Handbook.

Credits

3

Requisites

- 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

COM237 - Journalism Practicum

Description

The option for this practicum is print journalism. Students have the opportunity to publish the student newspaper. Students interested in receiving credits for this practicum must present portfolios of their work. The newspapers' editorial board and faculty advisor assign credits.

Credits

1 - 6

COM238 - Radio Practicum

Description

Students have the opportunity to participate in the university radio station, Radio SNHU, as on-air disc jockeys, on the governing board, or both. Students interested in receiving credits for this experience must present portfolios of their work. The Department of Communications in association with the station's faculty advisor/s assigns credits.

Additional Information

Course by arrangement only.

Credits

0 - 2

COM244 - Digital Video Production: Level I

Description

This course introduces the student to video aesthetics, and techniques, as well as providing students with hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors and the human condition. Skills covered in the class will include the fundamentals of all stages of production, use of the camera as a visual tool, audio, lighting, and editing in a digital non-linear environment. Students attend lectures and technical demonstrations, view work of various video and film directors, complete production planning and coordination, and produce creative projects.

Credits

3

COM305 - Digital Documentary Photography

Description

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Credits

3

Requisites

- Complete:
 - FAS226 - Digital Photography (3)

COM310 - Social Media

Description

Twitter, Facebook, blogs, podcasts - the possibilities of social media today are countless and ever-changing. This course is a broad approach to the history, theory, technology, impact and strategic uses of social media. These tools are relatively inexpensive and accessible technologies that enable anyone to create, publish, edit and access messages intended for the smallest to the largest of audiences. Students will examine the strategic uses of social media for community building, civic and political participation, advertising, marketing, public relations, and journalism. This course provides hands-on experience with the most current technology.

Credits

3

Requisites

- 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

COM320 - Exploring World Cultures/Mass Media

Description

This course seeks to expand global cultural understanding and communication by examining pop culture and media systems in various countries. Students will have the opportunity to expand their cultural perspective by exploring music, film, television, radio, print media, technology, and urban and youth culture. Topics will include media imports and exports, media audiences, media financing and regulation, media research and reporting, media effects, media ethics, meaning and communication through media, and intercultural communication. In lieu of a text students will use extensive Internet research, personal interviews, podcasts, discussion boards, various supplemental material, and independent cultural exploration. Classes will consist of brief lectures, discussion, viewing of media, and in-class research and projects.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - COM126 - Introduction to Mass Communication (3)
 - COM128 - Language and Practice of Media Arts (3)
 - 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

COM322 - Advanced Public Speaking

Description

This course provides students with the skills to produce effective oral presentations in professional contexts. The course includes formal individual speeches as well as interactive and group presentations. It is run as a seminar to provide students with experience as moderators.

Credits

3

Requisites

- 1 of the following:
 - COM212 - Public Speaking (3)
 - ENG200 - Sophomore Seminar (3)

COM337 - Journalism Practicum II

Description

The option for this advanced practicum is print journalism at the executive board (editorial staff) level on the student run newspaper. Students interested in receiving credit for this practicum must assume the editorial roles to operate and publish the student newspaper; and present portfolios of their work at the end of the academic year. The faculty advisor awards credit(s) based on student participation and involvement at the editorial staff level, and quality of portfolio based on work completed over the academic year.

Credits

1 - 6

Requisites

- Complete:
 - COM237 - Journalism Practicum (1 - 6)

COM340 - Writing for Public Relations

Description

Survey course requiring copywriting in public communication formats, including news releases, features, editorials, brochures, executive summaries, company profiles, newsletters and annual report copy.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - COM227 - Public Relations (3)

COM344 - Digital Video Production: Level II

Description

Students will continue gaining hands-on production experience and will increase their knowledge of video theory, aesthetics, and techniques. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on writing, lighting, sound design, directing, editing, and production management. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce creative projects individually and in groups.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - COM244 - Digital Video Production: Level I (3)

COM345 - Animation and Visual Effects

Description

This hands-on technical course provides training for the use of Adobe After Effects, the industry standard software utilized for animation, visual effects, and motion graphics in film, video, multimedia, and the Web. Students will be attending lectures and technical demonstrations, viewing various After Effects creations, completing exercises, and producing short projects with After Effects. Given the breadth of possibilities open to the After Effects artist we will focus our efforts on learning the objectives listed below.

Credits

3

Requisites

- Complete:
 - GRA220 - Introduction to Digital Imaging (3)

COM430 - Organizational Communications

Description

This course gives students the opportunity to develop skills, knowledge, and philosophies in organizational communication through lectures, research, readings, discussions, application, and written assignments. Emphasis is placed on verbal and nonverbal communication, cultural communication, interpersonal relationships within organizations, and dealing with the future and change.

Credits

3

Requisites

- Complete:
 - COM212 - Public Speaking (3)

COM435 - Feature Writing

Description

This course is for students who want to explore feature writing as a means of improving their research and writing skills or to pursue a print journalism focus in the communication major. Students will learn how to develop and organize ideas, adapt their writing for specific audiences and revise and polish their prose style.

Credits

3

Requisites

- Complete:
 - COM235 - Multimedia Journalism (3)

COM452 - Public Relations Campaign Planning Seminar (Capstone)

Description

This capstone course offers practice in managing communication campaigns from the public relations perspective and emphasizes the production and presentation of campaign plans. Students will develop and pitch a campaign for a real client.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - COM227 - Public Relations (3)
 - COM340 - Writing for Public Relations (3)

COM454 - Documentary Video Production

Description

This advanced-level course combines the study of the documentary genre with hands-on documentary video production. Through film viewings, readings, and discussions, students will explore the issues and obstacles that have faced documentary filmmakers through the years. They will then explore these issues through their own creative practice in the documentary genre. Students will write and defend documentary project proposals, and will work in groups and individually on documentary projects.

Additional Information

Offered every other spring.

Credits

3

Requisites

- Complete:
 - COM244 - Digital Video Production: Level I (3)

COM455 - Commercial Video Production

Description

This advanced level, hands-on course provides additional technical training for video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Topics could include electronic field production(EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintaining production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry. Students will be attending lectures and technical demonstration, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects.

Additional Information

Offered every other spring.

Credits

3

Requisites

- Complete:
 - COM244 - Digital Video Production: Level I (3)

COM480 - Independent Study

Description

This course allows a student to investigate any communication subject not in the curriculum.

Additional Information

Course offered as needed.

Credits

0 - 3

COM490 - Communication Internship

Description

The communication internship provides an opportunity for students to apply their skills and communication expertise in a supervised, career-related experience. Students will be measured on their professionalism and effectiveness by an internship supervisor and will reflect on their personal and professional goals as they relate to the internship experience.

Credits

0 - 15

COM492 - Digital Media Internship

Description

This internship experience, for Digital Media majors, enables students to use 3, 6, or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the co-op education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

Additional Information

Course offered as needed.

Credits

0 - 15

Community Mental Health

PCMH500 - Orientation and Immersion Weekend

Description

This course 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.

Credits

0

PCMH600 - Overview of Clinical MH & SA Counseling

Description

In this course, students gain an understanding of the foundations of clinical mental health counseling, the people served, and the history and current state of public and private systems of care. One focus is an understanding of co-occurring mental health and addictive disorders, across the lifespan, and their impact on the lives of people diagnosed with these disabling conditions. This course also provides an overview of emerging issues in mental health counseling, policy and practice in behavioral health and integrated health care; current approaches to prevention, comprehensive treatment and support; the impact of managed care; community-building, education, advocacy, and systems change. Topics are addressed from multiple perspectives, with a strong emphasis on the perspective of service recipients and their families; as well as service providers, policy makers; and the community at large.

Credits

3

PCMH605 - Measurement & Testing

Description

This course provides an overview of the principles and practice of measurement and testing in clinical mental health and addiction counseling. Students gain an understanding of the major theories underlying different approaches to psychological testing, and the ethical, cultural, and developmental issues involved in measurement. This course focuses on selecting clinical measures for gathering information, understanding the statistical concepts involved, evaluating the utility of these instruments in terms of their psychometric properties including reliability and validity, and interpreting the results to inform diagnostic and intervention processes. Students gain familiarity with major measurement techniques for children and adults in the areas of intelligence and educational testing, personality assessment, and vocational and aptitude testing. Included are discussions of strength-based measures, as well as assessment of abuse and other risks.

Credits

3

PCMH610 - Helping Relationships & Clinical Counseling Techniques

Description

Students gain an understanding of the clinical mental health counseling process, from engagement to assessment, intervention, and evaluation. The focus is on the development of culturally relevant communication and consultation skills, in the context of major counseling theories. Skills are practiced in relation to working with individuals with significant mental health and substance abuse problems, their families, and other professionals. Areas covered include: ethical considerations, values clarification; evidence-based helping strategies; working with natural supports.

Credits

3

PCMH615 - Practicum

Description

Students complete a 100-hour practicum involving skills-based practice and experience, primarily in the areas of introductory counseling and diagnosis and assessment.

Credits

1

PCMH615A - Practicum (Seminar and Field Experience)

Description

Students complete a 100-hour practicum, divided into two sections. The seminar involves skills based practice, primarily in the areas of introductory counseling skills, self reflection and diagnosis and assessment. The field experience consists of at least 40 hours of direct service to actual clients.

Credits

0.5

PCMH615B - Practicum (Seminar and Field Experience)

Description

Students complete a 100-hour practicum, divided into two sections. The seminar involves skills based practice, primarily in the areas of introductory counseling skills, self reflection and diagnosis and assessment. The field experience consists of at least 40 hours of direct service to actual clients.

Credits

0.5

PCMH616 - Additional Practicum

Description

Students complete an additional 100 to 300-hours of practicum, in basic counseling skills, in a relevant program or agency, under the supervision of a qualified field instructor. A learning contract is developed by the student with the practicum supervisor. PCMH faculty provide supervision for the practicum process, individual and group instruction for the students, and serve as liaison to the field sites. A minimum of 100 hours is required per credit. The number of hours and credits are outlined in the practicum learning contract.

Additional Information

Offered on a pass/fail basis only.

Credits

1 - 3

Requisites

- Complete:
 - PCMH615A - Practicum (Seminar and Field Experience) (0.5)
 - PCMH615B - Practicum (Seminar and Field Experience) (0.5)

PCMH621 - Treatment Planning in Clinical MH & SA Counseling

Description

This course focuses on person-centered, recovery-oriented treatment planning, for clinical mental health and addictions counselors. It includes an understanding of the diagnosis and assessment process and how an understanding of mental health and addictive disorders influences the treatment planning process. It also addresses an individualized, strength-based approach, understanding and outreach to natural supports and community resources, and the importance of communication, documentation, and personal and community involvement in designing effective approaches to prevention, treatment and support.

Credits

3

PCMH635 - Clinical I: Integrated Mental Health & Addictions Treatment, Child & Family

Description

This course is focused on commonly used treatment modalities with children, adolescents, and families, that can be used in a variety of settings. An emphasis is placed on understanding family systems and family-based approaches. Treatment modalities include: Behavior and Cognitive Behavior Therapy, Solution Focused Therapy, and Narrative Therapy. Students will learn the theoretical framework and assumptions for each approach, therapeutic techniques associated with each intervention, how each therapeutic approach can be used for specific mental health (i.e. depression, anxiety, ADHD, conduct disorders) and addictive disorders, cultural and developmental considerations, and the existing research on such practices. Students will have opportunities to practice these clinical skills in class and discuss how to apply these practices with children and families in their internship settings.

Credits

3

PCMH636 - Clinical Skills II: Crisis, Trauma, Complex Issues (Child, Family)

Description

This course is the second of two clinical classes on specialized interventions with children, adolescents and families. The course will offer techniques for working with children, families and the general community during times of individual, family or community crisis (mental health or health crisis, accident, death, etc.). It will focus on the youth and families in crisis in the context of the natural community and the mental health systems of care. It will review the history and theory of crisis interventions, proactive planning for individual youth before the crisis occurs or reoccurs and risk assessment strategies. Other specific topics of focus will include: intervention in complex cases, trauma-informed care, self-harm/suicide, violence, and natural or human caused disasters. Strategies for assessment, planning, and intervention will emphasize family members as partners, solution and strength based treatment planning and interventions, natural and community based supports.

Credits

3

PCMH645 - Clinical Skills I: Integrated Mental Health & Addictions Treatment, Adult

Description

This course will build a clinical and practical foundation for intervening with adults who have co-occurring mental health and addictive disorders. Essential epidemiological, etiological, assessment, and evidence-based and promising treatment modalities will be covered (e.g. Cognitive Behavioral Therapy, IDDT). Topics will include integrated mental health, addictions and primary health care, family-involvement, involuntary interventions, and treatment modalities for young adults.

Credits

3

PCMH646 - Clinical Skills II: Crisis, Trauma, Complex Issues (Adult)

Description

This course is the second of two clinical classes on specialized interventions with adults. This course will integrate empirical and functional aspects of the therapeutic process when intervening with individuals who have co-occurring mental health and addictive disorders. Students will learn to employ core clinical interventions and treatment modalities for people with complex issues, including Dialectical Behavior Therapy and other specialized approaches. The course also will offer techniques for working with people during times of individual, family or community crisis (mental health or health crisis, accident, death, etc.). The complexity and heterogeneity of co-occurring disorders will be closely examined. There will be a special emphasis on how an individual's experience of trauma complicates clinical work. Unique ethical and boundary issues will be addressed.

Credits

3

PCMH650A - Internship I

Description

Students complete a 300-hour clinical internship, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1.5

Requisites

- 1 of the following:
 - PCMH615A - Practicum (Seminar and Field Experience) (0.5)
 - PCMH615B - Practicum (Seminar and Field Experience) (0.5)

PCMH650B - Internship I

Description

Students complete a 300-hour clinical internship, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1.5

Requisites

- 1 of the following:
 - PCMH615A - Practicum (Seminar and Field Experience) (0.5)
 - PCMH615B - Practicum (Seminar and Field Experience) (0.5)

PCMH662A - Internship II

Description

Students in the Master's program complete a second 300 hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1.5

Requisites

- Complete all of the following
 - 1 of the following:
 - PCMH615A - Practicum (Seminar and Field Experience) (0.5)
 - PCMH615B - Practicum (Seminar and Field Experience) (0.5)
 - 1 of the following:
 - PCMH650A - Internship I (1.5)
 - PCMH650B - Internship I (1.5)

PCMH662B - Internship II

Description

Students in the Master's program complete a second 300 hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1.5

Requisites

- Complete all of the following
 - 1 of the following:
 - PCMH615A - Practicum (Seminar and Field Experience) (0.5)
 - PCMH615B - Practicum (Seminar and Field Experience) (0.5)
 - 1 of the following:
 - PCMH650A - Internship I (1.5)
 - PCMH650B - Internship I (1.5)

PCMH663A - Internship III

Description

Students in the Master's program may complete a third 300-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1.5

Requisites

- Complete:
 - PCMH650A - Internship I (1.5)
 - PCMH650B - Internship I (1.5)
 - PCMH662A - Internship II (1.5)
 - PCMH662B - Internship II (1.5)

PCMH663B - Internship III

Description

Students in the Master's program may complete a third 300-hour internship (a minimum of 100 hours per credit awarded) that focuses on the development of advanced clinical and counseling skills, reflecting the comprehensive work experience of a clinical mental health or professional counselor, in a relevant program or agency, under the supervision of a qualified field instructor. The field experience includes a minimum of 130 hours of direct service to actual clients, but more is recommended. A learning contract is developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1.5

Requisites

- Complete:
 - PCMH650A - Internship I (1.5)
 - PCMH650B - Internship I (1.5)
 - PCMH662A - Internship II (1.5)
 - PCMH662B - Internship II (1.5)

PCMH664 - Additional Internship

Description

Students complete an additional 100-400 hours of clinical internship, in a relevant program or agency, under the supervision of a qualified field instructor. A minimum of 100 hours per credit is required, focused on the development of advanced clinical and counseling skills reflecting the comprehensive work experience of a clinical mental health or professional counselor. The number of hours and credits are outlined in the internship learning contract, developed by the student with the internship supervisor. PCMH faculty provide supervision for the internship process, individual and group instruction for the students, and serve as liaison to the internship sites.

Additional Information

Offered on a pass/fail basis only.

Credits

1 - 4

Requisites

- Complete all of the following
 - 1 of the following:
 - PCMH650A - Internship I (1.5)
 - PCMH650B - Internship I (1.5)
 - 1 of the following:
 - PCMH662A - Internship II (1.5)
 - PCMH662B - Internship II (1.5)

PCMH665 - Program Evaluation and Systems Research

Description

This course introduces students to the principles and practices of program evaluation and systems research, including quantitative and qualitative research methodologies. Students become informed readers of research literature, develop a research proposal on a topic of interest and learn how to use data to evaluate individual clinical practice and program/agency outcomes. Methods for gathering information from and for key constituencies are emphasized.

Credits

3

PCMH666 - Professional Counseling Orientation & Ethics

Description

This course covers significant practice-based challenges for clinical mental health and substance abuse counselors. The course includes a review of ethical standards and guidelines that have been developed by various helping professions, focusing on clinical mental health counseling as well as addiction counseling. It examines common tensions, polarities, practical implications and moral conflicts within which the counselor must exercise discretion and judgment, and explores the legal and ethical frameworks through which these decisions must be considered. Specific topics include credentialing in students' respective states, HIPAA and 42CFR 2. Through discussion, role play, real-time case examples and guest speakers, students deepen their understanding and commitment to the multiple roles of counselors in a multiagency, interdisciplinary context.

Credits

3

PCMH670 - Organizational Leadership & System Change

Description

This course explores aspects of the leadership and management role within mental health and counseling organizations. It provides an introduction to such topics as personal management and self-awareness, staff and clinical supervision, organizational dynamics/change/leadership, and managed care. It examines the research on community and systems change, strategies for analyzing and understanding communities and service systems, and community organizing and advocacy approaches.. Students learn the consultation skills critical to promoting collaboration and change in organizations and communities, and complete a project which integrates the research literature with practical applications and action strategies in this area.

Credits

3

PCMH675 - Mental Health, Addictions and Family Systems

Description

There are three emphases in this course. One is on an understanding of family systems and family-based approaches to treatment, including issues related to culture and ethnicity, the impact of domestic violence, effects specific to very young children, and so forth. The second is on a thorough understanding of addictive disorders across the lifespan, including system and community issues, such as how to address cross-social service system treatment barriers, and community education and mobilization. The third is on specific interventions for youth who are abusing substances, for example, strategies for providing intensive treatment options in the community, developing prosocial behaviors, safe detox for adolescents, and the legal issues which affect minors (e.g. differences in age of consent for mental health and substance abuse treatment, involuntary treatment issues).

Credits

3

PCMH676 - Psychopharmacology in Mental Health & Addictions, Across the Lifespan

Description

Students gain a working knowledge of major medications used to treat psychiatric, substance use and co-occurring disorders, and their actions and side effects, as well as basic medical problems for which referrals should be made. Issues specific to children and youth, adults and elders are addressed. This course also covers the physiology of addictions and the effects and prevalence of the major addictive substances of abuse. Students develop an understanding of withdrawal symptoms and detox protocols. Educating individuals and their families on medication benefits and side effects is emphasized.

Credits

3

PCMH680 - Diagnosis, Assessment & Psychopathology

Description

This course provides an overview of standard assessment and diagnostic methods in mental health counseling, which includes the classification, description and differential diagnosis of mental health and substance use disorders. Students will develop the capacity to use a systematic inquiry process for obtaining and evaluating important and accurate information during assessment. Students will gain a practical, working knowledge of the DSM-5, as well as skills to assess strengths, mental status, and trauma. The role of hypothesis formulation and hypothesis testing will be considered, along with the etiology and treatment indications for various disorders. Ethical, cultural and other issues and biases related to assessment and psychopathology are discussed.

Credits

3

PCMH682 - Human Growth & Development

Description

This course offers a review of significant research findings and theories about human development and transitions across the lifespan. The emphasis is on building a multidimensional framework for understanding development processes and dynamics, while addressing the impact of predictable challenges as well as traumatic events over the lifespan. Emphasis is placed on the interplay of biological, cognitive, social, and cultural factors associated with both normal and abnormal development.

Credits

3

PCMH683 - Group Process

Description

This course enables participants to acquire knowledge about theory and a way of thinking about and working with small groups. It is based on the assumption that experiential learning is the most effective way to get acquainted with a new and challenging topic. The course combines presentations of various theoretical issues related to group work with structured learning experiences that enable the application of newly acquired content in familiar contexts.

Credits

3

PCMH685 - Social and Cultural Foundations

Description

This course focuses on the interaction between society and the individual. Students gain an understanding of issues related to race, gender, age, disability, sexual orientation, ethnicity, culture and religious preferences and develop the knowledge and skills for culturally competent practice in behavioral health services.

Credits

3

PCMH686 - Career and Lifestyle Development

Description

This course reviews the major theories of career counseling. It explores life factors and roles that influence decision-making and reviews community and informational resources for career development. It also covers major career- counseling techniques and programs for the general population and for people with disabilities.

Credits

3

PCMH688 - Clinical Counseling Theories

Description

This course provides students with an overview of several formal theories of clinical mental health counseling and psychotherapy, including implications for research and practice. Many of the major theories are discussed, such as Psychodynamic, Humanistic, Experiential and Behavioral. Focus is on the theories' historic and functional connection to specific approaches, such as CBT, REBT, Solution- Focused and Narrative. Family Systems approaches are discussed as well. Course involves multiple modalities, including case-study reviews and skill-based applications

Credits

3

PCMH689 - Early Childhood and Infant Mental Health

Description

This innovative new course provides an overview of the latest assessment and intervention techniques used with infants, very young children and their families, with a strong emphasis on social and emotional development and mental health. Students will gain an understanding of the impact that early trauma, family violence, poverty and development disabilities can have on young children. Students will establish a context for working with young children in various community settings.

Credits

3

PCMH690A - Master's Project

Description

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a system change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Credits

1

PCMH690B - Master's Project

Description

Students must write a significant paper that is a literature review in an emerging area of clinical practice; a review and analysis of a policy issue or trend; a program design, development or evaluation; a system change strategy plan or analysis; or a grant proposal. Students are expected to integrate relevant literature, concepts and theories from their courses.

Credits

1

PCMH692 - Elders: Mental Health and Addictions

Description

Americans over the age of 65 are a fast growing segment of the population. A significant percentage of elders have mental health or substance abuse concerns. This course is designed to better prepare mental health and substance abuse counselors and other related professionals for the treatment and support of elders. Students will gain knowledge of specific strategies for screening, assessment, and treatment of elders, including attention to: situational concerns such as loss, grief and social isolation; issues of trauma and elder care; differential diagnosis of new vs. existing conditions; symptoms related to dementia and Alzheimer's; mental health issues related to depression, mental illness and changes in executive function; substance use issues, including interactions with medications, and other related medical conditions. Students also will gain an understanding of the larger service systems and community resources available to elders.

Credits

3

Computer Information Systems

CIS255 - Applied Data Structure and Database

Description

This course reviews the data structure concepts such as link lists, stack and queues, binary trees, graph representation and traversals, sorting, and hashing. The course is also an introduction to the basic principles and practices underlying the analysis, design, and implementation of the database, as they are used in the contemporary business environment. Students will learn the major approaches used in designing database applications. Students will also learn the details of the logical and physical design techniques of data modeling. The course has an extensive hands-on technical component using Structured Query Language (SQL).

Credits

3

CIS315 - Information System Requirements and Design

Description

This course focuses on software engineering principles and practices underlying the analysis, design, implementation and management of computer-based information systems. The course involves use of the unified modeling language (UML) and Agile (SCRUM) methodology, through the vehicle of a student group project, applying various elements to the system development life cycle. This course is writing and lab intensive, as project teams are required to submit a comprehensive project, with report and presentation.

Credits

3

Requisites

- Complete:
 - IT105 - Business Information Technology (2)

CIS335 - Business Systems Applications

Description

This course covers a variety of business types and the appropriate information systems to help run them. Students will demonstrate an ability to identify and model a business process with the goal of improving the process with a business system application. Examples include systems to assist in customer relationship management (CRM), enterprise resource planning (ERP), helpdesk management, payroll, accounting, decision-making, supply chain management, and other business functions. The course also covers the pros and cons of various means of acquiring information systems, for example using cloud services, purchasing software, using public domain software, building software in-house, and integrating multiple business applications into a whole. Students will gain hands-on experience with several business system applications, gain experience in proposing and justifying recommendations of information systems for particular businesses, and gain experience in quantifying the effectiveness of a business system applications.

Credits

3

Requisites

- Complete:
 - IT105 - Business Information Technology (2)

CIS355 - Business Intelligence Applications

Description

This course introduces concepts in business intelligence and explores how business intelligence (BI) applications can help improve management effectiveness through better decision-making in various scenarios. The benefits of BI and appropriate applications are discussed. Students use current BI tools to develop realistic solutions and gain hands-on experience. Current trends are discussed, as is the growing role of big data.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CIS255 - Applied Data Structure and Database (3)
 - 1 of the following:
 - MAT240 - Applied Statistics (3)
 - MAT241 - Modern Statistics with Software (3)

CIS410 - Enterprise Systems

Description

Enterprise Systems are now essential infrastructure to organizations of all sizes, as well as they remove the need to have individual business systems within functional departments. This course examines the implementation process of enterprise systems and how these systems fit into business operations. Functionalities of enterprise systems will be presented and analyzed, including enterprise resource planning (ERP) systems, customer relationship management (CRM) systems, and supply chain management (SCM) systems. Topics covered include business processes, implementation tools and methodology, project planning, enterprise systems integration, vendor/product selection and web services.

Credits

3

Requisites

- 60 credit(s).

CIS435 - Capstone in Information Systems

Description

The course is designed for students to learn to integrate a large number of concepts they have studied in previous course work within the department and school. The class uses a case/project-based design that requires students to identify and develop a detailed managerial analysis of an information technology and/or computer information system (IT, CIS) project, and design an implementation plan that takes into account business needs and constraints. This requires the knowledge, skills, tools, and techniques of systems analysis and design, project management, quality assurance, and people management. Students will work in teams, and will be required to present their solutions as a way of honing their communication skills.

Credits

3

Requisites

- Complete:
 - IT145 - Foundation in Application Development (3)
 - CIS315 - Information System Requirements and Design (3)
 - CIS335 - Business Systems Applications (3)
 - CIS355 - Business Intelligence Applications (3)

Computer Science

CS110 - Fundamentals of Programming

Description

This course introduces non-programming majors to the fundamental concepts of programming. The course assumes no prior programming experience. Students study the basics of programming including an introduction to variables, data types, looping, conditional logic, methods, and built-in collections. Students gain valuable problem solving skills and programming experience by writing simple computer applications using Python programming language.

Credits

3

CS111 - Discrete Mathematics I

Description

In this course propositional and predicate calculi are developed formally and then extended to develop a theory of sets. Relation theory, along with the formal specification language Z, is introduced with relations between two distinct sets. Partial functions are defined as constrained relations and total, one-to-one, and onto functions are defined as further constrained partial functions.

Credits

3

Requisites

- Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)

CS113 - Introduction to Programming

Description

A modern programming language is used to introduce conditional and iterative control structures, subprograms and parameter passing, arrays and records, dynamic memory allocation and linked lists, and recursion. In the required laboratory, students will write programs which exercise these language features.

Credits

3

CS113L - Intro to Programming Lab

Description

A modern programming language is used to introduce conditional and iterative control structures, subprograms and parameter passing, arrays and records, dynamic memory allocation and linked lists, and recursion. In the required laboratory, students will write programs which exercise these language features.

Credits

1

Requisites

- Complete or concurrently enroll in:
 - CS113 - Introduction to Programming (3)

CS114 - Intro to Software Engineering

Description

The software life cycle is introduced, shifting emphasis away from programming as the primary activity of the software engineer and towards requirements analysis, specification, documentation, testing, verification, and validation. In the required laboratory, students will develop a software simulation of a game using graphics which is required to run successfully.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CS113 - Introduction to Programming (3)
 - Complete or concurrently enroll in:
 - CS114L - Introduction to Software Engineering Lab (1)

CS114L - Introduction to Software Engineering Lab

Credits

1

Requisites

- Complete or concurrently enroll in:
 - CS114 - Intro to Software Engineering (3)

CS203 - Sophomore Software Engineering I

Description

This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

Credits

3

Requisites

- Complete:
 - CS114 - Intro to Software Engineering (3)
 - CS114L - Introduction to Software Engineering Lab (1)

CS203L - Sophomore Software Engineering Lab I

Description

This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

Credits

2

Requisites

- Complete:
 - CS114 - Intro to Software Engineering (3)

CS204 - Sophomore Software Engineering II

Description

This course is a continuation of CS203. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

Credits

3

Requisites

- Complete:
 - CS203 - Sophomore Software Engineering I (3)

CS204L - Sophomore Software Engineering Lab II

Description

This course is a continuation of CS203L. Students apply the theoretical principles of software engineering to a software project. The entire class works as a whole on one project, which will be carried through the software life cycle from problem definition to implementation, with the course evaluation based on deliverables.

Credits

2

Requisites

- Complete:
 - CS203L - Sophomore Software Engineering Lab I (2)

CS217 - Data Structure and Algorithms

Description

Students are individually responsible for the formal specification, design, implementation and proof of correctness of the abstract data type sets, bags, functions, sequences, stacks, queues, and strings. Special emphasis will be given to searching and sorting algorithms.

Credits

3

Requisites

- Complete:
 - CS114 - Intro to Software Engineering (3)

CS218 - Data Structure and Algorithms II

Description

Students are individually responsible for the design, formal specification, implementation, and proof of correctness of the abstract data types, trees and graphs. Special emphasis will be given to graph algorithms.

Credits

3

Requisites

- Complete:
 - CS217 - Data Structure and Algorithms (3)

CS219 - Computer Architecture I

Description

Computer architecture and organization are covered including instruction set design, floating point and integer arithmetic operations, number representations, datapath design, pipelining, control flow, memory hierarchy, caches, virtual memory and input/output. Students are introduced to a variety of commercial architectures such as x86 and ARM.

Credits

3

Requisites

- Complete:
 - CS114 - Intro to Software Engineering (3)

CS231 - Database Systems

Description

This course will give the student an overview of application development using database management systems (DBMS). Conceptual database design, data modeling and data normalization will be presented and practiced. Structured query language (SQL) will also be practiced using MySQL or a similar tool. Relational databases will be examined, with an emphasis on those found in PC networks with client-server applications. Topics include: the rationale for using databases, the history of databases, logical definition and structure for efficient access, physical definition of the data, using SQL and QBE (query by example) to access databases, data security and backup strategies.

Credits

3

Requisites

- Complete:
 - CS113 - Introduction to Programming (3)

CS238 - UNIX Programming

Description

This course covers UNIX/Linux commands and utilities including file manipulation, program execution and control. A brief introduction to Bourne and Korn shell programming is included. Proficiency in applying new skills is reinforced with extensive hands on exercises.

Credits

3

CS303 - Junior Software Engineering I

Description

This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The class works in groups on a large product using the Scrum software engineering framework. At the end of the first semester students should complete the "Concept" phase of the Product with a working prototype. The same Concept is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

Credits

3

Requisites

- Complete:
 - CS218 - Data Structure and Algorithms II (3)

CS303L - Junior Software Engineering Lab I

Description

This course is the first of a two-semester sequence. Students apply the theoretical principles of software engineering to a software project. The class works in groups on a large product using the Scrum software engineering framework. At the end of the first semester students should complete the "Concept" phase of the Product with a working prototype. The same Concept is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

Credits

2

Requisites

- Complete:
 - CS218 - Data Structure and Algorithms II (3)

CS304 - Junior Software Engineering II

Description

This course is the second of a two-semester sequence. In the first semester students apply group-based software engineering methodologies to a large project. In the second semester students continue developing group-based software engineering concepts but specifically focus on individual software engineering concepts such as software testing, object-oriented design, design patterns, and code optimization. The first semester prototype is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

Credits

3

Requisites

- Complete:
 - CS303 - Junior Software Engineering I (3)

CS304L - Junior Software Engineering Lab II

Description

This course is the second of a two-semester sequence. In the first semester students apply group-based software engineering methodologies to a large project. In the second semester students continue developing group-based software engineering concepts but specifically focus on individual software engineering concepts such as software testing, object-oriented design, design patterns, and code optimization. The first semester prototype is the starting point for the second semester where the students will complete the "Pre-Production" phase of the Product. At the end of the second semester students are required to present their projects.

Credits

2

Requisites

- Complete:
 - CS303L - Junior Software Engineering Lab I (2)

CS312 - Algorithms

Description

Basic algorithmic analysis and strategies are explored along with fundamental computing algorithms. Connections between regular languages and finite automata, context-free languages and pushdown automata, and Turing machines and computation are established. The complexity classes P and NP will also be introduced.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CS218 - Data Structure and Algorithms II (3)
 - Concurrently enroll in:
 - MAT235 - Discrete Mathematics II (3)

CS317 - Computer Networks

Description

This course provides an in-depth overview of the field of data communications and its impact on information systems. Various types of equipment will be examined along with protocols and architectures offered by major vendors. Distributed system issues as well as local area network solutions are discussed.

Credits

3

Requisites

- Complete:
 - CS219 - Computer Architecture I (3)

CS321 - Programming Language Concepts

Description

The history of computing as well as an overview of programming languages will be presented. Students will be introduced to the formal definition of programming languages including specification of syntax and semantics. Scope of declarations, storage allocations, binding time, and recursive procedures will be examined in several different programming languages.

Credits

3

Requisites

- Complete:
 - CS114 - Intro to Software Engineering (3)

CS328 - Embedded Systems

Description

This course examines key aspects of embedded system design including microcontroller selection, assembly-language programming, the use of higher-level languages for system development, interfacing, transducers, and key supporting analog circuits.

Credits

3

Requisites

- Complete:
 - CS219 - Computer Architecture I (3)

CS331 - Computer Security**Description**

With the proliferation of personal computers and Internet and the fact that cyber attacks have turned more aggressive in recent years, computer security becomes mandatory for all connected computer systems. This course first covers the fundamentals of security concepts and provides students with the skills required to recognize and diagnose potential security issues in computer and network systems. Through lectures, readings, and virtual labs which combines cloud computing and virtualization technologies to offer different scenarios of security issues to practice, students will learn how to implement access controls and cryptography to protect computer systems and data, how to analyze risk and set up response and recovery plans, how to administer security operations and administration, and how to audit, test, and monitor the security plans. Other topics include security standards, security education and training, security professional certifications, and US compliance laws. At the conclusion of the course, students will have a heightened sense of security in the actions they take when using and maintaining computer systems.

Credits

3

Requisites

- Complete:
 - CS114 - Intro to Software Engineering (3)

CS361 - Computer Software and Operating Systems**Description**

This course explores the major components of an operating system. Topics covered include processes, threads, mutual exclusion and synchronization, deadlock and starvation, memory management, virtual memory, scheduling on single and multiprocessors, I/O management and scheduling, and file systems.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CS218 - Data Structure and Algorithms II (3)
 - CS219 - Computer Architecture I (3)
 - 1 of the following:
 - CS328 - Embedded Systems (3)
 - IT251 - Introduction to Unix/Linux Operating System (3)

CS407 - Principles of Machine Learning

Description

With the exponential growth of both available data and computing power, Machine Learning becomes increasingly important and essential knowledge. This course introduces the concept of Machine Learning, commonly used Machine Learning algorithms, and the available tools using Python libraries such as NumPy, SciPy (Scikit-learn), and Panda. Different types of learning algorithms including supervised learning, unsupervised learning, and reinforcement learning are discussed. Some common Machine Learning algorithms are examined in applications with example problems – training the data, finding a model, and making predictions. Practices are done in Python coding. Other topics covered are data visualization, training/testing data and making predictions from the model, model evaluation and parameter tuning.

Credits

3

Requisites

- Complete:
 - CS218 - Data Structure and Algorithms II (3)
 - MAT350 - Applied Linear Algebra (3)

CS411 - Artificial Intelligence

Description

This course provides an introduction to the theories, methods and problems of AI. Knowledge representation, natural language processing, computer vision, neural networks, path finding (A*, navigation meshes) and machine learning will be covered. Discussion of concepts such as intelligence, cognition, personality, and the Winograd/Turing test will be addressed. Practical implementations will be explored in the context of game AI.

Credits

3

Requisites

- Complete:
 - CS218 - Data Structure and Algorithms II (3)

CS413 - Software Engineering Project I

Description

This course is the first part of a two semester sequence. Students will apply the theoretical principles of software engineering to a major software project. The project will be carried through the SDLC from problem definition to implementation with the course evaluation based on deliverables. This two course sequence may be in lieu of a computer science internship.

Credits

3

Requisites

- 1 of the following:
 - CS304 - Junior Software Engineering II (3)
 - CS304L - Junior Software Engineering Lab II (2)

CS414 - Software Engineering Project II

Description

This course is a continuation of CS413. Students will apply the theoretical principles of software engineering to a major software project. The project will be carried through the SDLC from problem definition to implementation with the course evaluation based on deliverables. This two course sequence may be in lieu of a computer science internship.

Credits

3

Requisites

- Complete:
 - CS413 - Software Engineering Project I (3)

CS425 - Systems Architecture

Description

An examination of the relationship between hardware and software. The compiler writer's viewpoint as well as the architect's viewpoint are analyzed in various areas, including instruction set design and addressing modes. Advanced topics in operating systems, especially interrupt mechanisms, memory management and processor management are also discussed. Various commonly used architectures will be compared.

Credits

3

Requisites

- Complete:
 - CS361 - Computer Software and Operating Systems (3)

CS427 - Computer Graphics

Description

This course introduces the basic concepts and algorithms of three-dimensional interactive computer graphics. Topics include projection, vertex arrays, buffer objects, color perception, clipping, 2D/3D transformations, animation, culling, quaternions, convexity, interpolation, 3D surfaces, lighting, shading, texture mapping, pixel manipulation, and special effects. Practical implementation of the topics are realized with OpenGL programming and GLSL shader programming.

Credits

3

Requisites

- Complete:
 - CS218 - Data Structure and Algorithms II (3)
 - MAT350 - Applied Linear Algebra (3)

CS490 - Computer Science Internship

Description

This course provides students with the opportunity to work with a company in the software engineering field. It allows the student to link academic principles to practical applications and to develop responsibility, and interpersonal and communication skills. Department approval of internship description required.

Credits

3 - 15

Requisites

- Complete or concurrently enroll in:
 - CS304 - Junior Software Engineering II (3)

Construction Management

CM100 - Fundamentals of Building Construction and Management

Description

This course surveys current materials and methods used in building construction, including building foundations, timber, concrete and steel framing systems, masonry construction and interior and exterior finishes. Topics in construction management will stress the centrality of construction management in the evolution and expansion of the built environment and societal issues. Current large-scale projects, industry trends, and technologies will be discussed.

Credits

3

CM115 - Construction Plan Reading and Building Codes

Description

This course examines construction plans necessary to organize and supervise construction work. The course covers interpretation of construction plans, symbols, scales, formats, specifications, and building codes and includes field trips and instruction in architectural, structural, mechanical, electrical and general construction details. Students will examine the relationship among drawings, specifications and codes and how to use the included design information to perform a quantity takeoff, an estimate, or build a project.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)
 - Concurrently enroll in:
 - CM120 - Computer Graphics Applications for Construction (3)

CM120 - Computer Graphics Applications for Construction

Description

This course explores the development and interpretation of civil, architectural, structural, and electrical drawings; freehand sketching of construction details and sections; computer aided construction drafting. Computing techniques are used for the formulation, analysis and solution of typical construction management problems. Industry CAD standards such as AutoCAD Revit and AutoCAD NAVISWORKS for Building Information Modeling (BIM) will be used.

Credits

3

Requisites

- Concurrently enroll in:
 - CM115 - Construction Plan Reading and Building Codes (3)

CM230 - Construction Surveying

Description

The theory and practice of plane and route surveying for measuring traverses, determining topography, and sectioning are examined as well as site layout and design, and vertical and horizontal curves. Laboratory exercises focus on the application of these techniques as they relate to the building industry including construction layout and grades.

Credits

3

Requisites

- Complete:
 - CM120 - Computer Graphics Applications for Construction (3)

CM250 - Heavy Construction Equipment

Description

This course studies the current use of heavy equipment in construction projects including highways, tunnels, bridges, dams, storm drains, and sanitary sewers and the production estimating for the operations. Site visits and a term project on estimating equipment usage and operations are required.

Credits

3

Requisites

- Complete:
 - CM120 - Computer Graphics Applications for Construction (3)

CM275 - Introduction to Building Structures

Description

Students will actively discover and implement knowledge, analysis, and design of structural systems used in building construction throughout this course. The focus of this course is on building structures as systems of many integrated parts for supporting architecture. Students will realize the fundamental principles that govern the behavior of various structural elements and assemblies. Patterns, horizontal spans, and high-rise structures are examples of topics students will engage in.

Credits

3

Requisites

- Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)

CM280 - Passive Environmental Design Systems

Description

Students engage in the opportunity to experiment and implement environmental design systems and sustainable building practices that directly relate to the construction industry throughout this course. By incorporating environment around a future building's milieu - the sun, wind patterns, geographic location, and topographic conditions - projects can leave smaller carbon footprints, become healthier for building occupants, and have the ability to achieve a passive state. This course will analyze case studies in the built environment, teach students the importance of a building's site and its location, and showcase the importance of a building's design, its thermal performance, and its internal systems.

Credits

3

Requisites

- Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)

CM320 - Construction Methods and Materials

Description

Construction building materials and components for horizontal and vertical construction are discussed. The course emphasizes the comprehensive analysis of materials with respect to design, specifications, construction methods, testing, and inspection. Testing of soils, asphalt and concrete, structural and behavioral characteristics, engineering properties, measurements and applications of construction materials are examined in depth.

Credits

3

Requisites

- Complete:
 - CHM101 - Fundamentals of Chemistry (3)
 - CM275 - Introduction to Building Structures (3)

CM370 - Construction Estimating and Scheduling

Description

This course introduces students to the fundamentals of construction estimating and scheduling using both manual and BIM tools to develop project estimates and takeoffs. Conceptual, area, systems and unit price estimates will be studied and basic CPM scheduling theory to include bar charts and network schedules.

Credits

3

Requisites

- Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)

CM375 - Building Systems

Description

Provides basic knowledge of building mechanical systems, and methods to estimate, select, install and verify the systems. Mechanical topics include plumbing, HVAC, water supply, fire protection, air quality, and sanitary sewer systems. Electrical topics include basic principles of electricity, single and three phase systems, transformers, branch circuits and feeders and residential and commercial illumination. Includes understanding of codes and the principles of design and materials used in the construction of plumbing, HVAC and transportation systems.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)
 - CM275 - Introduction to Building Structures (3)
 - CM320 - Construction Methods and Materials (3)
 - 45 credit(s).

CM380 - Construction Law and Contracts

Description

An overview of the legal system, including court structure and procedure, and the maxims of law as applicable to the management and contractual delivery of a construction project and a contract. Topics covered include bidding, delays and acceleration, differing site conditions, contract interpretation, termination of contract, liability and remedies, and dispute resolution mechanisms. The history and development of contract law will be discussed. Consideration of criminal justice and tort law followed by a thorough study of contract law, including the basic elements of a valid contract, rights of the third parties, and remedies for breach.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CM100 - Fundamentals of Building Construction and Management (3)
 - 45 credit(s).

CM390 - Materials Testing and Quality Control

Description

Aggregate, concrete, asphalt, wood, and masonry are tested using ASTM procedures to establish design criteria, inspection and quality control programs for testing samples from project sites.

Credits

3

Requisites

- Complete:
 - CM320 - Construction Methods and Materials (3)

CM400 - Construction Project Management & Safety

Description

Organization and management theory applied to the construction process, including leadership functions, ethical standards, project planning, organizing and staffing are discussed. The course provides an understanding of construction safety as federally mandated by OSHA (Occupational Safety and Health Administration) 30 Standards. Course includes interpretation and application of regulations, and development of safety plans.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CM370 - Construction Estimating and Scheduling (3)
 - 90 credit(s).

CM410 - Advanced Estimating and Bid Analysis

Description

The details of construction contracts, construction business methods, bidding, construction insurance and value engineering are covered in this course. The principles of cost estimating, value analysis of construction projects, classification of work, quality take-offs, construction operations cost, bidding operations and time value of money are discussed. The preparation of preliminary budgets, factors affecting construction cost, bid strategies and computer applications also are explored.

Credits

3

Requisites

- Complete:
 - CM370 - Construction Estimating and Scheduling (3)

CM415 - Construction Planning and Scheduling

Description

This course encompasses detailed project planning and scheduling including work breakdown structure, crew productivity, activity and project time-cost relationships, and project cash flow. Computer applications software will be utilized for scheduling, resource allocation and time/cost analysis.

Credits

3

Requisites

- Complete:
 - CM370 - Construction Estimating and Scheduling (3)

CM485 - Construction Business and Finance

Description

An investigation of construction financing during all phases of project development with topics including permanent loans, construction loans, sources of mortgage funds and venture capital, and tax and interest considerations. Special emphasis is placed on the role of the banker as a vital member of the construction management team.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ACC105 - Foundations of Accounting I (2)
 - ACC201 - Financial Accounting (3)
 - Complete:
 - CM400 - Construction Project Management & Safety (3)

CM498 - Senior Capstone Project

Description

Students will work with an industry advisor to develop a preconstruction plan for an actual construction project. At a minimum, this plan would include a project estimate and schedule, field and home office organization, a site logistics plan and a schedule of values. A formal presentation will be made to an industry panel. The course also addresses professional ethics through a case study and includes a research paper requirement.

Credits

3

Requisites

- Complete all of the following
 - 90 credit(s).
 - Permission of instructor

Culinary

CUL100 - PreHeat

Description

This one-week pre-matriculation experience helps students master the basics of kitchen work: knife skills, sanitation, fundamental food preparation, etc. It allows students to begin their first semester ready to move forward with the initial lessons. It also gives students a chance to get to know each other, familiarize themselves with the SNHU campus, and prepare themselves for college-level work.

Credits

1

CUL105 - Career Lab

Description

This course focuses on professional skill development and prepares students for their culinary internship experience and post collegiate life. Topics include: resume and cover letter writing, interviewing techniques, networking, communication, professional conduct, and career planning. Course material will be complemented and reinforced through guest speakers from the industry.

Credits

1

CUL115 - Culinary Intensive Lab

Description

This is a foundation course for students embarking on a professional culinary arts career. Culinary Intensive Lab emphasizes basic cooking techniques, culinary terminology and the proper use of culinary tools, which apply to the professional kitchen environment and the culinary industry. The course is divided into a series of extensive classroom lectures, chef demonstrations and hands-on preparation. These methods of instruction will prepare students to focus their attention on cooking organization, sanitation and following correct culinary procedures. This course will develop for the culinary student, the proper professional attitude toward the food service profession and will introduce the student to professional organizations and literature essential for success in the culinary field.

Credits

5

CUL125 - Baking Intensive Lab

Description

Lecture and lab format is used to develop skills for the production of yeasted doughs, quick breads, short dough, tarts, pie, pie fillings, Bavarian creams, custards, mousses, souffles, various cookies, meringues, pastry cream, other fillings, phyllo, strudel, and laminated dough products, cakes, icings, and frozen desserts. Emphasis will be placed on accurate measuring, efficiency in the work flow, application of appropriate tools and mixing methods for product type, practicing safety and sanitation throughout processes, ability to evaluate proper doneness, execution of finishing skills, and development of flavor, texture, and appearance suited to the product.

Credits

5

CUL130 - Tame the Flame: Kitchen Operations

Description

This course serves to reinforce the cooking and baking techniques developed in CUL-115 and CUL-125, as well as introduce students to the various functions of a full-service restaurant. To fulfill this purpose, students will be working to meet a deadline for service in the Quill restaurant, upholding the standards of quality and consistency when producing the menu items they are assigned, rotating through the various stations of the kitchen, working as a team to prepare for service, delivering meals quickly and efficiently, and returning the kitchen to a clean work space, gaining experience with the point-of-sales system and expediting, practicing communication skills in a busy production environment. Successful completion of this course proves proficiency in production from the cold station, fry station, charbroiling, sauté, plated dessert production, and bread baking for entry level positions.

Credits

4.5

Requisites

- Complete:
 - CUL115 - Culinary Intensive Lab (5)
 - CUL125 - Baking Intensive Lab (5)

CUL140 - Eat, Drink and the Bottom Line: Food and Beverage Purchasing and Cost Control

Description

Emphasis is placed on methods used to solve mathematical problems that relate to food service operations. Topics include operations with decimals, percentages, weights and measures, recipe conversion, menu pricing, food costs, inventories, break-even analysis, and financial statements.

Credits

3

Requisites

- 1 course(s) from subject(s): MAT within the range of course numbers 101 - 499

CUL150 - Crafting the Customer Experience: Front of the House Operations

Description

This course focuses on essential techniques of customer service, including professional guest interaction, timely service, proper guest check procedure, and point of sales operations. The relationship between the front and the back of house operations and approaches will be explored with an emphasis on smooth, efficient, and professional experiences for consumers.

Credits

3

CUL160 - Global Cuisines

Description

In this course, students will be introduced to the historical and regional implications in the development of different world cuisines. This course will enhance their cooking skills and techniques by producing food for rotating international menus. Students will work through each station of the kitchen, applying appropriate cooking methods and working with different ingredients indigenous to international cuisines. This course will reinforce the cooking and baking techniques developed in earlier courses as well as introduce students to the functions of a full-service restaurant. The development and refinement of mis en place, cooking techniques, timing, and organizational skills are emphasized in this class. Successful completion of this course proves proficiency in producing and presenting several savory dishes, desserts, and breads from countries around the world.

Credits

4.5

Requisites

- Complete:
 - CUL115 - Culinary Intensive Lab (5)
 - CUL125 - Baking Intensive Lab (5)

CUL270 - Culinary and Baking Capstone

Description

This two-week, on-campus capstone gives students an opportunity to learn from each other as they bring back specific skills from their internships. Students will also demonstrate their mastery of foundational cooking and baking skills in live-kitchen demonstrations and exams.

Credits

3

CUL290 - Culinary Internship

Description

This required internship at a full-service restaurant will give students the opportunity to learn in a professional setting while also applying the skills and techniques they learned in their coursework and labs. Competencies for the internship include skills in banquet and catering; baking and dessert production; cold food and garde manger; expediting, dishwashing, and maintenance; and line cooking.

Credits

12 - 14

Data Analytics

DAT500 - Data and Information Management

Description

Master key foundational concepts and tools in data and information management. Learn data analysis skills required for data assessment and data validation for creating data structures and data analysis reports. Gain exposure to common data and information management technologies that provide decision support capabilities to organizations.

Credits

3

Development

DEV106 - Child Development

Description

This course surveys and focuses on child growth and development from birth through the life cycle. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of human growth and development are included. An overview of all developmental stages will be covered.

Credits

3

DEV126 - Precursors of Academic Skills

Description

This course focuses on the development of pre-academic skills in young children. Students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children. The relationship between the development of pre-academic skills and emerging literacy will be emphasized. Promotion of emerging literacy skills through the identification of high quality children's literature is covered.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete or concurrently enroll in:
 - DEV106 - Child Development (3)

DEV249 - Field Experience: Child Care Setting Young Children

Description

This course is an opportunity for child development majors to actively participate in the various aspects of child care programming, including teaching and intervention. The course includes on-site experiences and seminars.

Credits

3

DEV259 - Field Experience: Agency Setting Young Children

Description

This course is an opportunity for child development majors to actively participate in a human-service organization that serves young children and families. The course includes on-site experiences and seminars.

Credits

3

DEV260 - Family and Culture

Description

This course considers how family and culture influence child development including family structures, sibling relationships, parenting behaviors, children's special needs, family violence, diversity in educational settings and the relations between family and community. Students explore their own and other's cultural influences through the lens of diverse cultural perspectives. The challenges faced by children and families from a variety of cultures and socio-economic backgrounds including communication, interaction, education, and societal norms will be examined from the role of the practitioner. Research informs student projects in which a particular aspect of culture is studied in depth. Ten hours of field experience is included.

Credits

3

DEV424 - Assessment, Observation & Intervention

Description

Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to development outcomes, interpretation and planning for intervention and curriculum. (Legal Issues, Diversity)

Additional Information

Offered every spring term.

Credits

3

DEV499 - Internship

Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Additional Information

Course offered as needed.

Credits

0 - 15

DEV536 - Developmentally Appropriate Practice

Description

This course focuses on the development of pre-academic skills in young children, highlighting the critical role play has in a child's life. Play is a rich resource for developing self-regulation, promoting language, cognition, and social competence, a method of assessment and a tool for intervention. In this course, students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children.

Credits

3

Doctoral

DOC950 - Dissertation Status

Credits

1

Requisites

- Complete:
 - INT890 - Doctoral Colloquium (3)
-

Early Childhood Education

ECE609 - Theoretical Foundations in ECE

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the theoretical foundations of early childhood education and early childhood special education to his/her professional practice. Teacher Candidates will examine the theoretical foundations of early childhood special education and its impact on young children with disabilities. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates an in-depth understanding of the theoretical foundations needed to address the individual needs of all children, including children with disabilities, PreK-3. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

Credits

2

ECE611 - Classroom and Behavior Management in ECE

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the principles, procedures and strategies for classroom behavior management. Teacher Candidates will examine social skills development, assessment of social behavior and learning environment enhancement. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates an in-depth understanding of classroom behavior management needed to address the individual needs of all children, including children with disabilities. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

Credits

2

ECE620 - Early Childhood Mathematics

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach mathematics to PreK-3 students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of PreK-3 students with disabilities and will include the following: (a) contextualizing learners and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing mathematical concepts, methods and strategies; and (e) linking PreK-3 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching mathematics.

Credits

4

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

ECE621 - Early Childhood Literacy

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach literacy to PreK-3 students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the reading and writing needs of all students and will include the following: (a) contextualizing learners and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing literacy models, concepts, methods and strategies; and (e) linking PreK-3 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching literacy.

Credits

4

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

Economics

ECO101 - Economics of Social Issues

Description

This course will introduce students to economics of social issues, focusing on today's most pressing social and economic problems from both a domestic and global perspective. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain a perspective on why our present day economy is the way it is and where it may be headed. Next, participants will examine issues of, but not limited to, environment, healthcare, and the equity of income distribution using tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, gay marriage, drug and alcohol use, assisted suicide, military draft, gun control, bribery, or any other area of inquiry which a student may choose. Students will be required to select a social and/or economic issue of their choice for a semester long study and will present the results of their work and recommendations for public or private action. This is a writing intensive course. Open to non-business majors only.

Credits

3

ECO201 - Microeconomics

Description

This course examines the role of economic systems in allocating scarce resources to satisfy the needs and wants of individual members of a society. After a brief exposure to alternative economic systems, the focus becomes the nature and performance of American capitalism. Primary emphasis is placed upon the development of models that explain the behavior of consumers, producers and resource suppliers in various market structures.

Credits

3

Requisites

- Complete 1 of the following
 - 1 of the following:
 - MAT130 - Applied Finite Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT240 - Applied Statistics (3)
 - Complete:
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)

ECO202 - Macroeconomics

Description

This course explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study. The impact of international transactions on the domestic economy also is discussed.

Credits

3

Requisites

- Complete 1 of the following
 - 1 of the following:
 - MAT130 - Applied Finite Mathematics (3)
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT240 - Applied Statistics (3)
 - Complete:
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)

ECO205 - Foundations of Macroeconomics

Description

Foundations of Macroeconomics explores the manner in which the overall levels of output, income, employment and prices are determined in a capitalist economy. The focus is on the forces that act to shape these factors and determine their fluctuations. The role of government fiscal and monetary policy in influencing the level of economic activity is also a major area of study.

Credits

2

Requisites

- Complete or concurrently enroll in:
 - ECO201 - Microeconomics (3)

ECO301 - Managerial Economics

Description

This course applies economic theory and quantitative techniques to solving business decision problems. The principal economic framework is that of microeconomics and covers such topics as demand, production, cost and market structures. Regression and linear programming are the main quantitative tools developed in the course. Computer applications are a required part of the course.

Credits

3

Requisites

- Complete:
 - ECO201 - Microeconomics (3)
 - ECO202 - Macroeconomics (3)
 - ACC202 - Managerial Accounting (3)
 - MAT240 - Applied Statistics (3)

ECO306 - Money and Banking

Description

This course covers three broad areas. The first is the banking industry's regulations and internal operations. The second area focuses on the banking industry's role in the national economy, including monetary policy and its macroeconomic effect on prices, employment and growth. International banking is the third area covered and includes an overview of institutional arrangements and the effects of international banking on the world economy. Writing intensive course.

Credits

3

Requisites

- Complete:
 - ECO201 - Microeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)

ECO314 - Labor Economics

Description

This course develops and explores explanations of the operation of the labor market in the United States' capitalist economy. An eclectic approach is used to compare and contrast different views on such issues as the nature of the working class, the role of trade unions in the labor market, the impact of investments in labor power, the causes of poverty and unemployment, the influence of technological change on the labor market, and the role of the government in the labor market (i.e. minimum wage legislation, employment training programs, unemployment compensation, retirement and Social Security).

Credits

3

ECO322 - International Economics

Description

International Economics develops and explores alternative explanations for the determinants of international trade and financial flows. Emphasis is placed on analyzing the cause and effect of such international phenomena as trade patterns, factor mobility, direct and portfolio investment, multinational corporations, balance of payments disequilibria, and government trade and exchange controls. The course highlights the interdependence of nation-states in the world economy and the development of national policies that are designed to alter or control the pattern of international trade and investment.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ECO201 - Microeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)

ECO330 - Public Finance

Description

This course examines the economic rationale for government provision of goods and services in a market system. Efficiency criteria for evaluating government programs, tax policy and the current U.S. tax structure also are studied.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ECO201 - Microeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)

ECO375 - Economics of Professional Sports In the U.S.

Description

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. Industrial organization theory is used to analyze the types of competition and market structure that exist in the sports industries. The analysis includes an exploration of the costs and benefits of market power as well as the role of the media and the government in the operation of sports franchises and leagues. Public finance theory is used to explore how cities have tied economic development to sports franchises, to analyze the impact of tax-based funding of stadiums, and to evaluate the costs and benefits of sports franchises to their community. Labor economic theory is used to investigate labor conflict and collective bargaining in professional sports as well as the role played by discrimination in professional sports labor markets. Finally, the course explores the existence of the unpaid professional student-athletes and their employer, the NCAA.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ECO201 - Microeconomics (3)

ECO402 - Intermediate Macroeconometrics

Description

This course develops models of short-to-medium-run fluctuations in overall economic activity as well as long-run models of economic growth of a nation. The former category of models includes the Keynesian, New Classical, and New Keynesian frameworks. Particular emphasis will be placed on the New Keynesian model. Empirical testing of the models using computer software will involve the statistical analysis of macroeconomic data. The primary econometric tools for analyzing this data will be regression and its extensions and modern time series analysis. Long-run models of economic growth including the Solow model and the Romer model will also be examined.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ECO201 - Microeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)
 - MAT240 - Applied Statistics (3)

ECO490 - Economics Finance Internship

Description

The economics/finance internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

Credits

0 - 15

ECO500 - Managerial Economics

Description

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

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - QSO510 - Quantitative Analysis for Decision Making (3)
-

Education

EDU102 - Foundations of Education

Description

This course give students an overview of American education including history, philosophy and current issues. It will introduce students to strategies for creating a learning environment that support student learning.

Credits

3

Requisites

- Concurrently enroll in:
 - EDU102L - Foundations of Education Lab (1)

EDU102L - Foundations of Education Lab

Description

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools strategies.

Credits

1

Requisites

- Concurrently enroll in:
 - EDU102 - Foundations of Education (3)

EDU120 - Developing Mathematical Thinking

Description

This course will investigate the role that problem solving plays in the teaching and learning of mathematics. Students will learn strategies for assessing their own formal and informal problem solving strategies, as well as strategies for developing those same skills with students in the elementary grades. Mathematical content is investigated through a pedagogical perspective.

Credits

3

EDU200 - Introduction to Education

Description

This course gives students an overview of American education through analysis of its historical and philosophical roots. Contemporary issues in American education are emphasized. Non-education majors may use this course as a social science elective.

Credits

3

EDU203 - Professional Responsibility and Ethics in Teaching

Description

The purpose of this course is to help students develop an understanding of teaching as a profession by drawing upon established and contemporary research, the wisdom of practice, and emerging educational policies and practice. In addition, this course will help students to prepare for the ethical problems they will routinely confront in their professional lives. Teachers require unique moral sensitivities and understandings. By the end of the course, students should have a command of the basic skills of ethical reasoning, a familiarity with the most important ethical concepts that apply to their work, and an ability to apply these skills and concepts.

Credits

3

EDU208 - Assessment, Accountability and Teaching in the Classroom

Description

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Credits

3

EDU208A - Assessment, Accountability and Teaching in the Classroom

Description

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Credits

1.5

Requisites

- 1 of the following:
 - MUE100 - Introduction to Music Education (3)
 - EDU220 - Teaching in the Middle School (3)
 - EDU270 - Foundations of Teaching and Learning (3)
 - EDU271 - Methods of Teaching Secondary Education (3)

EDU208B - Assessment, Accountability and Teaching in the Classroom

Description

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning.

Credits

1.5

Requisites

- 1 of the following:
 - MUE100 - Introduction to Music Education (3)
 - EDU270 - Foundations of Teaching and Learning (3)
 - EDU271 - Methods of Teaching Secondary Education (3)
 - EDU220 - Teaching in the Middle School (3)

EDU219 - Integrating Social Studies and the Arts in the Elementary School

Description

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed.

Credits

3

EDU220 - Teaching in the Middle School

Description

This course provides students with innovative and authentic learning experiences about middle-level education. Topics include team teaching, advising, integrating curriculum, active learning, cooperative learning, trackless classes, block scheduling, community service programs, health education, and full exploratory and concentrated curriculum.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

EDU225 - Mathematics Instruction/Young Children

Description

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification program

EDU232 - Young Adult Literature

Description

This course provides focus on literature designed for the adolescent reader, grades 5-12. Students read examples of young adult fiction and nonfiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for integrating these books into a standard English or social studies curriculum.

Credits

3

EDU245 - Literature for Children and Young Adolescents

Description

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the eighth grade. The course will focus on the various literary genres, elements of fiction, authors and illustrators.

Credits

3

EDU250 - Examining Science Content

Description

This course is designed for future educators who want to further understand the adult content knowledge that is the foundation of the science content and skills they will teach in the K-8 classroom. Emphasis will be on disciplinary core ideas, crosscutting concepts, and content resources. The issue of preparing for national testing in the science will also be addressed.

Credits

3

EDU255 - Robotics in K-12 Education

Description

Students will gain an awareness of procedures involved in using robots to further the education of K-12 students. Students will be introduced to a variety of robots and gain an understanding of the robots' capabilities as well as how they can be used effectively in educational settings. The characteristics of each type of robot will be investigated allowing students to determine the "best practice" use of robots. Students will also become familiar with robot programming procedures. Students will consider ethics and the social responsibility of teachers using robots in the classroom.

Additional Information

Offered every spring term.

Credits

3

EDU261 - Emerging and Early Literacy: Grades K-4

Description

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds and with special needs will be integrated into the course content.

Credits

3

Requisites

- Concurrently enroll in:
 - EDU225 - Mathematics Instruction/Young Children (3)

EDU261A - Emerging and Early Literacy: Grades K-4

Description

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds and with special needs will be integrated into the course content.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - EDU200 - Introduction to Education (3)
 - 45 credit(s).
 - Must be enrolled in the Teacher Certification program

EDU261B - Emerging and Early Literacy: Grades K-4

Description

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will explore and create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds and with special needs will be integrated into the course content.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - EDU200 - Introduction to Education (3)
 - 45 credit(s).
 - Must be enrolled in the Teacher Certification program

EDU266 - Exploring Social Studies Content

Description

This course is designed for future educators who want to further understand the social studies content and skills they will teach. Emphasis will be on the social studies themes, concepts, and core curriculum in the K-8 classroom. The issue of preparing for national testing in the social studies will also be addressed.

Credits

3

EDU270B - Foundations of Teaching and Learning

Description

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools and strategies.

Credits

1.5

Requisites

- Complete:
 - EDU200 - Introduction to Education (3)

EDU324 - The Inclusive Classroom

Description

This course examines teaching strategies and techniques for early childhood, elementary education, middle school, and high school. Students will conduct in-depth study of behavior theory and practical application in the classroom environment. Students will learn to promote learning environments where students can set goals and accept responsibility for their own learning. Modification and accommodations will be researched at each level discussing the best approaches depending upon the age of the child. Alignment with the regular education curriculum includes a review of the Grade Level Expectations and the Grade Span Expectations and Common Core Standards. Students will leave this class with a good understanding of the progression and development of students with disabilities K-12 personally, socially physically, and academically.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - SPED106 - Children with Exceptionalities (3)
 - SPED210 - Early Childhood Issues/Disabilities (3)
 - Must be enrolled in the Teacher Certification program

EDU328 - Teaching in the High School

Description

This course helps to prepare students to teach at the high school level. It is designed for social studies and English Language Arts certification candidates. There will be a strong focus on competency-based educational practices.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Concurrently enroll in:
 - EDU338 - Teaching Writing in the Humanities (3)
 - TCP Acceptance

EDU330A - Mathematics Instruction/Young Children

Description

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP.

Credits

1.5

Requisites

- Must be enrolled in the Teacher Certification program

EDU330B - Mathematics Instruction/Young Children

Description

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; type and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP.

Credits

1.5

Requisites

- Must be enrolled in the Teacher Certification program

EDU335 - Methods of Teaching Elementary Mathematics

Description

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - EDU225 - Mathematics Instruction/Young Children (3)
 - Must be enrolled in the Teacher Certification program

EDU335A - Methods of Teaching Elementary Mathematics

Description

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)
 - Must be enrolled in the Teacher Certification program

EDU335B - Methods of Teaching Elementary Mathematics

Description

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - MAT106 - Math for Elementary Education I (3)
 - MAT206 - Math for Elementary Education II (3)
 - Must be enrolled in the Teacher Certification program

EDU338 - Teaching Writing in the Humanities

Description

This course prepares students to teach writing to grades 5-12 using an interdisciplinary approach. Students will explore the history and chronology of great ideas, integrating their knowledge of content subjects while creating writing opportunities for their students.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - TCP Acceptance
 - Concurrently enroll in:
 - EDU328 - Teaching in the High School (3)

EDU345 - Teaching English Language Learners

Description

In this course students will study the history, pedagogy and techniques for teaching English Language Learners. Methods and approaches used to teach in culturally diverse classrooms will be examined. This course will enable students to facilitate the modification of the content and the scaffolding of learning for English Language Learners.

Credits

3

Requisites

- TCP acceptance

EDU348 - Competencies in the Social Studies

Description

This course is designed for future secondary educators who want to further understand the social studies content and skills they will teach. Emphasis will be on the social studies themes, concepts, and core curriculum in the 5-12 classroom. The issue of preparing for national testing in the social studies will also be addressed.

Additional Information

Offered every spring term.

Credits

3

Requisites

- TCP acceptance

EDU359 - Writing/Literature/Elementary

Description

This course focuses on the relationship between literature written for children and young adolescents, and the development of competence in writing, speaking, and listening. The course provides a thorough overview of multiple genres of literature for children and young adolescents. The course examines principles of literacy learning in children and introduces theories, practices, and materials for teaching writing in elementary grades. Many ways to teach writing are included such as writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms. Strategies for teaching writing, and literature to all children in a multi-cultural setting will be emphasized.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification program

EDU359A - Writing/Literature/Elementary

Description

This course focuses on the relationship between literature written for children and young adolescents, and the development of competence in writing, speaking, and listening. The course provides a thorough overview of multiple genres of literature for children and young adolescents. The course examines principles of literacy learning in children and introduces theories, practices, and materials for teaching writing in elementary grades. Many ways to teach writing are included such as writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms. Strategies for teaching writing, and literature to all children in a multi-cultural setting will be emphasized.

Credits

1.5

EDU359B - Writing/Literature/Elementary

Description

This course focuses on the relationship between literature written for children and young adolescents, and the development of competence in writing, speaking, and listening. The course provides a thorough overview of multiple genres of literature for children and young adolescents. The course examines principles of literacy learning in children and introduces theories, practices, and materials for teaching writing in elementary grades. Many ways to teach writing are included such as writing development, research on writing, curriculum development, methods of teaching writing, models for responding to and evaluating student writing, and classroom methods for teaching the writing process in elementary classrooms. Strategies for teaching writing, and literature to all children in a multi-cultural setting will be emphasized.

Credits

1.5

EDU362 - Literacy in the Content Areas: 4-8

Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements using the applications of strategic reading and writing.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification program

EDU362A - Literacy in the Content Areas: 4-8

Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements using the applications of strategic reading and writing.

Credits

1.5

Requisites

- Complete all of the following
 - 1 of the following:
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - EDU261B - Emerging and Early Literacy: Grades K-4 (1.5)
 - Must be enrolled in the Teacher Certification program

EDU362B - Literacy in the Content Areas: 4-8

Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for accessing information across content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements using the applications of strategic reading and writing.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - Must be enrolled in the Teacher Certification program

EDU363 - Literacy Facilitation for All Learners

Description

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - Must be enrolled in the Teacher Certification program

EDU363A - Literacy Facilitation for all Learners

Description

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - EDU362 - Literacy in the Content Areas: 4-8 (3)
 - Must be enrolled in the Teacher Certification program

EDU363B - Literacy Facilitation for all Learners

Description

This course focuses on the attributes of struggling readers and writers, on diagnosing difficulties and developing literacy intervention plans. Students do a case study by performing a literacy diagnosis of one struggling student, developing an intervention plan and beginning its implementation.

Credits

1.5

Requisites

- Complete all of the following
 - Complete:
 - EDU261 - Emerging and Early Literacy: Grades K-4 (3)
 - EDU362 - Literacy in the Content Areas: 4-8 (3)
 - Must be enrolled in the Teacher Certification program

EDU375 - Middle School Science Methods

Description

This course introduces the principles of the standards-based science curriculum, assessment, and methods of instruction. Students will develop an understanding of developmentally appropriate teaching and classroom management for the middle school years.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification program

EDU376 - Mathematics Teaching Methods

Description

This course helps to prepare students to teach mathematics in grades 5 through 8 or 7 through 12. The course will develop content pedagogical practices based on current research and standards through a combination of academic and field-based experiences. Students will explore the developmental and environmental characteristics appropriate for the grade range including but not limited to assessments, learning theories and knowledge construction. Students will learn how to connect mathematics and other disciplines, incorporate manipulatives and current technologies into instructional design.

Additional Information

Offered every spring term.

Credits

3 - 6

Requisites

- Complete:
 - EDU220 - Teaching in the Middle School (3)

EDU399 - Inquiry Scholars of SNHU

Description

In this one-credit experience, participants will be given the opportunity to research an assessment question that measures student learning in the School of Education at SNHU. Participants will apply their knowledge of assessment techniques learned in EDU-208 to develop a measureable question, collect and analyze data using a variety of techniques, and will report findings to university stakeholders using a collaborative, cohort approach. It is possible that participants will be asked to present their research at professional conferences or for other external audiences. This is an elective class that may be repeated.

Additional Information

Offered every fall term.

Credits

1 - 3

Requisites

- Complete:
 - EDU208 - Assessment, Accountability and Teaching in the Classroom (3)

EDU419A - Integrating Social Studies and the Arts In the Elementary School Description

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed.

Credits

1.5

Requisites

- Must be enrolled in the Teacher Certification program

EDU419B - Integrating Social Studies and the Arts in the Elementary School Description

This course will explore developmentally appropriate strategies for incorporating movement, music, drama, and the visual arts with the content, processes and attitudes of social studies. Curriculum content, materials, instructional strategies, and organizational techniques for integrating social studies and fine arts in early childhood and elementary grades will be addressed.

Credits

1.5

Requisites

- Must be enrolled in the Teacher Certification program

EDU425 - Literacy Strategies Secondary Education

Description

This course focuses on the development of reading and writing strategies in support of the content areas in grades 5-12. Students will become familiar with effective practices used to support the development of literacy strategies for students on the secondary level.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Concurrently enroll in:
 - EDU487 - Student Teaching I (3 - 9)
 - Must be enrolled in the Teacher Certification program

EDU435 - Learning with Technology

Description

This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning target (standards/outcomes) and a general model of curriculum development, implementation and assessment.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification program

EDU440 - Differentiating Instruction

Description

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Learners, and cultural and linguistic diversity will be covered.

Credits

2 - 3

Requisites

- Complete all of the following
 - Complete:
 - EDU490 - Student Teaching and Seminar (12)
 - Must be enrolled in the Teacher Certification program

EDU440A - Differentiating Instruction

Description

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Learners, and cultural and linguistic diversity will be covered.

Credits

1.5

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - EDU490 - Student Teaching and Seminar (12)
 - Must be enrolled in the Teacher Certification program

EDU440B - Differentiating Instruction

Description

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Learners, and cultural and linguistic diversity will be covered.

Credits

1.5

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - EDU490 - Student Teaching and Seminar (12)
 - Must be enrolled in the Teacher Certification program

EDU441 - Math Education Research and Practice

Description

Topics in this course include research methods such as: case studies, interviews and action research. Students will engage in these types of research and analyze related research done in the field of mathematics education. Students will design and implement a research project based on the concepts learned in this class. The impact of research on policies and practices will be explored as students familiarize themselves with state and national standards and policies. Students will also learn how to interpret findings from research and relate them to classroom practices. The course will require 10 - 20 hours of field experience.

Additional Information

Course offered as needed.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification program

EDU470 - Science for Early Learners

Description

This course applies developmental theory to the construction of curriculum and explores methods for teaching health and science. Students focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lesson and unit plans that align with science literacy standards.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification Program

EDU480 - Independent Study

Description

This course allows the student to investigate any education subject not incorporated into the curriculum.

Additional Information

Course offered as needed.

Credits

3

EDU487 - Student Teaching I

Description

This course is the first of two full-time student teaching experiences required for undergraduate students seeking teacher certification. Students spend four days each week in a NH public school under the mentorship of a certified teacher for one full semester. During this time, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of Southern New Hampshire University faculty. This course also includes seminars at the university. Acceptance to Student Teaching is required.

Additional Information

Offered every fall term.

Credits

3 - 9

Requisites

- Acceptance to TCP and Student Teaching

EDU489 - Field Experience

Description

This course introduces future teachers to the profession through a variety of school-based experiences. Students have the opportunity to explore the nature of teaching and learning in K-12 classrooms through participation in approved field-based educational experiences such as visiting various programs, observing classrooms in action and working with practicing teachers. The course includes a weekly class meeting.

Additional Information

Offered every fall term.

Credits

3

EDU490 - Student Teaching and Seminar

Description

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes seminars at the university.

Credits

12

Requisites

- Must be enrolled in the Teacher Certification program

EDU490A - Student Teaching

Description

All teacher education majors seeking certification will participate in 12 weeks of full-time practice teaching at nearby schools. During the 12 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. Submission of a student teaching portfolio at the conclusion of the internship is required. Weekly seminars at the university also may be held.

Credits

6

Requisites

- Must be accepted into the Teacher Certification program

EDU490B - Student Teaching

Description

All teacher education majors seeking certification will participate in 12 weeks of full-time practice teaching at nearby schools. During the 12 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. Submission of a student teaching portfolio at the conclusion of the internship is required. Weekly seminars at the university also may be held.

Credits

6

Requisites

- Must be enrolled in the Teacher Certification Program.

EDU491 - Advanced Field Experience

Description

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior course work and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor. This course may be taken for three to twelve credits. This course is only available with permission from the Dean.

Additional Information

Course offered as needed.

Credits

3 - 12

EDU497 - Ethics in Secondary Teaching

Description

The purpose of this course is to prepare teacher candidates of secondary school certifications for the ethical decisions they will confront in their professional lives. Students will explore ethical best practice and decision-making regarding professional responsibility, caring for students, and promoting the well-being of the school and community.

Additional Information

Offered every spring term.

Credits

2

Requisites

- Complete all of the following
 - Concurrently enroll in:
 - EDU490 - Student Teaching and Seminar (12)
 - TCP acceptance

EDU498 - Seminar in Mathematics Education

Description

This course is a one-credit course taken by Middle School Mathematics Education and Secondary Mathematics Education majors during the final semester of student teaching. Students will spend time reflecting pedagogical content knowledge learned in previous courses and during student teaching. The course will help students develop a deeper and more connected understanding of middle school and secondary mathematics content. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Additional Information

Offered every spring term.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - EDU487 - Student Teaching I (3 - 9)
 - TCP acceptance

EDU499 - Internship

Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Additional Information

Course offered as needed.

Credits

0 - 15

EDU503C - Methods of Teaching Elementary Math

Description

This course focuses on the concepts of mathematics that are taught in grades K-6 and the current methods of teaching that content, including experience with manipulative materials.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification Program

EDU507 - Leadership for Learning

Description

This course will focus on the knowledge, skills and abilities of a principal to be an instructional leader in his or her building. Learners will study effective instructional practices, levels of rigor and student engagement practices in schools. We will explore aligning those practices to the expectations of state standards at various grade levels. The focus of the course will be to apply knowledge, skills and abilities of an instructional leader so that the outcome of their leadership work is about academic success for all students.

Credits

3

EDU508 - Effective Management of Schools

Description

This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

Credits

3

EDU513 - Growth Mindset

Description

This course will focus on the difference between a Fixed and Growth Mindset. It will deepen the learners' knowledge, skills and abilities of how a Growth Mindset culture in a school can focus student's attention on their effort as opposed to their perceived intelligence or ability as the only indicators of growth or success. The course will build a teachers experiences and ability to use key words, phrases, activities and feedback with and for students to build their willingness to persevere (grit) to accomplish tasks successfully and learn at higher levels. Teachers will develop a well-articulated plan to implement a Growth Mindset culture in their classrooms and in the school.

Credits

3

EDU521C - Exploring the Principles of Education

Description

This course offers practice in identifying and developing basic beliefs and values while assessing contemporary philosophies. It includes a study of the history and current issues of education in America.

Credits

3

EDU533C - Learning through Technology

Description

In this course, students will develop the knowledge and skills to use technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

Credits

3

EDU535C - Early Childhood Health and Science

Description

This course applies developmental theory to the teaching of science literacy in the early grades. Students will focus on preparing developmentally appropriate experiences that promote investigation, problem solving, and exploration. Methods of instruction and assessment are practiced. Attention will be given to designing constructivist lessons and unit plans that align with science literacy standards.

Credits

3

EDU537 - Social Studies/Arts for Young Children

Description

This course will explore the concepts, methods, techniques, and material necessary to effectively teach social studies and fine arts in early childhood. Using national and state standards and frameworks, students will develop learning experiences that meet curriculum objectives in both social studies and the fine arts. Strategies for integrating social studies and fine arts across all curriculum areas will be addressed.

Credits

3

EDU538 - Literacy Acquisition for Young Children

Description

This course focuses on the relationship between literacy environments and acquisition of language and literacy skills from birth-kindergarten. Young children's meaningful experiences with language, books, writing, and representational materials lay the necessary foundations for later literacy development. In this course students will investigate literacies' beginnings at home and in child care settings. The course provides information on how literacy skills are acquired and nurtured in all young children.

Credits

3

Requisites

- Must be accepted in the Teacher Certification Program

EDU543 - Learning Theories and Instruction

Description

This course studies the role of contemporary learning theories and their application to educational practice, including issues of readiness, motivation, problem solving, and the social context of learning. Students will understand how to apply scientifically based instructional strategies to promote learning.

Credits

3

EDU550 - Educational Assessment

Description

This course builds assessment competency by analyzing recent trends in assessment for evaluating and documenting student performance and progress toward desired outcomes. Students examine the uses of assessment at the individual, class and school levels; including New England Common Assessment Data. Students will select and design assessments suitable for instructional decisions that support planning developing curriculum, and making recommendations for instructional improvement. Students will interpret and communicate the results of both externally produced and teacher-produced assessment for a variety of audiences. Students will describe valid grading procedures and discuss ethical issues linked to assessment methods and uses of assessment information.

Credits

3

EDU552 - Assessment for and of Learning

Description

This course is an introduction to assessment for teaching and learning content in grades K-12. Topics include the types, benefits, and uses of formal and informal assessment. Ethical issues of assessment and grading will be discussed. Students will create assessments aligned with standards-based content.

Credits

3

EDU554 - The Development of a Mission, Vision and Goals

Description

This course offers a study of the leadership, management, and safe operations of school facilities and an understanding of school finances as it relates to the teaching and learning process. Leaders will learn how to facilitate and engage school board members in a discussion about how school finance and facilities relate to student achievement. Learners will examine various tools and methodologies that support the school process and how to engage and connect the community members in the budget building process. This course aims to make leaders better managers and consumers of financial information rather than budget officers; learners will better understand the real world implications and consequences of how they allocate funds based on the process and decisions they make.

Credits

3

Requisites

- Complete:
 - EDU507 - Leadership for Learning (3)

EDU571A - Student Teaching and Seminar

Description

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification Program

EDU571B - Student Teaching and Seminar

Description

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the University.

Credits

3

Requisites

- Must be enrolled in the Teacher Certification Program

EDU590 - Process and Communication Skills

Description

This course will present aspiring principals with concepts, skills, and abilities that foster effective decisions and communication protocols. Students will discover how principals decide which processes to use and when. It will also provide insight and opportunities for students to learn how principals select the best communication devices that are most effective for specific situations.

Credits

3

EDU604 - Leading a Collaborative School

Description

This course requires students to gain principals' knowledge, skills, and abilities to facilitate a process in the building that is highly collaborative and inclusive of all staff members. Building leadership capacity in teachers and staff is an imperative in a collaborative environment. Having everybody understand why we are doing things, what we will do, and how we will accomplish these goals through this process is important to the success of each initiative in a collaborative environment and positive culture. Learners will engage in deep conversation about the collaborative process and create opportunities to work collaboratively in real time situations.

Credits

3

EDU608 - Curriculum, Instruction, Data Continuum

Description

This course builds on previous courses, Curriculum Development, Student Centered Curriculum and Instruction, and Educational Assessment. The course will focus on building a continuous process to monitor, support and hold accountable the system for implementing an effective curriculum, monitoring instructional strategies, and collecting data to inform us of the successful implementation of the curriculum. Levels of proficiency are needed in order to show gaps between the intended curriculum and success in the implementation of the instructional strategies. Leaders will develop strategies to engage teachers in changing instructional strategies to close the gaps in achievement.

Credits

3

Requisites

- Complete:
 - EDU550 - Educational Assessment (3)
 - EDU555 - Student Centered Curriculum/Instruction (3)

EDU609 - Theoretical Foundations

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the theoretical foundations of general education and special education to his/her professional practice. Teacher Candidates will examine the theoretical foundations of special education and its impact on students with disabilities. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during Clinical Experience I, II, III and IV (42 weeks). This iterative process facilitates an in-depth understanding of the theoretical foundations needed to address the individual needs of K-12 students with disabilities. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

Credits

2

EDU610 - Ethics and School Law

Description

The primary goal of this course is for the student to develop awareness of ethical, professional and legal issues pertinent to educational settings. These issues include, ethical decision making processes, legal mandates related to education and special education, professional relationships, confidentiality, supervision, conflict of interest, boundaries and diversity. Additionally, we will discuss obstacles that relate to the provision of educational services in the school and with children and their parents in general.

Credits

3

EDU611 - Classroom and Behavior Management

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to apply and analyze the principles, procedures and strategies for classroom behavior management. Teacher Candidates will examine social skills development, assessment of social behavior and learning environment enhancement. This course will provide evidence-based research and clinical opportunities that will be implemented, analyzed, evaluated and refined during Clinical Experience I, II, III and IV (42 weeks). This iterative process facilitates an in-depth understanding of classroom behavior management needed to address the individual needs of all children, including children with disabilities. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of their understanding of the unique factors related to students' abilities and disabilities within the learning environment.

Credits

2

EDU620 - Instruction in Mathematics

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach mathematics to K-8 Elementary School students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of all students, and will include the following: (a) contextualizing learners and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing mathematical concepts, methods and strategies; and (e) linking K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching mathematics.

Credits

4

Requisites

- Must be enrolled in the Teacher Certification Program (TCP).

EDU621 - Instruction in Literacy

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach literacy to K-8 Elementary School students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the reading and writing needs of all students and will include the following: (a) contextualizing learners and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing literacy models, concepts, methods and strategies; and (e) linking K-8 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the public school clinical practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching literacy.

Credits

4

Requisites

- Must be enrolled in the Teacher Certification Program (TCP).

EDU631 - Clinical Experience I - Science

Description

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach science to students during the SNHU Summer Experience for students rising to Grades 1-6. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 6 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students in the following: (a) Learner development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; (f) Reflection and continuous growth; (g) Academic Language. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

Credits

2

Requisites

- Must be accepted into the Teacher Certification Program (TCP).

EDU632 - Clinical Experience III - Elementary Education

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach elementary/middle/high school students with disabilities from age 5 up to age 21. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, especially students with disabilities, in the following: (a) Learner development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; and (f) Reflection and continuous growth. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking the K-12 learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

Credits

4

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

EDU633 - Clinical Experience IV -Social Studies & Leadership

Description

This clinical, competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach social studies during the SNHU Summer Experience for students rising to Grades 1-6 and to assume leadership roles and Teacher-Leaders. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 6 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students in the following: (a) Learner development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; (f) Reflection and continuous growth; (g) Academic Language. With the support of the college faculty and cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

Credits

6

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

EDU640C - Integrating Digital Technology I K-12

Description

This course involves the study of the use of technology in elementary and secondary classrooms. Students learn strategies for effective integration of technology into the curriculum. This includes learning such things as how to promote and demonstrate effective use of digital and Web 2.0 tools, how to manage the digital portfolio process, how to utilize assistive technologies. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for teachers and students.

Credits

3

EDU641C - Integrating Digital Technology II K-12

Description

This course is the second part of the study of the use of technology in the secondary and postsecondary classroom. Students learn how to plan, implement and support effective integration of technology into the curriculum. Students learn instructional leadership and how to participate in developing policies, procedures, and budgets that support technology integration. Federal and state legislation will be reviewed including New Hampshire Department of Education Information and Communication Technologies (ICT) program and the National Education Technology Standards (NETS) for administrators.

Credits

3

EDU642C - Integration Specialist Toolbox

Description

Students study state-of-the-art digital integration technology tools, resources and methodologies for the K-12 classroom. This course develops the technical competencies and skills needed to collaborate with content area teachers. Topics range from digital resources and system network administration to end use applications.

Credits

3

EDU656 - Reflective Leadership Skills

Description

This course will allow aspiring principals to develop the knowledge, skills, and abilities to reflect on their behaviors and learn how to match appropriate leadership behaviors to successfully process and implement new programs or goals. It will also allow students to reflect on their current behaviors and how their current behaviors will either positively affect their success or how their behaviors must change in order for them to be effective educational leaders.

Credits

3

EDU670 - Leading Creativity and Innovation

Description

This course will support the development of the knowledge, skills, and abilities of a school leader to engage individuals and groups in work that is both creative and innovative to improve student academic success and behaviors. The course will offer leaders an opportunity to develop their innovative skills as leaders in ways that foster improvement and how we approach learning in our schools.

Credits

3

EDU680 - Teacher Support, Monitoring, and Accountability

Description

This course will guide building leaders through a process to create a teacher improvement model that is a formative process. This process builds on the leader's ability to work with teachers to create support for specific goals and monitor the implementation strategies for those goals. Next we will examine the continuous process necessary to move the goals forward and collect data on the process of change. Lastly we will examine the variety of accountability systems for leaders to use in their schools and how to ensure the system is working to improve instruction and therefore student achievement.

Credits

3

Requisites

- Complete:
 - EDU507 - Leadership for Learning (3)
 - EDU554 - The Development of a Mission, Vision and Goals (3)
 - EDU590 - Process and Communication Skills (3)

EDU685C - Global Educational Technology

Description

This course is intended to provide educators with a global perspective of technology integration in elementary and secondary classrooms. Students explore the meaning of global digital citizenship and new media literacy. The course concentrates on understanding cross-cultural awareness, political and economic differences in countries outside of the United States. Students evaluate, adapt and reflect on emerging tools and global trends.

Credits

3

EDU699 - Advanced Field Experience

Description

This course provides an opportunity for the student to put theory into practice. Through a variety of experiences in public schools, the student is given opportunities to practice the theories studied through prior coursework and to build on prior learning experiences. Additional learning outcomes are determined collaboratively by the student and the course instructor.

Credits

1 - 6

EDU739 - Practicum in Curriculum Administration I

Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-740 Practicum in Curriculum Administration II. This course is the capstone of leadership in Curriculum administration and is taken before EDU-740 Practicum in Curriculum Administration II.

Credits

3

Requisites

- Complete capstone course for program prior to starting practicum

EDU740 - Practicum Curriculum Administration II

Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in district curriculum administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-739 Practicum in Curriculum Administration I. This course is the capstone of leadership in Curriculum Administration and is taken after EDU-739 Practicum in Curriculum Administration I.

Credits

3

Requisites

- Complete:
 - EDU739 - Practicum in Curriculum Administration I (3)

EDU765 - School and Community Relations

Description

This course explores relationships with the broader community to foster learning. Students learn how to engage stakeholders, create and communicate a school vision of learning, develop community collaboration skills, capitalize on the diversity of the school community and use the cultural context of the larger community to develop activities and policies that benefit students and their families. This course makes use of individualized programs of study and experience.

Credits

3

EDU770 - Certification Internship

Description

This is the capstone course for certified teachers seeking an additional certification. Students complete a full-time, competency-based internship at a site appropriate to the area of certification being sought. During this internship, the student is mentored by like-credentialed site personnel as well as by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar held on campus.

Credits

3

EDU789 - Practicum in School Leadership I

Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as a researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's instructor in a setting different from or complementary to EDU-790 Practicum in School Leadership II. This course is the capstone of Education Leadership.

Credits

3

Requisites

- Complete capstone course for program prior to starting practicum

EDU790 - Practicum in School Leadership II

Description

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of administration. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the educator as researcher and leader in school administration and to encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a certified school district administrator and the student's advisor. This course is the capstone of Educational Leadership.

Credits

3

Requisites

- Complete:
 - EDU765 - School and Community Relations (3)

EDU910 - Theory into Practice I

Description

This course is the first summer intensive/summer residency experience at the beginning of the Ed.D. program. Students meet for eight days for self-assessment, introduction to the program and to SNHU's educational and technological expectations, and to develop their personal educational plan for the following three years.

Credits

3

EDU911 - Educational Scholarship

Description

This course aims to fuse the practice of twenty-first century education with scholarship which is thought-provoking, relevant, and practical. Candidates will investigate both current educational scholarship and the ways in which that scholarship is disseminated and put into practice.

Credits

3

EDU913 - Sociocultural Analysis of Education System

Description

This course investigates the social and cultural factors that influence academic achievement and the teaching practices that promote diversity and inclusion. Candidates will examine the approaches to addressing the many challenges of social justice.

Credits

3

EDU914 - Reflection and Evaluation I

Description

This course engages candidates in assessing their reflection and evaluation skills and competencies in a number of areas, such as: data analysis, teaching and learning practice, and approaches to both change and social justice.

Credits

3

EDU916 - Applied Research I

Description

This course introduces techniques and approaches of applied research. Topics addressed include: Qualitative and quantitative methods, ethical and legal responsibilities of the researcher, development of problem statements relevant to candidates own teaching/employment circumstances.

Credits

3

EDU918 - Applied Research II

Description

This course builds upon EDU916. Candidates will use qualitative, quantitative or mixed methods to investigate a research question.

Credits

3

EDU919 - Decision Making in Education Systems I

Description

This course investigates multiple approaches to decision-making in various educational contexts. Decision-making models are introduced and applied to a variety of case studies.

Credits

3

EDU920 - Theory into Practice II

Description

This course follows the first year of the Ed.D. program and allows students to meet as a group to discuss their progress, to meet with faculty to choose a dissertation chair, to develop their literature review, and to identify their qualifying exam questions.

Credits

3

EDU921 - Reflection and Evaluation II

Description

This course focuses on reflection and the development of collaborative learning organizations which support creativity and innovation.

Credits

3

EDU923 - Decision Making in Education Systems II

Description

This course builds upon EDU-919. Candidates apply the techniques introduced in Decision Making I to their own educational contexts.

Credits

3

EDU924 - Case Study I

Description

This course will explore the various case study methodologies and perspectives used in educational research. Candidates will develop an understanding of the various components of case study research and its application to educational settings.

Credits

3

EDU926 - Case Study II

Description

This course builds on EDU-924. Candidates will use case study methodology to investigate a research question related to their research interests.

Credits

3

EDU928 - Research-Based Independent Study I

Description

This course provides the opportunity for candidates to develop their research questions and frame their research ideas into research plans. Candidates will complete a draft of their dissertation proposal, including a well-developed literature review.

Credits

3

EDU930 - Theory into Practice III

Description

This course follows the second year of the Ed.D. program. Students defend their qualifying exam questions, present their dissertation proposals, and complete the IRB process.

Credits

3

EDU943 - Dissertation I

Description

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Credits

3

EDU944 - Dissertation II

Description

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Credits

3

EDU945 - Dissertation III

Description

This course provides the opportunity for candidates to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing the final draft of the dissertation and receiving approval of the chairperson, the candidate will make an oral presentation defending his/her dissertation for the doctoral committee and other interested individuals. Candidates generally register for a minimum of three terms of dissertation.

Credits

3

EDU950 - Dissertation Colloquium

Description

The Doctoral Colloquium provides the opportunity for doctoral candidates to continue their dissertation research and writing under the supervision of program faculty. Candidates who need additional time to bring their dissertation to a successful defense must register for the dissertation colloquium each year beyond the third year of the program.

Credits

3

Education Certificate of Advanced Graduate Study

EDCA600 - Profile Seminar for Post-Graduates

Description

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Credits

1

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA610 - Practices in Curriculum and Management

Description

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

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA615 - Advanced Applications in Curriculum and Management

Description

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

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA620 - Practices in Technology and Instruction

Description

Is teaching an art or a science? In what ways can it be enhanced through technology? Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA625 - Advanced Applications in Technology and Instruction

Description

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

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA630 - Practices in Assessment and Evaluation

Description

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA635 - Advanced Applications in Assessment and Evaluation

Description

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

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA640 - Practices in Leadership and Organizations

Description

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA645 - Complexities in Leadership

Description

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA650 - Practices in Learning and Development

Description

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

EDCA655 - Advanced Applications in Learning and Development

Description

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Credits

3

Requisites

- Complete 1 of the following
 - Placement in
 - Permission of instructor

Education-Field Based Ed

EDGR600 - Profile Seminar

Description

This seminar is taken at the start of the program and is a prerequisite for admission into the graduate program. Students determine how the program best serves their professional goals and meet with faculty to determine whether these goals can be met. Students in this seminar are oriented to the program and begin to shape their courses of study and future integrative activities.

Credits

1

EDGR601 - Action Research Practicum I

Description

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

Credits

1

EDGR602 - Action Research Practicum II

Description

This seminar continues the Action Research process through collegial networking and discussion. Students address literature and research reviews and develop data collectors for researching their environments. The concept of triangulation to maximize the reliability of developed assessment tools is stressed as part of the research design.

Credits

1

EDGR603 - Action Research Practicum III

Description

Students in this session begin collecting data using the tools they developed in the previous seminar. This collection occurs over a period of time to ensure complete acquisition of data and assessment information. Networking with classmates to draw upon the "collective genius" of the cohort is part of the process.

Credits

1

EDGR604 - Action Research Practicum IV

Description

Students examine in detail the information they have collected for their studies. Trends are identified and options for change are discussed. Students identify and implement plans of action.

Credits

1

EDGR610 - Dimensions of Curriculum and Management

Description

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

Credits

3

EDGR615 - Curriculum and Management Decision Making

Description

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

Credits

3

EDGR620 - Dimensions of Teaching/Instructional Technology

Description

Is teaching an art or a science In what ways can it be enhanced through technology Course participants investigate the act of teaching and the integration of technology to construct relevant learning experiences for themselves and their students.

Credits

3

EDGR625 - Teaching and Instructional Technology Applications

Description

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

Credits

3

EDGR630 - Dimensions of Assessment and Evaluation

Description

How are assessment and evaluation part of the learning process? What works in assessment? Participants in this course examine assessment and evaluation approaches and give special attention to developing products, such as Portfolio.

Credits

3

EDGR635 - Applications in Assessment/Evaluation

Description

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

Credits

3

EDGR640 - Dimensions of Leadership & Organization

Description

Are teachers leaders? How has the role of the school administrator evolved? Students in this class examine the body of leadership research within the context of educational organizations and explore the relationship between leadership style and educational leadership.

Credits

3

EDGR645 - Challenges in Leadership

Description

How can educators use their leadership styles on behalf of their students? This course provides an in-depth exploration of the processes of maximizing educators' skills to effect positive change in classrooms or other education settings.

Credits

3

EDGR650 - Dimensions in Learning and Development

Description

Learning is the process of constructing meaningful connections. Class participants explore and apply theories of learning and human development in the context of educational settings.

Credits

3

EDGR655 - Learning and Development Applications

Description

Though we know the developmental stages of the children with whom we work and the adults with whom we interact, how do we maximize those efforts in real life? This class explores in-depth the processes involved in interactions with children and adults in order to ensure progressive change.

Credits

3

EDGR690 - Capstone Seminar

Description

This seminar is taken at the final stage of the program. It provides an opportunity for students to celebrate the professional milestones that they have achieved as they complete the master of education program. This also is the occasion for extending and celebrating professional growth by sharing key insights or research results from the practicum with the professional community.

Credits

1

EDGR900 - Doctoral Profile Seminar

Description

This seminar is taken at the start of the program and is a prerequisite for admission. 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 doctoral-level work and begin to shape their courses of study and program activities.

Credits

1

EDGR912 - Innovative Leadership

Description

This course builds on foundational leadership theories and discussions and focuses on innovation as a complex, organization-wide endeavor that requires a specific set of crosscutting leadership practices. These practices that intentionally structure, organize, and encourage innovation are explored collaboratively and in specific contexts.

Credits

3

EDGR914 - Leadership and a Culture of Abundance

Description

This course combines an exploration of leadership principles, concepts, theories, and practices with personal appreciative reflection in order to provide opportunities to discover how opportunities can be cultivated within an organizational context and for the benefit of individuals within an organizational context.

Credits

3

EDGR916 - Social Entrepreneurial Leadership

Description

This course examines social entrepreneurial leadership and approaches that help drive innovation and transformation. In addition to a theoretical and generalized focus on social entrepreneurial leadership, a variety of social enterprises with mission-driven and values-based leadership are explored to uncover inspiration for developing personal leadership.

Credits

3

EDGR918 - Sociocultural Perspectives

Description

This course provides an opportunity for leaders to expand their understanding of important sociocultural trends and their application to leadership in an increasingly diverse world. A focus is placed on individual and group voice in communities, assessing one's own biases, and relativistic decision-making to establish an ethical understanding of culture as a leader.

Credits

3

EDGR922 - Organizational Analysis

Description

This course provides a foundation for considering the complexities of organizations by drawing upon theories in behavioral and physical science that contribute to a better understanding of human and organizational development.

Credits

3

EDGR924 - Organization Innovation

Description

This course builds on foundational organization and analysis topics and invites exploration of the types, levels, and stages of organizational innovation. Consideration is given to innovation as both an outcome and as a process associated with organizational development.

Credits

3

EDGR926 - Organizations and Positive Social Change

Description

This course invites consideration of the role organizations have in positive social change. Scholarly, applied, and inspirational explorations uncover the actions, behaviors, relationships, and activities for strategic advocacy as well as the leadership for fostering ongoing, multi-stakeholder engagement in positive social change.

Credits

3

EDGR928 - Thriving Organization Culture

Description

This course focuses attention on organizational habits and leadership strategies that are instrumental in cultivating and sustaining an organizational culture for supporting members of the organization, inspiring actions in accordance with a positive emotional commitment, and fostering productive mindsets.

Credits

3

EDGR932 - Applied Research

Description

This course provides a foundation for an advanced scholar-practitioner to understand, evaluate, apply, and understand the significance of research within individual and organizational contexts. A variety of research approaches and their respective underlying assumptions are explored in order to better understand the differences and strengths of each.

Credits

3

EDGR934 - Research Analysis

Description

This course provides an opportunity for leaders to expand their understanding of research analysis and its application to leadership and organizational development. A focus is placed on learning, identifying, and evaluating the strengths of different methods of analyzing research, and conducting original research analysis.

Credits

3

EDGR936 - Research Design

Description

This course explores different qualitative, quantitative, and mixed methods approaches to research design and data collection. An emphasis is placed on understanding the strengths and appropriateness of different research designs for various research topics and research questions.

Credits

3

EDGR938 - Advanced Research Methodologies

Description

This course provides an opportunity for deeper exploration into particular research methodologies based on individual interest and needs. Scholar-practitioners explore and apply methodologies and methods that are of special individual interest and need.

Credits

3

EDGR941 - Scholar-Practitioner I

Description

These initial courses provide a foundation for a Dissertation in Practice and the develop of oneself as a Scholar-Practitioner. The concept of a Dissertation in Practice is considered, as is the importance of appreciatively framing a dilemma as part of a focus of one's work. Organization Analyses and Reviews of Literature are explored from a Scholar-Practitioner perspective.

Credits

1

EDGR942 - Scholar-Practitioner II

Description

These initial dissertation courses provide a foundation for a Dissertation in Practice and the develop of oneself as a Scholar-Practitioner. The concept of a Dissertation in Practice is considered, as is the importance of appreciatively framing a dilemma as part of a focus of one's work. Organization Analyses and Reviews of Literature are explored from a Scholar-Practitioner perspective.

Credits

1

EDGR943 - Scholar-Practitioner III

Description

This course builds on the foundations of previous Dissertation in Practice work and gives specific attention to planning for a Practitioner Product that evolves from previous knowledge, literature and organization analyses.

Credits

1

EDGR944 - Scholar-Practitioner IV

Description

This course furthers the development of the Dissertation in Practice, giving particular attention to planning for the creation of a journal-ready submission connected to the Practitioner Product.

Credits

1

EDGR945 - Scholar-Practitioner V

Description

This course furthers the development of the Dissertation in Practice, giving particular attention to the creation of a journal-ready submission and the practitioner product.

Credits

1

EDGR946 - Dissertation in Practice I

Description

These final dissertation courses in the Dissertation in Practice sequence focus on the completion of the Practitioner Product, the Journal Article, and the Reflective components of the Dissertation in Practice. Designed to span the final year of the program, this courses also focuses on the finalization and dissemination of all sections of the Dissertation in Practice.

Credits

3

EDGR947 - Dissertation in Practice II

Description

These final dissertation courses in the Dissertation in Practice sequence focus on the completion of the Practitioner Product, the Journal Article, and the Reflective components of the Dissertation in Practice. Designed to span the final year of the program, this courses also focuses on the finalization and dissemination of all sections of the Dissertation in Practice.

Credits

3

EDGR950 - Dissertation in Practice Seminar I

Description

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

Credits

3

EDGR951 - Dissertation in Practice Seminar II

Description

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

Credits

3

EDGR952 - Dissertation in Practice Seminar III

Description

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

Credits

3

EDGR953 - Dissertation in Practice Seminar IV

Description

The Dissertation in Practice Seminar provides the opportunity for doctoral candidates to extend the timeline for completion of their dissertation in practice. Candidates who desire additional time to bring their dissertation in practice to a successful conclusion must register for a Dissertation in Practice Seminar each term beyond the initial Dissertation in Practice course sequence.

Credits

3

Electrical Engineering

EE201 - Signals and Systems

Description

This course is a basic introduction to analysis techniques and tools for signal processing systems. Topics to be covered include analysis techniques, signal representation (including Fourier and Laplace transforms); system definitions and properties (such as linearity, causality, time invariance, and stability); use of convolution, transfer functions and frequency response to determine system response; applications to wireless communications.

Credits

3

Requisites

- Complete:
 - MAT275 - Calculus II: Integration & Series (3)

EE210 - Continuous and Discrete System

Description

This course is a basic introduction to systems, stability, and sampling and will cover the following topics: continuous and discrete-time system theory; block diagrams, feedback, and stability theory; system analysis with Bode diagrams; discrete time stability, difference equations, Z-transforms, transfer functions, Fourier transforms, and frequency response; sampling of continuous systems and an introduction to digital filtering.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - EE201 - Signals and Systems (3)
 - Complete or concurrently enroll in:
 - EE210L - Continuous & Discrete Systems Lab (1)

EE210L - Continuous & Discrete Systems Lab

Description

This course is a basic introduction to systems, stability, and sampling and will cover the following topics: continuous and discrete-time system theory; block diagrams; feedback, and stability theory; system analysis with Bode diagrams; discrete-time stability, difference equations, Z-transforms, transfer functions, Fourier transforms, and frequency response; sampling of continuous systems and an introduction to digital filtering.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - EE201 - Signals and Systems (3)
 - Complete or concurrently enroll in:
 - EE210 - Continuous and Discrete System (3)

EE220 - Electromagnetics

Description

This course covers both static and dynamic electric and magnetic fields, electromagnetic wave propagation, steady-state and transient analysis of transmission lines, and design applications. Antenna fundamentals and antenna types are also covered. Numerical methods and software are used to analyze problems.

Credits

3

Requisites

- Complete:
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - PHY216 - Physics II (3)
 - PHY216L - Physics II Lab (1)

EE301 - Digital Circuits

Description

After a review of digital principles and logic, modern digital integrated circuit and hybrid circuit families are studied. This includes: gates, multi-vibrators, counters, comparators, Digital-to-Analog and Analog-to-Digital converters, and digital computer interface circuits. Emphasis is placed on integrating software design and interface design to achieve interactive system design with an external environment.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CS219 - Computer Architecture I (3)
 - Complete or concurrently enroll in:
 - EE301L - Digital Circuits Lab (1)

EE301L - Digital Circuits Lab

Description

After a review of digital principles and logic, modern digital integrated circuit and hybrid circuit families are studied. This includes: gates, multi-vibrators, counters, comparators, Digital-to-Analog and Analog-to-Digital converters, and digital computer interface circuits. Emphasis is placed on integrating software design and interface design to achieve interactive system design with an external environment.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - CS219 - Computer Architecture I (3)
 - Complete or concurrently enroll in:
 - EE301 - Digital Circuits (3)

EE310 - Communication Systems

Description

This course provides an introduction to the analysis and design of analog and digital communications systems. Topics include signals, modulation technique, sampling, and frequency conversion. Additional topics include a review of probability theory, the transmission of information, spread spectrum systems, and error correcting codes.

Credits

3

Requisites

- Complete:
 - EE210 - Continuous and Discrete System (3)

EE320 - Digital Signal Processing

Description

This course covers the theory and application of digital signal processing. Topics to be covered include discrete-time sequences and sampling; the discrete-time Fourier transform and the discrete Fourier transform; windowing, the short-time Fourier transform and spectrograms; convolution, digital down-conversion, quadrature signals and sample-rate conversion; the design of FIR filters and Hilbert transformers; matched-filtering, block processing, frequency estimation, and multi-channel digital signal processing; applications to spectrum analysis, voice recognition, radar, geolocation, digital communications, direction finding and beam forming.

Credits

3

Requisites

- Complete:
 - EE210 - Continuous and Discrete System (3)

EE325 - Probabilistic Methods in Electrical and Computer Engineering

Description

This course provides an introduction to probability theory and applications. Topics to be covered include distribution and density functions, moments and random variables, applications of normal and exponential distributions, estimation of means and variances, and correlation and spectral density functions. Random processes and response of linear systems to random inputs are also covered along with an introduction to information theory.

Credits

3

Requisites

- Complete or concurrently enroll in:
 - EE210 - Continuous and Discrete System (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)

EE330 - Analog Electronics

Description

This laboratory centered course examines the design, fabrication, and operation of key analog circuit elements including diodes, bipolar-junction transistors, and metal-oxide semiconductor field-effect transistors. Key analog building blocks, such as operational amplifiers, voltage regulators, and oscillators are presented. Students are required to employ analytic methods, simulation tools, and laboratory analysis to model and understand these circuit elements.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - EG316 - Electrical Circuits (3)
 - Complete or concurrently enroll in:
 - EE330L - Analog Electronics (1)

EE330L - Analog Electronics

Description

This laboratory centered course examines the design, fabrication, and operation of key analog circuit elements including diodes, bipolar-junction transistors, and metal-oxide semiconductor field-effect transistors. Key analog building blocks, such as operational amplifiers, voltage regulators, and oscillators are presented. Students are required to employ analytic methods, simulation tools, and laboratory analysis to model and understand these circuit elements.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - EG316 - Electrical Circuits (3)
 - Complete or concurrently enroll in:
 - EE330 - Analog Electronics (3)

EE410 - Wireless Technology and System

Description

This course covers the basics of communication transmission systems including antennas, propagation modes, and noise and fading in radio systems. It also covers fundamentals of different types of communication networks as well as source and channel coding techniques. Finally, wireless communication through satellite and cellular networks and wireless LAN, Wi-Fi and Bluetooth are introduced.

Credits

3

Requisites

- Complete:
 - EE201 - Signals and Systems (3)

EE420 - Computer Network Security

Description

This course explains the principles of networking and network protocols including internet architecture, protocol layers, as well as important internet applications and development methods with cybersecurity in mind. Then, it introduces hosts and LANs, physical media and physical and link layers, switches and routers, and reliable transport and management of the networks. Finally it provides a good understanding of various security systems such as firewalls, intrusion detection and information infrastructure with built in security capabilities.

Credits

3

Requisites

- Complete:
 - CS317 - Computer Networks (3)

Engineering

EG110 - Engineering Design I

Description

This is the first course in a sequence of engineering design classes at SNHU. In this course you will be introduced to a process engineers use when solving problems and creating and/or improving designs. Students will gain appreciation of traits effective engineers share. This project based course gives students the ability to understand, contextualize, analyze, and communicate engineering designs and systems. By learning and applying creative design thinking and the scientific method, students will more effectively solve problems in any domain. This course develops students' skills to conceive, organize, lead, implement, and evaluate successful projects in any engineering discipline. Students will work individually and in groups and learn how to manage collaborative efforts effectively. Additionally, students learn how to give presentations, document, and present data, process, and reports. Engineering tools and skills such as engineering graphics, sketching techniques, designing experiments as well as introduction to discipline specific tools and machine shop will be applied. This freshmen course is open to all majors.

Credits

3

Requisites

- Permission of dean required for non-engineering students

EG112 - Engineering Design II

Description

This is the second course in the engineering design sequence and expands the capabilities introduced in EG110. Additional high-level software tools for use in interactive algorithm development, data visualization, simulation, and data analysis are introduced. Microsoft Project will be introduced as a project management tool for design projects. Team projects, presentations, and reports will continue as in EG110. Successful completion of the design project will require the team to integrate their mechanical design, manufacturing, project management, computer control system, programming, and presentation skills.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - EG110 - Engineering Design I (3)
 - MAT 210 is highly suggested.

EG200 - Statics

Description

This course explores the definitions and concepts of forces and moments, and their applicability to the analysis of static, rigid mechanical systems. Specific topics include free body diagrams, resultants and equivalent force systems, static equilibrium, shear and bending diagrams, static analysis of trusses and frames, friction forces, and calculation of centroids and area moments of inertia.

Credits

3

Requisites

- Complete:
 - PHY215 - Physics I (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)

EG201 - Fluid Mechanics

Description

This course provides an introduction to the concepts and applications of mechanics of fluid. The course begins by introducing the student to fluid properties. This is followed by a discussion of fluid statics, including pressure distribution and forces on submerged, curved and plane surfaces. The student will then learn how to derive and apply integral formulations of conservation of mass, momentum, and energy with emphasis on control-volume applications. Dimensional analysis is studied and applied. The latter part of the course focuses on pipe flows with consideration of head loss, use of the Moody diagram, and analysis of pipe networks. Finally, the concepts of drag and lift are introduced. Students will perform three laboratory experiments in this course.

Credits

3

Requisites

- Complete or concurrently enroll in:
 - EG200 - Statics (3)
 - EG209 - Thermodynamics I (3)

EG202 - Mechanics of Materials I

Description

This course enhances the students understanding of stress and strain, and their linear-elastic relationship through Hooke's Law. The stress induced in simple beams and columns, as subjected to axial, torsional, bending, and shear loading, is extensively covered. The concept of state of plane-stress, as a result of combined loadings (superposition), and transformation to principal components, is covered. Based on allowable stress, basic beam design is introduced. Methods to determine the deformation of beams and shafts are covered. The concepts are supported by software-based stress analysis and the application of computational software in structural design.

Credits

3

Requisites

- Complete:
 - EG200 - Statics (3)

EG203 - Dynamics

Description

This course develops the student's ability to solve non-equilibrium problems, extending mechanics beyond statics to the mechanics of motion. Vector analysis, trigonometry, and calculus are used to analyze advanced problems involving motion. The first component of the course covers particle motion (translational motion kinematics, kinetics via general equations of motion, energy methods, and conservation of momentum). Particle dynamics are explored by analyzing data from an actual flight in an instrumented airplane. The second component of the course covers rigid body motion (translational and rotational kinematics, kinematics via general equations of motion, energy methods, and conservation of momentum). A final course team project deals with the analysis of a complex dynamics problem.

Credits

3

Requisites

- Complete:
 - EG200 - Statics (3)

EG207 - Instrumentation & Measurements

Description

This course is an introduction to the fundamental concepts, principles, procedures, and computations regarding modern instrumentation and measurement systems. Students will gain a sound understanding of a language (LabVIEW®) used to describe modern instrumentation, measurement, and control systems and an appreciation of the various types of systems in common use in industry. Students will use this software to create virtual instruments. Particular emphasis will be given to electrical, mechanical, flow, and thermal measurement systems. The course will also cover statistical analysis to evaluate the quality of measurements, standard methods of characterizing measurement results, and methods for characterizing measurement system response. The students work in teams to conceive-design-implement-operate a project incorporating multiple sensors and data acquisition and analysis.

Credits

3

Requisites

- Complete or concurrently enroll in:
 - EG110 - Engineering Design I (3)
 - PHY216 - Physics II (3)

EG208 - Materials Science

Description

This course provides the materials science and engineering background that can be applied to structural/thermal analysis, and material selection. The course focuses on metallic materials and process-structure-property relationships, with some reference to ceramics and polymers. Part 1 emphasizes the fundamentals of materials science such as atomic structure, arrangement, and movement and is supported by a laboratory exercise in microscopy and grain size. Part 2 emphasizes the relationship between micro-structure and material properties, with a focus on mechanical and thermal behavior, including an introduction to fracture mechanics. Two laboratory exercises support the testing and characterization methods associated with property measurement. Part 3 introduces the processing and application driven selection of materials, including metals, ceramics, and polymers. The focus is on the required mechanical or thermal properties for basic designs by way of a defined performance metric.

Credits

3

Requisites

- Complete:
 - CHM120 - General Chemistry I (3)

EG209 - Thermodynamics I

Description

This course provides the student with a working knowledge of thermodynamic concepts and the problem solving ability to set up and apply the appropriate laws in the thermodynamic analysis of engineering systems. Energy, heat, and work are defined and used in the First Law of Thermodynamics. Other thermodynamic properties and equations of state are introduced with emphasis on tabular and graphical forms for simple compressible systems and on the ideal gas. Phases and phase transitions are discussed and energy analysis of both open and closed systems is examined. The Second Law of Thermodynamics and the property entropy are introduced, and their macro and microscopic implications are discussed. Emphasis is placed on the consequences of irreversibility and the limitation this places on the behavior of engineering systems.

Credits

3

Requisites

- Complete:
 - MAT275 - Calculus II: Integration & Series (3)
 - PHY216 - Physics II (3)

EG308 - Gas Dynamics

Description

This course provides students an opportunity to study the one-dimensional and quasi-one-dimensional compressible fluid flow with an emphasis on supersonic flow. The fundamental equations (continuity, momentum, and energy) that govern the characteristics of compressible flow are derived. The Mach number and various flow regimes are introduced. The phenomena and sources of normal shock waves, oblique shock waves, and Prandtl-Meyer expansion waves and their analysis techniques are presented. Other topics are: nozzles, diffusers, one-dimensional flow with heat addition (Rayleigh flow), one-dimensional flow with friction (Fanno flow), moving shock waves, shock tubes, and linearized supersonic theory.

Credits

3

Requisites

- Complete:
 - EG201 - Fluid Mechanics (3)
 - EG209 - Thermodynamics I (3)
 - MAT330 - Differential Equations (3)

EG310 - Engineering Design III**Description**

This course is the third course in the five-semester design sequence and provides a concurrent engineering design experience. In concurrent engineering design all phases of product development are considered simultaneously. This is an approach that is being used in industry to improve quality and reduce design cycle time. Students will continue to build their design experience from the previous two design courses. Working directly from their solid model data bases they will perform finite element analysis (to determine stresses and deformations), motion and dynamic analysis, manufacturing simulation, CNC code generation for use with lathes and milling machines, assembly modeling and tolerance checking, as well as drafting and documentation. As in the previous two design courses, teamwork, report writing, and oral presentation skills will be stressed. Principles of ethical reasoning will be introduced to develop an understanding of the relationship among societal needs and the constraints imposed on engineers in addressing those needs. The basics of statistics will also be covered including descriptive statistics (constructing frequency tables, histograms, finding mean, standard deviation, and Z scores), inferential statistics including confidence intervals, and linear and quadratic regression.

Credits

3

Requisites

- Complete all of the following
 - Placement in
 - Complete:
 - EG207 - Instrumentation & Measurements (3)
 - 60 credit(s).

EG314 - Aerodynamics**Description**

This course studies the fundamentals of incompressible fluid flow, compressible flow, subsonic and supersonic flow, inviscid flow, laminar and turbulent flow, and potential flow, followed by their theoretical applications on airfoil theory and finite wing theory, including Kutta-Joukowski law, linear thin airfoil theory, and Prandtl's lifting-line theory. The course also introduces fundamental aerodynamic concepts and phenomenon such as wing tip vortex, downwash, induced drag, induced angle, spanwise efficiency factors, friction drag, pressure drag, and aerodynamic center.

Credits

3

Requisites

- Complete:
 - EG201 - Fluid Mechanics (3)
 - EG209 - Thermodynamics I (3)
 - MAT330 - Differential Equations (3)

EG316 - Electrical Circuits

Description

This course provides an introduction to the essentials of electrical circuit theory. Topics to be covered include resistive circuits, nodal and mesh analysis using Kirchhoff's laws, superposition, Norton & Thévenin equivalences, capacitance & inductance, first and second order transient analysis, RC, RL, and RLC circuits, Laplace transform, and frequency response. A simulation software package is employed throughout this course to analyze various electric circuits.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - MAT330 - Differential Equations (3)
 - PHY216 - Physics II (3)
 - Complete or concurrently enroll in:
 - EG207 - Instrumentation & Measurements (3)

EG318 - Thermodynamics II

Description

This course focuses on the application of the fundamental laws of thermodynamics (learned previously in thermodynamics I) to the analysis of energy conversion devices, systems, and processes, such as internal combustion engine, gas turbine, vapor power generation, and refrigeration. Factors that govern energy conversion processes and impact efficiency of those processes are studied in detail. In addition, gas mixture properties, air-conditioning psychrometrics, and fundamental compressible flow theory are also covered.

Credits

3

Requisites

- Complete:
 - EG209 - Thermodynamics I (3)

EG325 - Mechanics of Materials II

Description

This course is a continuation of Materials Science and Mechanics of Materials I. It investigates material failure mechanisms such as yielding under combined loading, brittle fracture, and fatigue. Additional topics covered by the course include analysis of thick-walled pressure vessels, rotating disks, press fits, and contact stresses. In addition, failure theories, safety factors, and stress concentration are covered topics. Finally, the course includes an introduction to stress analysis utilizing commercial computational software and an associated fatigue-based structural design and analysis project.

Credits

3

Requisites

- Complete:
 - EG202 - Mechanics of Materials I (3)
 - EG208 - Materials Science (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)

EG326 - Aircraft Structures

Description

This course provides a description of aircraft materials, structural components and their functionalities. The maneuvering loads and flight envelope are introduced. The analysis of aircraft thin-walled structural components when subjected to torsion, bending, and shear loads is covered in detail. A design project utilizing commercial finite element software provides students with real-world experience.

Credits

3

Requisites

- Complete:
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)

EG330 - Propulsion

Description

This course provides a basic understanding of, and analysis tools for, various aerospace propulsion systems. Students apply the fundamentals of thermodynamics and fluid mechanics to complex propulsion systems. Subjects included are: analysis of various common aircraft propulsion systems with emphasis on jet engines (turbojet, turbofan, and turboprop) and their subsystems (including afterburners and exhaust nozzles). Reciprocating engines (including propeller momentum and blade element theories and propeller efficiency analysis) and rocket engines (both solid and liquid propellants) are covered.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - CHM120 - General Chemistry I (3)
 - 1 of the following:
 - EG308 - Gas Dynamics (3)
 - EG318 - Thermodynamics II (3)

EG333 - Control Systems Analysis

Description

This course provides students an opportunity to model, analyze, and design control systems. It includes mathematical modeling of linear systems for time and frequency domain analysis, transfer function and state variable representations for analyzing control system's performance and stability; and closed-loop control design techniques by frequency response, and root-locus methods. It also involves computer programming and simulation exercises. This course gives a basic understanding and analysis tools of various control systems used in the aeronautical, mechanical, and electric and electronics industries.

Credits

3

Requisites

- Complete:
 - EG316 - Electrical Circuits (3)
 - MAT330 - Differential Equations (3)

EG335 - Fundamentals of Systems Engineering

Description

This course introduces students to the fundamental principles of systems engineering and their application to the development of complex systems as applied in industry. It describes how the systems engineering viewpoint differs from that of the engineering specialist and the essential role that systems engineering plays. Topics include definition of systems and systems engineering, systems engineering processes, Concepts of Operations (ConOps), system development programs, system and subsystem requirements development, system and subsystem verification and validation, interface definition, technical risk identification and mitigation, problem/issue identification and failure analysis, and systems engineering management. The course will include a series of individual and team exercises in which students apply the various systems engineering processes to one of the current Capstone design projects in work.

Credits

3

Requisites

- Concurrently enroll in:
 - EG310 - Engineering Design III (3)

EG340 - Probability and Statistics for Engineers

Description

This course is an introduction to probability. The content includes: Introduction to random phenomena, random variable, and random processes. Random experiments, outcomes, events, probability axioms, conditional probability and Bayes rule, independent events, and Bernoulli trials. Function of a random variable, Mean, variance and moments. A function of two random variables. Two functions of two random variables. Joint moments of two random variables. Basics of statistics, graphical plots, numerical description, analysis of variance (ANOVA). Statistical quality control, quality control, control charts, and reliability engineering.

Credits

3

Requisites

- Complete:
 - MAT325 - Calculus III: Multivariable Calculus (3)

EG341 - Design of Machine Components

Description

This course concerns the analysis, selection, and design of industrial components such as shafts, gears, bearings, springs, and fasteners used in mechanisms and machines. The fundamentals of machine design, including the design process, failure prevention under static and variable loading, and characteristics of the principal types of mechanical elements are covered. A practical approach to the subject through a wide range of real-world applications is presented; and the link between design and analysis is addressed.

Credits

3

Requisites

- Complete:
 - EG325 - Mechanics of Materials II (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)

EG350 - Advanced Dynamics of Mechanical Systems

Description

This course investigates the basic concepts in machine design based on topics such as linkage synthesis and kinematic-kinetic analysis of planar mechanisms. Spatial mechanisms are also covered. Students will apply these design techniques in projects and labs.

Credits

3

Requisites

- Complete:
 - EG203 - Dynamics (3)
 - MAT325 - Calculus III: Multivariable Calculus (3)
 - MAT350 - Applied Linear Algebra (3)

EG390 - Experiment Design and Analysis

Description

In this course students learn how to design, evaluate, and implement experiments, and analyze the resulting data. The professional presentation and reporting of experimental results are addressed. Uncertainty analysis techniques are covered in detail. General uncertainty analysis is introduced as a means to evaluate a proposed experiment. Both the Taylor Series and Monte Carlo methods for estimating error propagation are covered. Hypothesis testing procedures for one-sample and two sample data comparisons are covered in detail. Factorial experiment design and analysis are also introduced. Students apply these theories in a final project.

Credits

3

Requisites

- Complete:
 - EG207 - Instrumentation & Measurements (3)
 - MAT350 - Applied Linear Algebra (3)

EG403 - Principles of Photonics

Description

Three of the most important discoveries in modern time that had dramatic impact on our lives, are lasers, optical fibers and solid-state detectors. These discoveries became the basis of numerous industrial applications that transformed the fields of medicine, communications and industrial manufacturing. They represent the basic elements of a complete optical system, namely the source, the transport media and the detection mechanism of light signals. These three elements form the foundation of the field of Photonics, a field similar to Electronics however, the first uses light not electrons to carry information. Hence, Engineers have a need to understand this important field and its wide-range applications. This course is intended to expose the students to the fields of Photonics theory and its communication applications.

Credits

3

Requisites

- Complete:
 - EG208 - Materials Science (3)

EG409 - Composite Materials**Description**

This is an introductory course on the theoretical and practical design, analysis, and fabrication of polymer matrix composites. The course starts with an overview of composite materials and related manufacturing methods. As a baseline, the behavior of uni-directional composites is addressed, including stiffness and strength prediction methods. The topic of short fiber composites is also covered with an emphasis on load transfer mechanics and property averaging. The analysis of orthotropic laminas includes stress-strain relations, prediction of engineering constants, and transformation matrices. Finally, Lamination Theory is covered as a means to design and analyze laminated composite structures with the introduction of failure theories. The course is supported by a significant laboratory component where the students fabricate and mechanically test various composite material systems for comparison of measured properties to theoretical predictions. A Design Project, involving both computer code implementation of Lamination Theory, design and analysis of a composite component, and fabrication and evaluation of the composite component, is the capstone of the course.

Credits

3

Requisites

- Complete:
 - EG325 - Mechanics of Materials II (3)
 - MAT350 - Applied Linear Algebra (3)

EG410 - Heat Transfer**Description**

This course provides theory and application of steady heat conduction in solids, involving contact resistance, thermal networks, and fin arrays. Transient heat conduction in solids, involving lumped system analysis, similarity solutions for semi-infinite domains, and general 1D transient solutions per Heisler Charts. Related topics include external, internal, and natural convection, with coverage of boundary layer theory and correlation equations, and thermal radiation with application to heat exchange between black and gray bodies. Select exercises are supported by Numerical Simulations to compare results and enhance conceptual understanding. Finally, the theoretical content is supported by a substantial Lab component which also involves Numerical Simulation exercises.

Credits

3

Requisites

- Complete:
 - EG201 - Fluid Mechanics (3)
 - EG209 - Thermodynamics I (3)
 - MAT330 - Differential Equations (3)

EG411 - Composite Processing

Description

In this course advanced composite fabrication processes are examined with the intent of understanding primary process control variable and their effect on composites fabrication. As general background, the primary manufacturing processes for polymer matrix composites are overviewed and classified. To develop a theoretical background, transport and conservation equations are introduced and supported with examples. viscosity and reaction kinetics of thermostats and thermoplastics are introduce with attention to measurement methods. The concept of permeability and Darcy's law are covered. Dimensional analysis is used as a means to generalize process models, and process models from simplified geometries are covered to form a foundation for more advanced process modeling. With this information, a few composites fabrication processes are studied in some details, and simple process models are developed. In manufacture, and testing of a basic composite processing system.

Credits

3

Requisites

- Complete:
 - EG201 - Fluid Mechanics (3)
 - EG208 - Materials Science (3)
 - EG209 - Thermodynamics I (3)
 - MAT350 - Applied Linear Algebra (3)

EG412 - Aircraft Design I

Description

In this course students learn aircraft design techniques and apply aeronautical science concepts to aircraft design. It brings together most of the aeronautical subjects studied so far and requires the students to demonstrate creativity in the application of these concepts. Design procedures, processes, steps and tools related to aircraft are introduced and applied to the three major phases of design: conceptual design, preliminary design, and detail design. The course includes an aircraft design project, with problem sets and lectures devoted to various aspects of the design and analysis of a complete air vehicle.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - EG310 - Engineering Design III (3)
 - EG326 - Aircraft Structures (3)
 - Concurrently enroll in:
 - EG419 - Flight Dynamics II/Stability/Control (3)

EG418 - Flight Dynamics I (Performance)

Description

In this course, the equations of motion for steady state rectilinear flight are derived and applied to various flight conditions, such as pressure and temperature as functions of altitude and other atmospheric variables. Students learn to calculate all performance specifications of an aircraft such as maximum speed, maximum endurance, range, ceiling, take-off run, rate of climb, fastest turn, and tightest turn. Both propeller-driven and jet aircraft are covered. As part of this course, students plan and conduct three flight tests using a specially instrumented Cessna 172 aircraft; they evaluate the results of the flight tests and compare them with theoretical calculations.

Credits

3

Requisites

- Complete:
 - EG314 - Aerodynamics (3)

EG418FT - Flight Testing - Performance

Description

In this lab, students conduct three engineering flight tests using the SNHU instrumented Cessna aircraft; they plan the test flights, fly aboard the airplane during the actual flights, analyze recorded data, and write a technical report for each test. The three flight tests explore aircraft performance in conjunction with theoretical parts of EG418.

Credits

1

Requisites

- Concurrently enroll in:
 - EG418 - Flight Dynamics I (Performance) (3)

EG419 - Flight Dynamics II/Stability/Control

Description

This is a basic course in the stability and control of aircraft which are two pre-requisites of a safe flight. The six degree-of freedom differential equations of motion are introduced, after which the linearized perturbed state equations of motion are derived. Important topics in this course are: longitudinal static and dynamic stability, stick fixed and stick free neutral points and static margin, lateral-directional static and dynamic stability, trim conditions, longitudinal-lateral-directional coupling, control and maneuverability, stick fixed and stick free maneuver points, stability and control derivatives and handling qualities and control response. As part of this course, students will plan and conduct three flight tests using a specially instrumented Cessna 172 aircraft; they will evaluate the results of the flight tests and compare them with theoretical calculations.

Credits

3

Requisites

- Complete:
 - EG333 - Control Systems Analysis (3)
 - EG418 - Flight Dynamics I (Performance) (3)

EG419FT - Flight Testing - Stability and Control

Description

In this lab, students conduct three engineering flight tests using the SNHU instrumented Cessna aircraft; they plan the test flights, fly aboard the airplane during the actual flights, analyze recorded data, and write a technical report for each test. The three flight tests explore aircraft stability and control in conjunction with theoretical parts of EG419.

Credits

1

Requisites

- Concurrently enroll in:
 - EG419 - Flight Dynamics II/Stability/Control (3)

EG420 - Design of Thermo-Fluid Systems

Description

This course provides theory and practical application examples on the design of thermo-fluid systems. Topics include measurement and of non-Newtonian viscosity, design and analysis of piping systems and networks, pumps and fan characterization and selection, boiling and condensation in heat exchange, and heat exchanger design. The course involves significant commercial software utilization, a lab component, and a paper-study project focusing on analysis of a thermo-fluid system design.

Credits

3

Requisites

- Complete:
 - EG410 - Heat Transfer (3)
 - MAT350 - Applied Linear Algebra (3)

EG424 - Industrial Robots

Description

In this course students will be introduced to the mathematical theory underlying multi-degree-of-freedom industrial robot systems including such topics as spatial descriptions and transformations, and manipulator kinematics including Denavit-Hartenberg notation. The course will also include an introduction to the topics of Industrial Automation and Machine Vision. The lab component of the course will take the students through a series of exercises that will introduce them to a 6-axis industrial robot (ABB IRB 140), the robot software systems, end-of-arm actuators, an industrial machine vision camera (COGNEX Insight 5400), and the camera-related software. A series of building-block exercises leading to the team-based final project will require the students to integrate the robot and camera systems to accomplish a specific task and will demonstrate the students' competence with these systems. Other robot types such as parallel axis robotic systems are introduced as well.

Credits

3

Requisites

- Complete:
 - MAT350 - Applied Linear Algebra (3)

EG426 - Mobile Robots

Description

This course examines key aspects of autonomous systems including mobile robot kinematics, drive mechanisms and control, perception, sensors, localization, map making, and path planning. A particular emphasis is given to the use computer vision for robot navigation, including feature identification, camera calibration, and optical measurement. The course concludes with techniques for integrating vision, mobile robots, and robot manipulators into a complete system and a team-based final project that requires students to integrate a robot and a camera system to accomplish a specified task. The final project provides a multi-disciplinary team experience for students.

Credits

3

Requisites

- Complete:
 - MAT350 - Applied Linear Algebra (3)

EG428 - Robotics: Project-Based Applications

Description

This project-based robotics course offers students an opportunity to integrate, research, or implement any robotics related project. The topics include: advanced gripper mechanisms, control algorithms, humanoid robots, warehouse robots, and mobile robots. An undergraduate research poster and presentation are required to achieve this course's educational goals. Other aspects of this course include multidisciplinary teaming skills, oral and written communication skills, and project management.

Additional Information

Matlab or Mathcad is required.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - For students not in the following programs: BS.AEG, BS.MEG, BS.ECE, or BS.CSC
 - 90 credit(s).
 - Complete all of the following
 - Placement in
 - 90 credit(s).
 - 1 of the following:
 - EG424 - Industrial Robots (3)
 - EG426 - Mobile Robots (3)

EG430 - Unmanned Aerial Vehicle Analysis and Design

Description

This is a senior level course which emphasizes primarily on automatic flight control systems. In this course students learn UAV design techniques and apply stability and control concepts to UAV design and development. Topics include classes and missions of UAVs, dynamic modeling, mission planning, autopilot, automatic control, navigation systems, stability augmentation systems, communication systems, payloads, and launch and recovery systems. Lectures devoted to various aspects of the analysis, development, and design of UAVs. In addition, an introduction to advanced control system design techniques will be presented. The course includes a design-build project; students are provided with an RC aircraft; and are required to convert it to an unmanned aerial vehicle to do a given flight mission.

Credits

3

Requisites

- Complete:
 - EG419 - Flight Dynamics II/Stability/Control (3)

EG498 - Capstone Design I

Description

This course offers seniors the opportunity to participate in a multidisciplinary design experience. The course requires students to work in teams and to demonstrate creativity and application of design principles. The course culminates in a public presentation of the project.

Credits

3

Requisites

- Complete all of the following
 - Placement in
 - Complete:
 - EG310 - Engineering Design III (3)
 - 90 credit(s).

EG499 - Capstone Design II

Description

This course is a continuation of EG498 Capstone Design I. This course offers seniors the opportunity to participate in a multidisciplinary design experience. The course requires students to work in teams and to demonstrate creativity and application of design principles. The course culminates in a public presentation of the project.

Credits

3

Requisites

- Complete:
 - EG498 - Capstone Design I (3)

English

ENG070 - Academic Writing and Research Skills

Description

This course focuses on the academic writing skills required of an undergraduate student. It will explore and practice the process writing approach: invention (brainstorming, clustering/mapping, free writing, and outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. Essay writing will encompass the following discourse patterns: description, definition, division and classification, cause and effect, argumentation. Furthermore, the course will focus on justifying claims by teaching proper source integration and documentation. The academic skills of summarizing, paraphrasing, and quoting will ultimately lead to a scholarly and well documenting research paper.

Credits

3

ENG071 - Critical Reading Skills

Description

This course focuses on preparing undergraduate international students for the rigors of academic reading at the college level. Emphasis will be placed on critical reading, vocabulary building, vocabulary pronunciation, note taking techniques and text organization and study skills. Authentic academic texts will be used to assist in the development of critical reading and thinking skills. Students will develop a variety of strategies for understanding the reading, locating main ideas, inferring the author's intent, drawing conclusions and distinguishing between facts and opinions. Students will also learn specific skills for note-taking, outlining, annotating and summarizing.

Credits

3

ENG072 - Grammar Workshop

Description

This course focuses on the development of grammatical accuracy in writing. Students are taught how to distinguish global errors (sentence structure, tense consistency, and cohesive devices) from local errors (pronoun reference, subject-verb agreement, word forms) in their own writing and to categorize their errors to better understand their specific needs for further study. Students are introduced to other learning strategies as well, such as using available resources and peer collaboration to assist them in developing greater accuracy and fluency. In addition, students become familiar with common feedback symbols and abbreviations used by college instructors. This course is offered in conjunction with ENG 070 and ENG 071.

Credits

3

ENG073 - Effective Intercultural Communication

Description

Studying and living in a different culture is not without its challenges. Effective, intercultural communication strategies prepare students to live or work in other countries, gain respect for one another, and gain confidence in their English language speaking skills. Cultural differences often put international students at a disadvantage when studying and interacting with both domestic and international students. By recognizing that different groups of people solve common problems in different ways, students come to value their differences and learn new approaches. This course will help students understand how cultural attitudes are reflected in language use. Students will read case studies to employ strategies that involve critical thinking, problem-solving, and authentic use of the language. The course will include pronunciation practice to help international students communicate more smoothly as well as build upon writing skills taught in other ENG 070 courses that need developing. Students will engage in role-play and learn about group interaction among cultures.

Credits

3

Requisites

- Appropriate placement test scores or successful completion of Intensive English Program Level 7.

ENG074 - Using Technology to Develop Classroom Teamwork Skills

Description

Despite high levels of academic success in their home countries, international students often need guidance in working together with their peers on group projects. This course will include Team Problem solving, creating, collaborating, and communicating using a variety of technology platforms. Students will collaborate to create podcasts and vodcasts as a way to increase their listening and speaking opportunities and give them an authentic audience. They will also watch and listen to TED talks on leadership, motivation, and education and will be creating and developing their own similar style TED talk on a variety of topics. They will also learn about Mobile Assisted Learning Language (MALL) to motivate them towards greater engagement with the English language. Students will work on their team-building skills and learn how to delegate various responsibilities within the group.

Credits

3

ENG075 - Navigating the American Higher Education Classroom Culture

Description

Navigating an unfamiliar higher education classroom culture can be a challenge. Using techniques such as active listening, including paraphrasing or repeating what the other person has said, people confirm their understanding and prevent misinterpretation. Language barriers can affect students' academic learning and prevent them from participating in the full university experience. Beginning with readings and case studies, students will be presented with realistic American classroom situations to develop an understanding of how to present and respond to various opinions from classmates and teachers. The course will welcome a variety of visitors including teachers and students from SNHU who will provide advice and guidance for students for both small group and one-to-one interaction. Watching films will also serve as a base for various language tasks and activities. They will provide a realistic context for language use, present new vocabulary and idioms, and provide insight to the American higher education classroom culture.

Credits

3

ENG099 - Fundamentals of Writing

Description

ENG 099 is a developmental course designed to help students acquire the composition skills they need to succeed in ENG-120. The course begins with a focus on critical reading skills. Students will be engaged in preparing essays that respond to written texts, thereby combining critical reading skills with writing strategies. In addition, ENG-099 provides introduction to/review of grammar, mechanics, and other college-writing conventions with a focus on application of those skills in student writing. One major objective of ENG 099 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writing of others. Summary, analysis, and response skills will be taught and practiced culminating in the creation of a final portfolio where students demonstrate proficiency in critical reading and writing skills. Classroom instructors confirm placement in ENG 099 during the first two weeks of instruction. The three credits received for ENG 099 count towards a student's GPA, but they do not count towards the 120 credits required for graduation. Students who take this course will have to take an additional course to complete their degree. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

Credits

3

ENG099I - Fundamentals of Writing for International Students

Description

ENG-099I is a developmental course designed to help International students acquire the composition skills they need to succeed in ENG-120. The course begins with a focus on critical reading skills. Students will be engaged in preparing essays that respond to written texts, thereby combining critical reading skills with writing strategies. In addition, ENG-099I provides introduction to/review of grammar, mechanics, and other college writing conventions with a focus on application of those skills in student writing. One major objective of ENG-099I is to teach students to prepare essays that review and evaluate the ideas and issues found in the writing of others. Summary, analysis, and response skills will be taught and practiced culminating in the creation of a final portfolio where students demonstrate proficiency in critical reading and writing skills. Classroom instructors confirm placement in ENG-099I during the first two weeks of instruction. ENG-099I is required for all ILE students who have completed the 070 series and must be completed before students can enroll in ENG-120. The three credits received for ENG-099I count towards a student's GPA, but they do not count towards the 120 credits required for graduation. Students who take this course will have to take an additional course to complete their degree. Classes are kept intentionally small, typically 12 students per section, to assure maximum benefit.

Credits

3

ENG120 - College Composition I

Description

ENG 120 is a college-level writing course that introduces students to various forms of academic discourse. Students are required to prepare essays in a variety of rhetorical modes, including exposition, description and argumentation. In addition to out-of-class writing assignments, students will be required to compose in-class essays in response to readings and other prompts. ENG 120 introduces students to process-writing techniques, library research and MLA documentation procedures. The primary focus of ENG 120 is to help students acquire the writing skills they need to succeed in an academic environment. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

Credits

3

ENG121 - College Composition II

Description

ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

ENG200 - Sophomore Seminar

Description

This is a theme-based seminar that builds on the skills learned in SNHU-101 and ENG-120, focusing on information literacy (the ability to locate and evaluate information) as well as written and oral communication skills. The theme of the course will vary according to the instructor, but in all sections, students will conduct extensive research on the topic and communicate their knowledge in a variety of oral presentations and writing assignments that will culminate in a research paper. To be taken during the student's sophomore year.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENG120 - College Composition I (3)
 - 30 credit(s).

ENG220 - Business Communication

Description

This course is a practical introduction to the preparation of business correspondence, employment applications and resumes and formal research reports. Written communication skills are emphasized.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

ENG226 - Introduction to Creative Writing

Description

An introductory creative writing course designed to acquaint students with the craft of creative writing and the skills that will be required in subsequent creative writing workshops. Students will explore such craft issues as point of view, voice, characterization, dialogue, setting, conflict, rhythm, imagery, poetic structure, and dramatic scene development. Students will be expected to submit a number of writing exercises, including stories and poems. Student will also be expected to read and comment on their peers' writing with thoughtful and constructive criticism, as well as read and discuss published work.

Credits

3

ENG229 - Writing for the Stage

Description

This course works with theatrical writing from the inside out, and focuses on a psychokinetic method of playwriting as process rather than production. Students do not write plays as such. They develop the narrative within by using a variety of approaches such as clustering the senses, engaging the plasticity of the page, and activating the surrealist exquisite corpse. The students will discover the need that drives their stories.

Additional Information

Offered every fall term.

Credits

3

ENG230 - Writing for Film

Description

Through a series of short writing prompts and film viewing, students will develop a basic understanding of the art of visual storytelling. Students will use techniques such as telegraphing, dangling cause, dramatic irony, dramatic tension and sequencing to develop a script that relies heavily on visual expression.

Additional Information

Offered every spring term.

Credits

3

ENG326 - Genre Writing Workshop

Description

This course introduces students to the basic skills and principles of genre writing. Genres studied include fan fiction, fantasy, horror, romance, and young adult. Members of the class will produce creative work on a weekly basis and take turns presenting their work to the group for commentary and discussion. This course includes significant reading assignments (novels, experimental and multimodal works, and academic scholarship).

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

ENG327 - Playwriting Workshop

Description

This course is a roundtable forum in which 10 to 15 students will write stage plays of various lengths using traditional and experimental methods and forms. Members of the class will produce at intervals to be established by the instructor and will take turns presenting their works to the group for comment and discussion. The class will produce some student plays during the term. May not be used as a literature elective. Writing Intensive Course.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

ENG328 - Poetry Writing Workshop

Description

This course is a roundtable forum in which 10 to 15 students will write short or long poems using traditional and experimental forms. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

ENG329 - Fiction Writing Workshop

Description

This course is a roundtable forum in which 10 to 15 students will write short or long fiction using the techniques of 19th-century realism as well as modernist and experimental techniques. Members of the class will produce on a weekly basis and take turns presenting their manuscripts to the group for commentary and discussion. May not be used as a literature elective.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

ENG330 - Nonfiction Writing Workshop

Description

This course introduces students to the basic skills and principles of writing creative nonfiction and magazine feature articles. Student-centered workshop critiques and frequent conferences with the instructor are the primary methods used in the course. The course includes significant reading assignments in nonfiction genres.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

ENG340 - Context of Writing: Writers/Publishing

Description

ENG 340 is a survey course in contemporary literature designed for students interested in creative writing. Students will study contemporary American literature from a writer's perspective with a special focus on prose style, structure, scene development, and other elements of the craft of writing. Students will also be introduced to the workings of the American publishing industry, including the roles of literary agent and editor.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

ENG350 - The English Language

Description

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary (morphology), phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or for becoming better writers, or for studying literature. Students will have the opportunity to research, write about, and present on a linguistic topic of individual interest such as the language of advertising or propaganda.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENG120 - College Composition I (3)
 - Complete 1 of the following
 - 60 credit(s).
 - Permission of instructor

ENG431 - Advanced Creative Writing

Description

This course is designed to support a sequence of writing workshops in the creative writing and English major, to provide students serious about their writing an opportunity to study a particular genre (fiction, poetry, scriptwriting or nonfiction) beyond the 300-level workshops. The course also prepares the student for his or her senior thesis in creative writing. In addition to extensive reading within the chosen genre, workshops require participation in class discussions, student presentations and analyses of other students' work. Select class periods will be devoted to individual tutorials with the instructor.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENG120 - College Composition I (3)
 - 1 of the following:
 - ENG327 - Playwriting Workshop (3)
 - ENG328 - Poetry Writing Workshop (3)
 - ENG329 - Fiction Writing Workshop (3)
 - ENG330 - Nonfiction Writing Workshop (3)

ENG490 - English Internship

Additional Information

Course by arrangement only.

Credits

0 - 15

English As a Foreign Language

EFL501 - Language Learning and Acquisition

Description

This course explores contemporary knowledge about foreign language acquisition, including the influences of age, environment and motivation; learning styles, including ELSIE, Barsch Learning Style Inventory and other cognitive and behavioral scales; multiple intelligences; and learner language and inter-language.

Credits

3

EFL502 - Evaluation and Assessment

Description

The first part of this course is an introduction to proficiency, achievement, diagnostic and placement testing. The use of student portfolios in the EFL classroom and self-evaluation and observation techniques, including checklists and anecdotal reports, also are covered.

Credits

3

EFL503 - Descriptive Linguistics of American English

Description

This course covers the American English sound system and American English grammar. Students learn the basics of AE phonetics and phonology; including vowels, consonants, diphthongs, pitch and stress; place and manner of articulation; and the International Phonetic Alphabet (IPA). They also learn the basics of AE morphology and syntax, including the parts of speech, words and their constituents, inflection, sentence types, sentence diagramming, surface and deep structure and transformational process.

Credits

3

EFL504 - Introduction to Curriculum Development, Design and Implementation

Description

Topics include curriculum, syllabus and lesson planning with emphasis on observable performance objectives; lesson stages and principles of effective EFL lesson construction; effective procedures for choosing, editing and managing EFL lesson content; long-term lesson planning; teacher roles in the classroom; and principles and techniques for teaching mixed-proficiency level classes.

Credits

3

EFL505 - Overview of Teaching English to Speakers of Other Languages

Methodology

Description

This course emphasizes communicative language teaching. Specific methods and approaches to be explained include grammar translation, audio-lingual method, total physical responses, natural approach, language experience approach, literature-based approach, phonics, whole language, community language learning, Suggestopedia, Silent Way, cognitive academic language learning, content- and theme-based instruction and computer-assisted language learning.

Credits

3

EFL523 - Listening and Speaking Techniques

Description

This course explains and describes listening and speaking actively and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Credits

3

EFL525 - Reading and Writing Techniques

Description

This course explains and describes reading and writing activities and techniques for students with varying proficiency levels and includes teaching simulations by the instructor and participants.

Credits

3

EFL526 - Aspects of Literacy/Multilingual Learner

Description

This course will examine the role of literacy in the public school classroom (K-Adult) for linguistically and culturally diverse students. A careful analysis will be conducted of the reading process as it applies to both young English Language Learners (ELLs) and older ELLs who come to the classroom with varying degrees of literacy. The influences of the first language on reading in the second language classroom will also be examined.

Credits

3

EFL527 - Strategies/Techniques for Teaching Grammar

Description

This course will help students develop a deeper knowledge and understanding of English grammar in order to become more informed teachers. Students will review and discuss different approaches to the teaching of grammar, as well as how to create or adapt specific techniques for a variety of learning situations. The course will include teaching simulations by the instructor and the participants.

Credits

3

EFL530 - Methods of Teaching English through Drama

Description

This innovative new course provides an overview of the use of drama in English education, especially second language acquisition, and provides training in the use of applied drama techniques, process drama, and readers' theatre for language teaching. Students will gain an understanding of appropriate means of integrating drama activities with the goals of language acquisition including use of games, improvisation, work with structuring drama, play-writing, and development, dramatic reading, and training in voice and diction. Students will learn how to integrate educational theatre approaches with curriculum and make them relevant to all ages and levels of language learners.

Credits

3

EFL531 - Pronunciation Techniques

Description

This course begins with a review of the International Phonetic Alphabet (the IPA) and the American English sound system and proceeds to a diagnosis of individual student pronunciation problems. Explanations and descriptions of techniques to improve pronunciation and activities to teach proper formation of consonants, vowels, and diphthongs will be given. Practice with connected speech, word/sentence stress, and intonation patterns will be emphasized through drama related activities. Also included are issues of first language interference and the design and implementation of lessons and curricula.

Credits

3

EFL536 - Content-Based Instruction

Description

This course explains how to develop theme- and content-based lessons and classes using US cultural topics and adapting and controlling material for various proficiency levels.

Credits

3

EFL537 - Computer-Assisted Language Learning

Description

This course provides a hands-on, collaborative environment in which to learn about and explore the use of computer technology for language learning. As much as possible, participants are encouraged to use various technologies examined in class to develop learning materials relevant to their current or future teaching contexts. Participants are also encouraged to use these technologies to collaborate with and engage other EFL/ESL professionals in learning about the theory, pedagogy, and application of CALL.

Credits

3

EFL540 - Socio-Cultural Context of Language Teaching

Description

Topics include sociolinguistics, regional variation and cultural diversity as they apply to TESL/TEFL. A unit on the history of the English language is also included.

Credits

3

EFL550 - Independent Study

Description

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.

Credits

0 - 3

EFL599 - Supervised Practice Teaching

Description

Participants have the opportunity to teach a wide variety of courses in the Manchester area. Options include teaching children and adults and teaching life skills and academic English, among others. Participants first will meet to design, develop and prepare for lessons.

Credits

3

English As a Second Language

ESL100 - English as a Second Language

Description

This is an intensive ESL program designed to improve one's English language proficiency in order to pursue a degree program at SNHU or other purposes. Students are placed according to five levels of proficiency, from beginning to advanced (TOEFL range to 173+ on the CBT). Classes meet 20 hours per week and focus on listening, speaking, reading, writing, grammar, and cultural communication skills.

Credits

0

ESL121A - Introduction to ESL Listening A

Description

This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

Credits

0.25

ESL121B - Introduction to ESL Listening B

Description

This course is a high beginning level listening course. It introduces both social communicative and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

Credits

0.25 - 0.5

ESL122A - Introduction to ESL Reading A

Description

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

Credits

0.25

ESL122B - Introduction to ESL Reading B

Description

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

Credits

0.25 - 0.5

ESL123A - Fundamentals of English Grammar A

Description

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125, Introduction to ESL Writing.

Credits

0.25

ESL123B - Fundamentals of English Grammar B

Description

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive and perfect verb tenses, noun and pronoun forms, modals, and capitalization and punctuation rules. This course is intended to improve the usage of correct grammar in speaking and supplement ESL 125, Introduction to ESL Writing.

Credits

0.25 - 0.5

ESL124A - Introduction to ESL Speaking A

Description

This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

Credits

0.25

ESL124B - Introduction to ESL Speaking B

Description

This course is a high beginning level speaking course. It introduces both social communicative and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

Credits

0.25 - 0.5

ESL125A - Introduction to ESL Writing A

Description

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) are also introduced.

Credits

0.25

ESL125B - Introduction to ESL Writing B

Description

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) are also introduced.

Credits

0.25 - 0.5

ESL126A - Comparative Cultures I A

Description

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

Credits

0.25

ESL126B - Comparative Cultures I B

Description

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

Credits

0.25 - 0.5

ESL131A - Development of ESL Listening A

Description

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

Credits

0.25

ESL131B - Development of ESL Listening B

Description

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

Credits

0.25 - 0.5

ESL132A - Development of ESL Reading A

Description

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The student will also become familiar with text structure and organization.

Credits

0.25

ESL132B - Development of ESL Reading B

Description

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Some of the strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The student will also become familiar with text structure and organization.

Credits

0.25 - 0.5

ESL133A - Fundamentals of English Grammar II A

Description

This course helps student 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.

Credits

0.25

ESL133B - Fundamentals of English Grammar II B

Description

This course helps student 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.

Credits

0.25 - 0.5

ESL134A - Development of ESL Speaking A

Description

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

Credits

0.25

ESL134B - Development of ESL Speaking B

Description

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and interaction. Students ask and answer questions, communicate cultural knowledge, describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

Credits

0.25 - 0.5

ESL135A - Development of ESL Writing A

Description

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

Credits

0.25

ESL135B - Development of ESL Writing B

Description

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

Credits

0.25 - 0.5

ESL136A - Comparative Cultures II A

Description

The emphasis of the class is the improvement of basic English communication skills such as listening and speaking while learning about cross- cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

Credits

0.25

ESL136B - Comparative Cultures II B

Description

The emphasis of the class is the improvement of basic English communication skills such as listening and speaking while learning about cross- cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

Credits

0.25 - 0.5

ESL141A - Introduction to Academic Listening A

Description

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

Credits

0.25

ESL141B - Introduction to Academic Listening B

Description

This course is designed to develop listening skills of non-native English speakers by increasing their ability to comprehend spoken American English in a variety of situations. Students will practice listening strategies, note-taking and organizational skills, academic vocabulary building, guessing meaning from context, summarizing main ideas, cooperative speaking activities, and test-taking skills.

Credits

0.25 - 0.5

ESL142A - Introduction to Academic Reading A

Description

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

Credits

0.25

ESL142B - Introduction to Academic Reading B

Description

This course uses topics of interest to English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary, their understanding of structure, syntax, and main ideas. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

Credits

0.25 - 0.5

ESL143A - Understanding English Grammar A

Description

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

Credits

0.25

ESL143B - Understanding English Grammar B

Description

This course is specifically designed to improve grammar skills of English language learners through the study of and practice with prescriptive grammar rules. The course begins with a review of verb tenses, passive voice, modals, infinitives, and gerunds, and introduces/improves students' understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

Credits

0.25 - 0.5

ESL144A - Introduction to Oral Communication A

Description

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

Credits

0.25

ESL144B - Introduction to Oral Communication B

Description

This course is designed to develop speaking skills of non-native English speakers by increasing their ability to produce intelligible spoken English in a variety of situations both formal and informal. Activities include role-plays, interviews, class discussions, and presentations. Speaking opportunities will be both spontaneous and planned.

Credits

0.25 - 0.5

ESL145A - Introduction to Essay Writing A

Description

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

Credits

0.25

ESL145B - Introduction to Essay Writing B

Description

This course is specifically designed to improve the academic writing skills of English language learners. Students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essay.

Credits

0.25 - 0.5

ESL146A - Comparative Cultures III A

Description

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations, and written assignments involving current issues and different cultural perspectives.

Credits

0.25

ESL146B - Comparative Cultures III B

Description

This course is designed to assist international students with the transition from the social/educational systems in their own cultures to the social/educational systems in the United States. Students will practice communication in various settings and for a wide range of purposes while learning about cultural diversity in the United States. Language and study skills are reinforced by readings, discussions, presentations, and written assignments involving current issues and different cultural perspectives.

Credits

0.25 - 0.5

ESL151A - Development of Academic Listening A

Description

This is an ESL advanced academic listening course which integrates the four skills of listening, speaking, reading, and writing with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.

Credits

0.25

ESL151B - Development of Academic Listening B

Description

This is an ESL advanced academic listening course which integrates the four skills of listening, speaking, reading, and writing with a special focus on listening. This course develops academic skills in discriminative listening through carefully structured practice. Students improve their ability to extract meaning from spoken English sentences. They learn to pay attention to grammatical relationship within the flow of natural spoken English. This course further develops listening and comprehension of lectures, media presentations, and note taking skills. Students also learn to comprehend from detail; develop academic vocabulary and idiomatic expressions; focus and concentrate; listen for the general idea and infer meaning; and listen for specific words, i.e., content or function words. It also focuses on usage of dictionary, giving feedback, and discussing issues raised by a variety of topics. The students learn to present speaking projects such as panel discussions and individual presentations.

Credits

0.25 - 0.5

ESL152A - Development of Academic Reading A

Description

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading and word analysis. Scanning and skimming practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from 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.

Credits

0.25

ESL152B - Development of Academic Reading B

Description

This course addresses the difficulties that pre-university and college ESL students generally experience when reading authentic material for information. As much as possible, real life reading materials are used, and emphasis is placed on context reading and word analysis. Scanning and skimming practice is further developed, as a reading skill. Students learn to retain main ideas and supporting details of extensive college-level readings, such as articles, essays, and short chapters from 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.

Credits

0.25 - 0.5

ESL153A - Understanding English Grammar II A

Description

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined by the results of a diagnostic grammar test which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155, Development of Essay Writing.

Credits

0.25

ESL153B - Understanding English Grammar II B

Description

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of and practice with prescriptive grammar rules. Rules will be examined by the results of a diagnostic grammar test which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155, Development of Essay Writing.

Credits

0.25 - 0.5

ESL154A - Development of Oral Communication A

Description

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on assigned academic topics; support opinions on an abstract or theoretical controversial topic by using general library or the internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

Credits

0.25

ESL154B - Development of Oral Communication B

Description

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and individual brief presentations to support an argument as well as formal presentations of the projects using technology. Students will learn to demonstrate formal public speaking ability on assigned academic topics; support opinions on an abstract or theoretical controversial topic by using general library or the internet sources and making a factual presentation; gain a general understanding of new vocabulary through strategies of using contextual and lexical clues; use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; organize ideas; express principal points, nuances, and inferences; deliver effective presentations, using well-modulated volume and intonation patterns; participate in discussion; work in teams; utilize academic and appropriate idiomatic language and vocabulary in presentations.

Credits

0.25 - 0.5

ESL155A - Development of Essay Writing A

Description

This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

Credits

0.25

ESL155B - Development of Essay Writing B

Description

This course addresses the difficulties that pre-university and college ESL students generally experience in prewriting process and writing in academic English. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

Credits

0.25 - 0.5

ESL156A - Comparative Culture Studies A

Description

This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read, and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

Credits

0.25

ESL156B - Comparative Culture Studies B

Description

This course is designed to improve student English language skills, enhance writing and reading skills, and develop oral communication skills. It will help students to become more knowledgeable about American culture and their cultural differences. It will also expand and enrich their cross-cultural communication skills. The students discuss various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. The students research, read, and evaluate materials in periodicals, literature, films, and art sources using library, and the Internet. The students observe differences and similarities between the cultures and learn how to communicate them in English. The students learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

Credits

0.25 - 0.5

ESL161A - Advanced Academic Listening A

Description

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

Credits

0.25

ESL161B - Advanced Academic Listening B

Description

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to help train the students to listen carefully to improve listening comprehension, identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

Credits

0.25 - 0.5

ESL162A - Advanced Academic Reading A

Description

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

Credits

0.25

ESL162B - Advanced Academic Reading B

Description

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to help develop analytical reading skills to improve reading comprehension, locate main ideas and supporting details, recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

Credits

0.25 - 0.5

ESL163A - Understanding English Grammar III A

Description

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/ adjective/noun clauses, reduction of adverb and adjectives clauses.

Credits

0.25

ESL163B - Understanding English Grammar III B

Description

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/ adjective/noun clauses, reduction of adverb and adjectives clauses.

Credits

0.25 - 0.5

ESL164A - Advanced Oral Communication A

Description

This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

Credits

0.25

ESL164B - Advanced Oral Communication B

Description

This course focuses on increasing academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

Credits

0.25 - 0.5

ESL165A - Essay Writing for Academic Purposes A

Description

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism.

Credits

0.25

ESL165B - Essay Writing for Academic Purposes B

Description

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays using the most common process writing formats. The course shows students how to take notes from a lecture and researched material, and to outline, paraphrase, summarize and cite material while avoiding plagiarism.

Credits

0.25 - 0.5

ESL166A - Comparative Cultures V A

Description

This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course.

Credits

0.25

ESL166B - Comparative Cultures V B

Description

This course increases the student's knowledge of American and the other cultures represented in the class. A number of issues and functions where expectation may differ are discussed. All four language skills will be called upon in this course.

Credits

0.25 - 0.5

ESL241A - Introduction to Academic Listening II A

Description

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

Credits

0.25

ESL241B - Introduction to Academic Listening II B

Description

This course is designed to further establish the ability of English language students to successfully comprehend what they hear in American university classrooms and on campus, as well as in situations of everyday life. Students will engage in a variety of listening venues. Opportunities include lectures by university professors on many topics, authentic conversations relevant to academic and campus life, and authentic radio broadcasts about issues pertinent to American business interests and personal life. Students practice academic skills, like note-taking and guessing meaning from context, and receive training in decoding informal discourse patterns like reduced forms of words and interjections. Vocabulary and complexity of speech patterns increases as the course progresses.

Credits

0.25 - 0.5

ESL242A - Introduction to Academic Reading II A

Description

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

Credits

0.25

ESL242B - Introduction to Academic Reading II B

Description

The emphasis of this course is to help the development of reading fluency and rate flexibility and apply critical thinking skills while reading academic selections and passages. Using a strategy-based approach, the course will review pre-reading and reading techniques such as previewing, skimming, scanning, and attention to main ideas and details. A continuation of learning to paraphrase and summarize is also a focus.

Credits

0.25 - 0.5

ESL243A - Further Understanding English Grammar A

Description

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

Credits

0.25

ESL243B - Further Understanding English Grammar B

Description

This course helps students further develop their written and spoken English grammar skills by studying the rules of grammar according to form and discourse usage. The course reviews the use of subordination in noun, adjective, and adverb clauses and includes students' life experiences as context for grammar-based communicative approach to learning. Students will engage in free response exercises to aid in the understanding of form, meaning, and usage of the target structures.

Credits

0.25 - 0.5

ESL244A - Introduction to Oral Communication II A

Description

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such a shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and living in American society, sharing opinions, and formally presenting material through Power Point usage.

Credits

0.25

ESL244B - Introduction to Oral Communication II B

Description

This course builds the capacity of English language students to participate in the discourse in American university classrooms and campuses and in everyday life in the US. Speaking opportunities are aligned with listening opportunities in ESL 241, Introduction to Academic Listening II. They are designed to help students join study groups, interact with professors, make friends, and to successfully converse in all everyday living situations such a shopping, inquiring about a bill, and discussing news, culture, and everyday life. Students practice engaging in everyday conversation, interviewing, discussing issues akin to university life and living in American society, sharing opinions, and formally presenting material through Power Point usage.

Credits

0.25 - 0.5

ESL245A - Introduction to Essay Writing II A

Description

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

Credits

0.25

ESL245B - Introduction to Essay Writing II B

Description

As the course begins, students will review academic writing skills by developing, organizing, composing, and revising a 3-5 paragraph essay. Students receive instruction on using appropriate vocabulary, grammar, and sentence structure following the conventions of standard written English. Using a step-by-step approach and varied practices, students are guided through the academic writing process to produce well-organized and developed essays with clear thesis statements. They learn to express ideas and viewpoints with supportive statements and factual reasoning.

Credits

0.25 - 0.5

ESL246A - Comparative Cultures IV A

Description

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of nonnative students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

Credits

0.25

ESL246B - Comparative Cultures IV B

Description

This course provides international students in the United States with an overview of American culture and tradition and improves comprehension of nonnative students. The course also allows opportunity for discussion of American cultural norms as compared to other cultures.

Credits

0.25 - 0.5

ESL301 - Pronunciation Workshop I

Description

This course provides intensive practice in American English pronunciation suitable for conversational and academic discourse.

Credits

0

Environmental Studies

ENV100 - Introduction to Sustainability

Description

How sustainable are modern human lifestyles? What would the world be like if they were more sustainable? How could we create such a world through the choices that we make as citizens, professionals, and consumers? Students leave traditional academic disciplines behind as they seek answers to these questions in this more than merely interdisciplinary course. By learning how to diagnose and to prescribe effective responses to sustainability challenges large and small using systems thinking, backcasting, and other holistic strategies, students also learn how they can contribute to the emergence of societies that facilitate, enhance, and sustain indefinitely the well-being of human individuals, their communities, and their environments.

Credits

3

Requisites

- Less than 60 credits or permission of instructor.

ENV101 - Environmental Science

Description

This course provides an introduction to the scientific aspects of the environmental field. The first part of the course introduces students to the foundations of environmental science, while the second part concentrates on the application of these foundations to real life environmental problems. Therefore, the course not only engages the fundamentals of environmental science but also shows students how science informs sustainability, environmental policies, economics and personal choice.

Credits

3

ENV111 - Environmental Science Compass

Description

This 1-credit course familiarizes students with the structure and personnel of the Environmental Science degree program, and the resources in place for their support and success. Course sessions focus on introducing students to science faculty members and their areas of expertise, to lab spaces on campus and the equipment available to them, and to additional resources such as the Shapiro Library's science databases. Students will also be introduced to professional experiences through Career Services and guest talks from local Environmental Science professionals from a variety of organizations.

Additional Information

Offered every fall term.

Credits

1

Requisites

- Placement in

ENV219 - Environmental Issues

Description

Students in this course examine major environmental problems to make them aware of current and potential environmental issues from the perspectives of society, business, and the individual.

Credits

3

ENV220 - GIS, Field Methods and Technology

Description

This is an issue- and methods-based course that will introduce students interested in environmental field work to the tools and technology of the profession. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities to improve their skills. Main topics of the course will be the use and application of geographic information systems (GIS), multiple environmental field research techniques, and statistical and data analysis software.

Additional Information

Offered every spring term.

Credits

3

ENV250 - Environmental Science Research Methods

Description

This course provides students with an understanding of how to evaluate, conduct, write and design research. Required for environmental science majors, it introduces the why, when and how quantitative and qualitative methods are used as investigative tools. The course follows the scientific method and focuses on how to search the literature, write a literature review, formulate research questions/hypotheses, and design experiments to test these hypotheses. We will also explore qualitative methods and discuss their use in the field with special attention to conducting interviews, case studies, and focus groups. Students will prepare a research proposal on a topic of interest. Formulation of this project begins early, forms the basis for a final project, and is presented in a mock scientific conference.

Additional Information

Offered every spring term.

Credits

3

ENV305 - Global Climate Change

Description

This interdisciplinary course brings students up to date on what is known and not known about the causes and consequences of global climate change, and about viable response options. Topics include analysis of climate drivers such as greenhouse gas emissions, and land-use changes, and investigation of some climate system responses such as increased storm intensity and increased surface temperature. Students also explore some of the societal and economic impacts of global climate change. By reference to the most recent report of the Intergovernmental Panel on Climate Change, paleoclimate studies, and other authoritative sources, students learn how to separate fact from fiction in the often publicized debate about the dynamics of global climate change and about how we should respond to it.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)

ENV322 - Environment and Development

Description

How can businesses, governments, and civil society organizations work together to build environmentally sustainable economies and livable local communities in an increasingly crowded and globalized world? Students in this interdisciplinary course use insights drawn from the social sciences to identify assumptions about human nature and nurture that lead to environmentally unsustainable economic and development practices, then apply those insights to the practical problems of building robust national economies and healthy local communities worldwide, with an emphasis on less developed countries. Students spend part of the course playing and critiquing their own performance in Stratagem, a computer-assisted simulation game, in which they assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over more than half a century.

Additional Information

Offered in the spring term of every odd year.

Credits

3

Requisites

- 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)

ENV344 - Environmental Science Colloquium I

Description

This is an issue and methods based course that will introduce environmental science majors to the tools and technology used in the field. Students will read and discuss primary literature that use these techniques and will participate in hands-on activities. A main focus of the course will be on the use and application of geographic information systems (GIS).

Additional Information

Offered every spring term.

Credits

1

Requisites

- Complete:
 - ENV101 - Environmental Science (3)

ENV348 - U.S. Environmental Law and Politics

Description

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in ENV 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - Complete 1 of the following
 - Complete:
 - POL210 - American Politics (3)
 - 45 credit(s).

ENV349 - Comparative Environmental Law and Sustainable Development

Description

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, the European Union, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - Complete 1 of the following
 - Complete:
 - POL210 - American Politics (3)
 - 45 credit(s).

ENV361 - Environmental Impact and Site Assessment

Description

This broadly interdisciplinary course introduces students to the principles, practices, and procedures followed by environmental professionals in assessing sites for the presence of environmental hazards that could trigger cleanup requirements under federal or state environmental laws, and in assessing the environmental impacts of proposed development projects under the National Environmental Policy Act and similar state laws, using insights drawn from the natural sciences, the social sciences, and other fields. Students spend most of the course undertaking a virtual Phase I site assessment at a hypothetical former industrial site and its environs using Brownfield Action, a web-based simulation developed by experts to teach students the skills needed to prepare a professional-level environmental site assessment, and preparing a draft environmental impact statement for the hypothetical redevelopment project proposed for the site.

Additional Information

Course offered as needed.

Credits

3

Requisites

- Complete:
 - SCI333 - Waste: Sources, Reduction, & Remediation (3)

ENV372 - Sustainability Strategies for Business

Description

How can businesses contribute to the environmental sustainability of human societies without sacrificing the bottom line? This broadly interdisciplinary, systems-based course draws insights from the natural sciences, social sciences, and other fields to explore a full range of strategic options relevant to businesses large and small in nearly every economic sector. Students spend nearly half of the course in a group-based simulation in which they assume the roles of the principals of consulting firms competing with rival firms to design a sustainability-focused strategic facility siting and environmental management plan for adoption by their client's board of directors using a version of The Triple Bottom Line Tool, a web-based platform designed by sustainability experts to help investors, decision-makers, and economic development professionals to enhance and to communicate investment performance across a broad array of environmental and other investment impacts.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - 60 credit(s).

ENV373 - LEED Green Associate Credential

Description

This course is the vehicle through which students receive ENV course credit for successfully completing the U.S. Green Building Council's ("USGBC") Leadership in Energy & Environmental Design ("LEED") Green Associate exam preparation program, which provides students with an up-to-date understanding of the most current green building principles and practices. Students demonstrate successful completion of the program by earning a passing score on the USGBC's Green Associate professional credential exam. For more information, see the USGBC's credentials and Green Associate professional credential exam preparation web pages (<http://www.usgbc.org/leed/credentials> & <http://www.usgbc.org/articles/prepare-your-leed-green-associate-exam>, as well as SNHU's sustainability certificate program coordinator.

Additional Information

Course by arrangement only. Offered on a pass/fail basis only.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - ENV372 - Sustainability Strategies for Business (3)
 - Permission of the supervising faculty member designated by the sustainability certificate program coordinator.

ENV374 - OSHA General Industry Outreach Training

Description

This course is the vehicle through which students receive ENV course credit for completing the U.S. Occupational Safety and Health Administration's ("OSHA") Outreach Training Program for General Industry, which prepares students to recognize, avoid, abate, and prevent safety and health hazards in general industry workplaces. Students may enroll in either the 10-hour course (1 credit) or the 30-hour course (3 credits). Students demonstrate successful completion of either course through receipt of a student course completion card or training certificate. For more information, see OSHA's General Industry Outreach Training web page (<https://www.osha.gov/dte/outreach/generalindustry/index.html>) and Outreach Training Program General Industry Procedures (https://www.osha.gov/dte/outreach/generalindustry/generalindustry_procedures.pdf), as well as SNHU's sustainability certificate program coordinator.

Additional Information

Course by arrangement only. Offered on a pass/fail basis only.

Credits

1 - 3

Requisites

- Complete all of the following
 - Complete:
 - ENV372 - Sustainability Strategies for Business (3)
 - Permission of SNHU's environmental management and sustainability program coordinator.

ENV375 - Hazardous Waste Coordinator Certificate

Description

This course is the vehicle through which students receive ENV course credit for successfully completing the New Hampshire Department of Environmental Services' ("NHDES") Hazardous Waste Coordinator Certification program. Students demonstrate successful completion of the program by earning a passing score on the program exam. For more information see NHDES's Hazardous Waste Coordinator Certification Program web page

(<http://des.nh.gov/organization/divisions/waste/hwcb/hwcs/hwccp/index.htm>) and Hazardous Waste Coordinator Training and Certification Environmental Fact Sheet (<http://des.nh.gov/organization/commissioner/pip/factsheets/hw/documents/hw-26.pdf>), as well as SNHU's sustainability certificate program coordinator.

Additional Information

Course by arrangement only. Offered on a pass/fail basis only.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - ENV372 - Sustainability Strategies for Business (3)
 - Permission of the supervising faculty member designated by the sustainability certificate program coordinator.

ENV404 - Environmental Sustainability Field Experience I

Description

This course offers students an opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Additional Information

Course by arrangement only.

Credits

3

Requisites

- Complete:
 - ENV319 - US Environmental Law and Politics (3)

ENV405 - Environmental Sustainability Field Experience II

Description

This course offers students the opportunity to undertake an experiential learning project that contributes to the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals.

Additional Information

Course by arrangement only.

Credits

3

Requisites

- Complete:
 - ENV319 - US Environmental Law and Politics (3)

ENV440 - Senior Seminar

Description

This is an issue-based discussion course designed to define and explore the multifaceted consequences of environmental science issues. Several topics will be explored from either long-standing or current environmental science issues. Students are expected to conduct extensive research on relevant topics and communicate their knowledge in both oral and written assignments.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 90 credit(s).
 - Placement in

ENV444 - Environmental Science Colloquium II

Description

This is an issue-based discussion course aimed to define and explore multifaceted topics in environmental science. Designed like a senior seminar, students are expected to conduct extensive research on varied topics and then communicate their knowledge in both oral and written assignments.

Additional Information

Offered every fall term.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - ENV344 - Environmental Science Colloquium I (1)
 - 90 credit(s).

ENV445 - Sustainability Capstone Experience

Description

This course offers students an opportunity to build upon the themes of ENV 100 in contexts of relevance to their career goals using the insights into human systems and environmental systems acquired throughout their courses of study at SNHU. Students may fulfill the requirements of this course wholly on-campus in a traditional classroom setting or partly off-campus in a pre-professional experience.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENV100 - Introduction to Sustainability (3)
 - 1 of the following:
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - Two 300 level courses in any field

ENV490 - Environmental Studies Internship

Description

An interdisciplinary topic, not covered in any course listed in the catalog, will be studied under the supervision of an environmental faculty member.

Additional Information

Course by arrangement only.

Credits

0 - 15

Fashion Merchandising

FMK290 - Fashion Merchandising Internship

Description

Students enrolled in this program will complete a minimum of 150 hours internship in the fashion field. The internship must pertain to the way apparel products and apparel accessories are marketed and distributed. It has to be approved by the career development center and the fashion program coordinator. It is strongly suggested that students complete the internship in the summer between their first and second year at Southern New Hampshire University.

Credits

0 - 15

Fashion Merchandising Management

FMM101 - Basic Design and Color Theory

Description

This course examines the basic principles of design, including balance, emphasis, proportion and rhythm. The art elements of line, space, texture and color are studied with special emphasis on how they relate to advertising layout and design and visual merchandising. This course is cross-listed with GRA-101.

Additional Information

Offered as needed.

Credits

3

FMM111 - Foundational Integration Experience

Description

The fashion merchandising foundational integration experiences give students the opportunity to apply the knowledge acquired in the core areas of fashion management. They will explore macro and micro environmental factors that affect companies in the industry. They will conduct an industry overview to understand the challenges and opportunities facing this industry by visiting and collecting data from companies operating in the industry in the U.S. and Canada. The trips will include a lab fee of approximately 300 dollars per student for hotel and transportation (lab fee-current market estimate). 1. Develop industry overview: Challenges and opportunities on the domestic and international apparel markets 2. Identify local/regional fashion/accessories retailer to investigate: Conduct their situation analysis 3. Initiate a contact with the retailer: Patronize the retailer's store (Collect data to inform the situation analysis). Lab fee applies-estimate: 300 dollars per student 4. Present findings (alternatives/recommendations) to client to address challenges and maximize opportunities 5. Research the business and personal responsibilities of buyers 6. Attend a regional retail conference on retail industry issues: Asset protection and loss prevention annual conference in DCU center in Worcester, MA

Credits

3

FMM114 - Introduction to Fashion Merchandising

Description

Fashion principles and procedures used in planning, selecting, pricing and selling fashion goods in retail stores, catalogs and on the Internet are studied. Merchandising systems, assortment plans and inventory control methods are analyzed.

Additional Information

A field trip to New York City's market district is a possibility.

Credits

3

FMM204 - Textiles and Color Theory

Description

Textile information pertinent to merchandising is included in this course. Analysis of fibers, yarns and weaves, fabric recognition, and a detailed study of natural and man-made materials are emphasized.

Additional Information

Offered every spring term.

Credits

3

FMM208 - History of Fashion and Costume

Description

Fashion is another term for the costume of a time and place, an expression of a period with all of its passions, politics, attitudes and history. This course considers textiles, silhouettes, shapes, and design adaptations in light of the technological capacities of the time, the geographic environment, social structure, political systems and economic conditions around the globe and over time. Students will gain an understanding of appreciation of how these underpin and influence contemporary fashion design and development.

Additional Information

Offered every fall term.

Credits

3

FMM209 - Sourcing, Supply Systems and Distributions

Description

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S. To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers' profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

Additional Information

Offered every spring term.

Credits

3

FMM210 - Sourcing, Supply Systems and Distributions

Description

The overall objective of this course is to expose students to sourcing and distribution in the global fashion industry. The specific objectives are twofold: first, the course exposes students to the Production and distribution side of apparel and accessories in the global fashion market. Second, students compare and contrast these processes between the host country (Italy) and U.S. To achieve and maintain a good profit margin fashion marketers, product developers and designers analyze cultural indicators and conduct fashion and consumer scans. The sources and nature of textiles used by designers, time to market and distribution channels play an important role in fashion retailers' profitability. Students will explore the influence of these factors on business decisions in the host country (Italy) and U.S industries.

Additional Information

Offered every spring term.

Credits

3

FMM300 - Retail Buying

Description

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. Effective merchandise management involves efficient decision making. Ordering, keeping and managing the right merchandise in terms of size and quantity are the key to a retailer's success. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise. Students analyze profit and loss statement and demonstrate a complete understanding of the factors that influence the retailer's financial performance.

Credits

3

FMM325 - Sustainability in Fashion

Description

The overall objective of this course is to explore the role that sustainability plays in fashion merchandising managers' decision to buy from vendors. It explores production and commercialization decisions with respect to buying green. It exposes students to the influence of social responsibility on fashion retailers' decisions.

Additional Information

Offered every fall term.

Credits

3

FMM333 - Exploration Integration Experience

Description

The fashion merchandising exploration integrated experiences expose students to apparel and accessories stores management. Students will work directly with local or regional apparel/accessories vendors and retailers to organize fashion merchandise exhibition in the marketing studies center on the SNHU Manchester campus. Displayed merchandise would include women and men apparel and accessories products. Their target market consists of SNHU students, staff, faculty and people from the community. Students will develop the following skills through these experiences: Merchandise and event planning, vendor relation, event and store promotion, merchandise display, store management and customer relations. To display merchandise that meet consumer expectation, students will conduct qualitative and quantitative research. 1. Qualitative research (Primary data collection): Observation and Focus group 2. Qualitative research (Secondary data): Literature review In the second semester of the exploration integrated experience students will experience a mandatory semester long study abroad at Florence University of the Arts (FUA, Florence Italy). The FUA experience will consist of being members of students teams that manage an on campus apparel boutique created and managed by the Fashion program at FUA.

Additional Information

Offered every fall term.

Credits

3 - 6

FMM410 - Fashion Research and Forecasting

Description

This course applies the qualitative and quantitative investigations approaches to fashion and fashion accessories. Students will analyze descriptive and inferential statistics to understand consumer taste for current and future trends in fashion.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

FMM457 - Strategic Fashion Management

Description

Students utilize knowledge accumulated in various courses of the program to design a fashion merchandise strategy for a local fashion and apparel retailers or a strategy for fashion accessory retailers. This course considers both qualitative and quantitative research methodologies to investigate management issues or examine opportunities for fashion retailers.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 90 credit(s).

Finance

FIN250 - Personal Financial Planning

Description

This course provides an overview of personal financial decision-making. The course uses the life-cycle approach and emphasizes financial planning for each phase of life. Topics covered include career planning, budgeting, use of credit, insurance, investments, retirement planning and income tax planning.

Credits

3

FIN260 - Risk Management and Insurance

Description

This course examines the concept of risk, the principles of risk management, private and social insurance mechanisms and the insurance industry. Special attention is given to business and personal risks associated with loss of income, the ownership of property and legal liability. Students are required to prepare and submit a written business and/or personal plan of risk management.

Additional Information

Offered as needed.

Credits

3

FIN305 - Foundations of Finance

Description

Foundations of Finance (FIN 305) is designed to provide students with a balanced introduction to the theory and practice of finance by presenting an overview of the central issues and topics in finance currently relevant to business decision-making. In addition, Foundations of Finance is intended to provide all business students, regardless of major, with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. Topics include time value of money, risk and return, capital budgeting, capital markets, and bond and stock valuation.

Credits

2

Requisites

- Complete all of the following
 - Complete:
 - ECO201 - Microeconomics (3)
 - MAT240 - Applied Statistics (3)
 - 1 of the following:
 - ACC201 - Financial Accounting (3)
 - ACC105 - Foundations of Accounting I (2)
 - Complete:
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - NOTE: Only CMT majors will take MAT-225 in place of MAT-240

FIN320 - Principles of Finance

Description

This course is designed to survey the corporate finance discipline, examine the financial management of corporations and help students develop the skills needed to make decisions about financing, investments and dividends. Students also will be introduced to money, capital markets and institutions.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ECO201 - Microeconomics (3)
 - MAT240 - Applied Statistics (3)
 - 1 of the following:
 - ACC105 - Foundations of Accounting I (2)
 - ACC201 - Financial Accounting (3)

FIN330 - Corporate Finance

Description

This course focuses on the topics of corporate finance with the intent to extend and further develop the long-term investment and financing topics introduced in either the Principles or Foundations of Finance. The course addresses issues that face modern corporate managers when making capital budgeting and capital structure decisions, and focuses on applied managerial decision-making. Corporate Finance is designed for students seeking a more thorough understanding of the economic analysis of strategic and tactical investments, the effect financial leverage has on firm value, and the integration of investment and financial corporate strategies. Topics addressed include advanced techniques in capital budgeting, firm valuation, capital structure, firm/division cost of capital, and quantitative risk assessment. Writing intensive course.

Credits

3

Requisites

- 1 of the following:
 - FIN320 - Principles of Finance (3)
 - FIN305 - Foundations of Finance (2)

FIN336 - Multinational Corporate Finance

Description

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning, including such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices, are examined.

Credits

3

Requisites

- 1 of the following:
 - FIN305 - Foundations of Finance (2)
 - FIN320 - Principles of Finance (3)

FIN340 - Fundamentals of Investments

Description

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. This course emphasizes the decision-making process that underlies all investment decisions.

Credits

3

Requisites

- 1 of the following:
 - FIN305 - Foundations of Finance (2)
 - FIN320 - Principles of Finance (3)

FIN345 - Student Managed Investment Fund

Description

This course is intended to provide rigorous academic training in money management, portfolio selection, and risk management concepts. This course will also provide students with the opportunity to manage a portion of the SNHU endowment fund. This course will also require students to establish an investment philosophy and investment policy guidelines, preparation of an investment process statement and to understand the administrative aspects of the fund's brokerage account. Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - FIN320 - Principles of Finance (3)
 - FIN305 - Foundations of Finance (2)

FIN426 - Contemporary Issues in Finance

Description

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristic various valuation approaches and portfolio strategies for using them.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - FIN330 - Corporate Finance (3)
 - FIN340 - Fundamentals of Investments (3)

FIN440 - Investment Analysis

Description

This course offers an opportunity for students to examine modern theories and approaches in portfolio selection, security analysis and bond management. Particular emphasis is placed on integrating modern portfolio selection models with traditional valuation theory and analysis.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - FIN340 - Fundamentals of Investments (3)

FIN490 - Finance Economics Internship

Description

The finance/economics internship option is a semester of supervised career-related work experience. Students are required to prepare monthly on-the-job reports and a final written analysis in a case-study format.

Credits

0 - 15

FIN500 - Financial Management

Description

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

Credits

3

Requisites

- Complete:
 - ACC500 - Managerial Accounting (3)
 - ACC550 - Cost Accounting (3)
 - MBA502 - Economics for Business (3)

FIN550 - Corporate Financial Management

Description

This course is a study of finance from a corporate perspective including investments, capital structure and re-structuring, budgeting, financial markets, policy, and portfolio management. Students will analyze a firm's opportunities and risk level within these categories to evaluate the impact on shareholder's value.

Credits

3

Requisites

- Complete:
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)

FIN610 - Short-Term Financial Management

Description

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.

Credits

3

Requisites

- Complete 1 of the following
 - Complete:
 - FIN550 - Corporate Financial Management (3)
 - Complete all of the following
 - If on a 2014 catalog or earlier
 - Complete:
 - FIN500 - Financial Management (3)

FIN620 - Money and Capital Markets

Description

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.

Credits

3

Requisites

- Complete 1 of the following
 - Complete:
 - FIN550 - Corporate Financial Management (3)
 - Complete all of the following
 - If on a 2014 catalog or earlier
 - Complete:
 - FIN500 - Financial Management (3)

FIN640 - Investment Analysis & Portfolio Management

Description

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.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - FIN500 - Financial Management (3)
 - FIN550 - Corporate Financial Management (3)
 - Based on catalog year.

FIN670 - Option Analysis & Financial Derivatives

Description

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, future contracts, interest rate caps, floors and swaps and convertible bonds.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - FIN550 - Corporate Financial Management (3)
 - Complete all of the following
 - If on a 2014 catalog or earlier
 - Complete:
 - FIN500 - Financial Management (3)

FIN685 - Risk Management

Description

This course focuses on assessing and mitigating risk within the financial industry. Students will evaluate corporate investments, diversification, and portfolios using current industry tools and strategies to manage both risk and return.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - FIN550 - Corporate Financial Management (3)
 - Complete all of the following
 - If on a 2014 catalog or earlier
 - Complete:
 - FIN500 - Financial Management (3)

FIN691 - Financial Modeling

Description

The course focuses on financial modeling as a tool in contemporary financial analysis. The course includes theoretical development, financial analysis, applications of financial modeling, and modeling approaches. Students use mathematical tools and apply statistical tests to evaluate and analyze a company's financial health, performance, and risk level of informed decision making.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ECO500 - Managerial Economics (3)
 - Complete all of the following
 - Depending on catalog year
 - 1 of the following:
 - FIN500 - Financial Management (3)
 - FIN550 - Corporate Financial Management (3)

FIN700 - Graduate Finance Capstone

Description

This capstone course is the culminating experience for the M.S. in Finance program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - FIN620 - Money and Capital Markets (3)
 - FIN691 - Financial Modeling (3)
 - 30 credit(s).

Fine Arts

FAS101 - Learning to Look

Description

In this course students will develop foundational visual literacy skills: describing, analyzing, and writing about visual works, reading primary and secondary source material, creative and critical thinking, and oral communication.

Credits

3

FAS110 - Introductory Drawing

Description

In this course, students are introduced to the fundamentals of drawing from observation and imagination in a variety of media. A series of in-class drawing exercises will introduce the basic visual elements and their application to pictorial composition. Still life, figurative, and abstract drawing projects will afford students multi-faceted experiences in the creation of composition. Class meets 60 hours per term.

Credits

3

FAS210 - Introduction to Acting

Description

Students in this class will explore movement, voice, text and theatrical compositions that encourage, nurture and develop the authentic creative expression of the actor. Student work will culminate in a performance project that utilizes collaborative and generative ensemble work within the context of the evolving actor.

Additional Information

Course offered every fall term.

Credits

3

FAS225 - Introduction to Photography

Description

The course reviews the various kinds of still cameras and the ways in which students can employ the use of light, visual impact and optical effects. Students are encouraged to take photographs during the term and to apply the knowledge to practical situations.

Credits

3

FAS226 - Digital Photography

Description

Photography as a visual medium is integral to the study of contemporary communication. This course introduces students to the history and practice of producing photographic images. The course is a combination of lecture and the hands-on practice of both the analog and digital methods of photographic image-making. The traditional darkroom is dispensed with, giving over to the computer the role of darkroom, with the student using Adobe Photoshop and other image editors to process traditional film and digital image captures. The student is taught to use various digital cameras techniques to capture, process, and print a portfolio of several original photographic images. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises.

Credits

3

FAS260 - History of Architecture

Description

The aim of this course is to stimulate the appreciation of architecture in students who have had little or no exposure to the subject. The course is organized by historical periods, from ancient Egypt through the end of the 20th century. It considers architectural aims, materials, methods, structural principles, major works and styles. It makes connections between individual buildings and the cultural contexts from which they were derived. Field trips are required.

Additional Information

Course offered every fall term.

Credits

3

FAS270 - Introduction to Film History

Description

As an overview of film history and aesthetics, this course explores film history from 1895 to the present. Emphasis is on the development of film as a technology, an art form, an industry, and a cultural institution. The class will research and discuss genres, movements, directors, and landmarks in film history. Students will view films, participate in in-class and online discussions of films and readings, attend lectures, and write a collaborative research project.

Additional Information

Course offered every spring term.

Credits

3

FAS301 - Film and American Culture

Description

The course will be an examination of major shifts and events in American politics as reflected through the films of the twentieth century. What can we learn about periods in history from the cultural products they leave behind Can we piece together an accurate look at an era through the stories they tell We will explore time periods such as pre-WWI immigration, The Roaring Twenties, The Depression, Isolationism, World War II, the post-war atomic era, the 1960s counterculture, Vietnam, the Reagan 1980s, and the post-9/11 era. We will look at a variety of filmmaking genres-from cartoons to documentaries to government films to narrative features-to piece together the history of politics in twentieth century America.

Additional Information

Offered every other year.

Credits

3

Requisites

- Complete:
 - HIS114 - United States History II: 1865-Present (3)

FAS302 - Gender and Film

Description

This course will undertake a comprehensive and chronological history of gendered representations on the screen. We will begin in the turn-of-the twentieth century silent era with "damsels in distress," and we will conclude with twenty-first century films that address the continuing and global struggle for gender equality. In between we will cover such subjects as: "The New Woman" of the 1920s; pioneering films exploring lesbian, gay, and transgender issues which date back to the 1930s; femme fatales in film noir; and male filmic stereotypes such as the cowboy. This will be achieved through screenings, readings, lectures, active discussions, and presentations.

Additional Information

Course offered in the spring term of every even year.

Credits

3

FAS303 - Golden Age of Film Comedy

Description

This course focuses on the masters of early film comedy from the beginning stages of American filmmaking at the turn of the 20th century until the arrival of sound in the 1930s. This period spawned some of the most influential figures in world cinema - including Mack Sennett, Fatty Arbuckle, Charlie Chaplin, Buster Keaton, Harold Lloyd, Harry Langdon, and the Marx Brothers - all of whom were among the most famous personalities of their day. The work of the early film comedians had a profound effect on the history of world filmmaking-from Fellini to Kurosawa to Woody Allen-and served as a model for the work of some of cinema's greatest artists in the sound era. This course is designed to be part American history, part film history, part art criticism, part appreciation, and most importantly, part fun.

Additional Information

Offered every spring term.

Credits

3

FAS305 - Digital Documentary Photography

Description

This course provides an opportunity for students to explore the art of storytelling through visual means. Utilizing either digital photography or film, students will be expected to produce a body of work that focuses on a particular subject (individual, place, organization) or larger issue. This class will not be assignment driven. Instead, each student will work on one long-term project. To prepare for that, students will begin the term by focusing on a small story that can be captured in about two weeks. The main goal of the term will be the completion of a single project that will be worked on weekly during the course and presented in final form at the end of the term. Each week students will be expected to bring in photographs that will be the building blocks to the story they have chosen to tell. Participating students must be self-starters, interested in documentary photography and curious about how to use photography as a means of expression and persuasion. Projects will need to be approved by the instructor, though there will be a great deal of space for students to tailor their projects to their own interests and creative needs. The class is a hands-on course and success will be measured by students' ability to choose a subject, capture it visually, show material regularly in class and present the project in a final form that reflects the subject explored. Each week we will discuss each student's progress, we will discuss particular images and the overall stories being told. Students will be asked to keep a written diary as well to help track the work they do as they seek out and execute their story ideas.

Additional Information

Course offered every spring term.

Credits

3

FAS310 - Illustration

Description

This course builds upon skills and concepts learned in FAS-110 (Introductory Drawing) with the focus shifting to applications of drawing in projects related to the discipline of graphic design. Drawing skills will be applied to such practical applications as storyboarding, text illustration and display, packaging design, web design, video animation and multimedia.

Credits

3

Requisites

- Complete:
 - FAS110 - Introductory Drawing (3)

FAS320 - History of Design

Description

This course introduces the major movements in the history of design since the Industrial Revolution, including the Arts & Crafts Movement, Art Nouveau, Art Deco, the Bauhaus, Constructivism, and contemporary trends in popular design. Students will be encouraged to apply their learning to practical design exercises.

Additional Information

Course offered in the spring term of every even year.

Credits

3

FAS326 - History of Photography

Description

This course will examine the history of photography from its invention in 1839 to the present time. The course will endeavor to address the technical artistic and social underpinnings of this most modern of art forms.

Additional Information

Offered every spring term.

Credits

3

FAS335 - Romanticism to Impressionism

Description

This course examines European painting of the 19th-century, one of the most abundantly creative periods in all of art history. From grand historical paintings of Napoleon, to intimate Romantic visions, to remarkably fresh, dewy landscapes, to sublime views of industry and urban development, the art of this period rises to the height of both aesthetic achievement and cultural relevance. In addition, to presenting famous artists and works, the course draws forth central themes of the time, including the rise of individualism, industrialization, urbanization, the growing power of the market place, and the flourishing of middle class culture.

Additional Information

Offered every spring term.

Credits

3

FAS342 - Modernism

Description

This course will examine the development of painting and sculpture in Europe from the 1880s through 1945 in relation to its social, cultural, and political contexts. An incredibly rich period for the visual arts, the Modernist movement stands alone in its dazzling array of visual styles, its passionate and at times tumultuous involvement with politics and social concerns, and its international scope.

Additional Information

Course offered every fall term.

Credits

3

FAS345 - Contemporary Art

Description

This is an experiential course that will introduce students to art since 1945 and the contexts in which it is displayed. During the semester students will work closely with a visiting artist in designing, creating, analyzing, and explaining (in oral and written forms) a unique exhibition for the McNinch Art Gallery. In addition, students will learn the history of contemporary art, attend field trips to local galleries, and interview artists. The course will be interactive, dynamic, thought-provoking, and fun.

Additional Information

Course offered in the fall of every odd year.

Credits

3

FAS353 - Improvisation and Performance

Description

Students in this course will develop a working knowledge of the basic techniques used in theatrical improvisation through a variety of structures, exercises, and methods. Student work will culminate in a public improvisation performance.

Additional Information

Offered every spring term.

Credits

3

FAS370 - American Art

Description

This course will introduce students to the unique artistic tradition of the United States from Colonial times to World War II. In addition to studying masterworks by the likes of Copley, Cole, Church, Homer, Sargent, and Hopper, students will engage with issues such as the construction of an American identity, the role of the fine arts in American society, and the tensions of class, gender, race, and ethnicity in American art. As such the course will function as a vibrant retelling of American history as revealed in its visual production.

Additional Information

Course offered in the spring term of every even year.

Credits

3

FAS380 - Women, Art and Society

Description

This course explores the nature of gendered representation in the history of art from the Renaissance to the present. While the primary focus will be on the representation of women and the work of women artists, the construction of masculinity in the arts will also be addressed. Art will be examined in relation to its political, social, economic, and religious context to establish the broader implications of these visual documents. The student will gain a broadly inclusive understanding of the Western artist tradition as well as sensitivity to gender issues and the gendered nature of representation.

Additional Information

Course offered in the fall of every even year.

Credits

3

MFA501F - Summer Residency I Fiction

Credits

3

MFA501NF - Summer Residency I Nonfiction

Credits

3

MFA502F - Winter Residency I Fiction

Credits

3

MFA502NF - Winter Residency I Nonfiction

Credits

3

MFA503F - Summer Residency II Fiction

Credits

3

MFA503NF - Summer Residency II Nonfiction

Credits

3

MFA504F - Winter Residency II Fiction

Credits

3

MFA504NF - Winter Residency II Nonfiction

Credits

3

MFA510 - MFA Workshop: Fiction Writing I

Description

Fiction Writing I is a course designed to help the student entering the MFA program in fiction grasp the central principles of writing fiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished fictional prose (prose well beyond the first or second draft) and 30 pages of polished fiction exercises.

Credits

12

MFA511 - MFA Workshop: Fiction Writing II

Description

Fiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent fiction. As in Fiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished fiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished fictional prose (prose well beyond the first or second draft) and 60 pages of polished fiction exercises.

Credits

12

Requisites

- Complete:
 - MFA510 - MFA Workshop: Fiction Writing I (12)

MFA512 - Graduate Fiction Workshop III

Description

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 a 10- 15-page close-reading essay on a single work of fiction (a novel, story, or story collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

Credits

12

Requisites

- Complete:
 - MFA511 - MFA Workshop: Fiction Writing II (12)

MFA513 - Graduate Fiction Workshop IV

Description

Fiction Writing Workshop IV completes the sequence of four residencies and four mentored semester of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a novel, a collection of stories, or a self-contained section of a novel.

Credits

12

Requisites

- Complete:
 - MFA512 - Graduate Fiction Workshop III (12)

MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I

Description

Nonfiction Writing I is a course designed to help the student entering the MFA program in nonfiction grasp the central principles of writing professional-quality nonfiction. Students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed between 30 and 80 pages of polished nonfictional prose (prose well beyond the first or second draft) and 30 pages of polished nonfiction exercises.

Credits

12

MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II

Description

Nonfiction Writing II is designed to extend a student's understanding of the essential principles of writing excellent nonfiction. As in Nonfiction Writing I, students will submit to the instructor every five weeks 10-25 pages of manuscript, double-spaced, in 12 point font, with pagination. In addition, and on a schedule established with the instructor, students will submit three polished nonfiction writing exercises throughout the semester and ten short essays, each on one book in a reading list compiled by the mentor in consultation with the student. By the end of the course the student should have completed a total of between 60 and 160 pages of polished nonfictional prose (prose well beyond the first or second draft) and 60 pages of polished nonfiction exercises.

Credits

12

Requisites

- Complete:
 - MFA520 - Master of Fine Arts Workshop: Nonfiction Writing I (12)

MFA522 - Graduate Nonfiction Workshop III

Description

Nonfiction Writing Workshop III builds on the foundations laid in the previous year (two writers' residencies and two six-month faculty-mentored courses, MFA 520 and 521). In this course, students will write a 10- 15-page close-reading essay on a single work of nonfiction (a memoir, work of literary journalism, creative essay, or essay collection) and continue work on their manuscript pages, which by now should start to take the form of a thesis to be turned in at the end of fourth semester. The student should have completed between 90 and 240 manuscript pages by the end of this course.

Credits

12

Requisites

- Complete:
 - MFA521 - Master of Fine Arts Workshop: Nonfiction Writing II (12)

MFA523 - Graduate Nonfiction Workshop IV

Description

Nonfiction Writing Workshop IV completes the sequence of four residencies and four mentored semesters of reading, critical analysis, writing and participation in workshops, lectures and public readings. In order to graduate, the student will turn in a final thesis of 100 to 300 manuscript pages, either a memoir, a work of literary journalism, a collection of essays, or a self-contained section of a memoir or work of literary journalism.

Credits

12

Requisites

- Complete:
 - MFA522 - Graduate Nonfiction Workshop III (12)

MFA555 - Writing Program TA Colloquium

Description

This is a semester-long course that follows from a weeklong introductory workshop on the basics of teaching college composition and course syllabus design. The colloquium provides an opportunity for ongoing mentorship and professional development in the field of composition pedagogy and theory. A weekly seminar provides time for the mentoring and professional development of TAs' teaching practice with the support of a full-time Writing Program faculty member. Topics covered in the seminar include an introduction to composition pedagogies theories through reading and response; introduction to and practice in assessment, including grading norming and effective written response to student writing; the basics of how to develop a Teaching Portfolio and craft a Statement of Teaching Philosophy. Students will also observe and assist in

sections of ENG 120 and ENG 200 taught on campus by the Writing Program faculty.

Additional Information

Each student will attend the faculty member's ENG120 class once per week as an observer/assistant, and also work one (1) hour per week as a tutor in the Writing Center. TA Students attend MFA-555 twice per week (or equivalent of 6 hours per week) TA Students attend the class observation twice per week (equivalent of 3 hours per week) TA Students tutor twice per week (equivalent of 3 hours per week) Guidelines for Observation and Assistance of Composition Faculty: This list represents the TA's responsibilities over two semesters unless otherwise noted. • The TA will attend class once a week (first semester) or twice a week (second semester) to observe teaching and the facilitation of student learning. • The TA may assist students in the classroom in multiple ways including answering questions, offering feedback, listening to ideas, and clarifying points. • The TA will work with students one-to-one in The Learning Center once a week. The students may be from the assigned class, or they may be walk-in students looking for writing assistance (first semester). • The TA will hold one office hour per week to work with students in the class (second semester). • The TA will read assigned readings on pedagogy and practice (weekly during the first semester and when needed during the second semester). • The TA will participate in a weekly discussion board reflecting on the assigned readings, classroom activities, and student experiences (first semester). • The TA will discuss the goals, tasks, and, if applicable, readings for each class with the faculty mentor before and after class. • The TA will attend a face-to-face weekly discussion to expand on ideas shared in the discussion board. During that face-to-face meeting, actual scenarios of classroom instruction and challenges will be considered. The TA will be expected to incorporate ideas grounded in pedagogy that have been learned from readings and discussions when participating in these conversations (first semester). • The TA will have weekly correspondence with the faculty mentor, which may include either in-person meetings or e-mail check-ins based on the needs of the class (second semester). • The TA may discuss assessment with the instructor. Student work will be considered as teaching assistants participate in norming sessions to guide assessment. The TA will be learning about how to assess student work; the TA will not be responsible for grading papers or assigning grades. • The TA may discuss semester planning with the instructor: learning objectives, instructional methods, assignments, texts, scheduling, syllabus creation. • Under the guidance of the faculty mentor, the TA may develop lessons in the second part of the semester to help student learning and practice teaching skills. The teaching of the TA may start with mini-lessons and move into longer periods of class time as the TA takes on more responsibility for instruction and facilitation in the classroom. The TA will only teach lessons with the faculty mentor present. The TA may reflect in writing about any lessons taught. He/she will then meet with the faculty mentor who can offer feedback and facilitate discussion about the instruction.

Credits

6

Requisites

- Teaching Assistants (TAs) are required to take Colloquium in their first semester teaching in SNHU's Writing Program. Upon successful completion of colloquium, TAs are eligible to continue teaching in the Writing Program and receive ongoing mentorship by assigned Writing Program faculty.

MFA557 - Teaching with Observation and Feedback

Description

The student will teach a section of ENG 120 or ENG 200, depending on the availability of sections. A full-time Writing Program faculty member will conduct one (1) observation of the student in the course of the semester. After the student has successfully completed teaching a section of ENG 120 or ENG 200, the student will receive a Graduate Certificate in the Teaching of Composition.

Additional Information

The faculty member who conducts the observation will evaluate the student's teaching and provide feedback in discussions with the student. The student will also attend a monthly training seminar with other TAs in the certification program, led by a Writing Program faculty member. Offered every spring term.

Credits

6

Requisites

- Complete:
 - MFA555 - Writing Program TA Colloquium (6)

First Year Seminar

FYS101 - First Year Seminar

Description

First-Year Seminar is a first-year, first-semester seminar designed to challenge and support students as they explore positions and values relevant not only to college, but also to informed citizenship in a pluralistic society. We will explore the concepts, histories, and experiences that have formed the democratic experience, encouraging open-minded engagement with and empathy for the values and experiences of a diverse population. Required of all students as part of the General Education Program's Foundation category.

Credits

3

French

LFR111 - Beginning French I

Description

Designed for students with no previous knowledge of French; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts.

Additional Information

Offered every fall term.

Credits

3

LFR112 - Beginning French II

Description

Continuation of LFR 111.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LFR111 - Beginning French I (3)

LFR211 - Intermediate French I

Description

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - LFR112 - Beginning French II (3)

LFR212 - Intermediate French II

Description

Continuation of LFR 211.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LFR211 - Intermediate French I (3)

LFR311 - French Civilization and Culture

Description

This course develops further a student's fluency in the French language and knowledge of French civilization and culture. Mainly taught in French, the course covers the rich heritage of France from literature to cooking and fashion. Although open to any student with sufficient French, would especially be for qualified history and English majors.

Additional Information

Course by arrangement only.

Credits

3

LFR480 - Independent Study

Credits

0 - 6

Requisites

- Permission of advisor

Game Design & Development

GAM110 - Game Programming I

Description

Students will learn the basis of computing as well as the fundamentals of programming. Students will be taught the correlation between math and programming languages and how they are used in games. Students will get a firsthand introduction on how C# and C++ are used in game engines. A student will be introduced to scripting languages, object oriented languages and functions. Students will have an understanding of multiple types of classes that include base, abstract, and concrete, as well as class hierarchies.

Credits

3

GAM205 - Introduction to Games

Description

While games have long been regarded as trivial or inconsequential, their increasing popularity and influence in American culture demands more critical perspectives that better enable us to understand their significance and value. This course provides an introduction to the critical study of games. Through course readings, discussion, and academic research, students will analyze the design, production, consumption, and aesthetics of games, drawing on perspectives from across a variety of disciplines. Specific attention is paid to how games affect and are affected by the people who play them and the context in which they are developed and played.

Additional Information

Offered every fall term.

Credits

3

GAM207 - Information Technology and Digital Games

Description

Introduction to digital games and information technology covers game genres and platforms, interface design, game implementation, artificial intelligence, business economics of the game industry, game marketing and design, e-collaboration, and e-commerce. Students learn how to use software packages to design and implement digital games and how to use the Internet to market and distribute digital games. The course includes a project which will culminate in the conception, design, and prototype of an original digital game. The course is designed for students who have an interest in IT and games, including original game concepts, design and implementation, and executive leadership in the game industry. Knowledge of computer programming is not required.

Credits

3

GAM210 - History of Digital Games

Description

Digital games have, in their relatively brief history, evolved to become the most dominant form of entertainment on the planet. The modern digital game is as much a product of cultural context as the technologies that enabled their development. This course is designed to explore the history of digital games, their foundation in traditional games, and the modern application of game design theory. Through course readings, discussion, and academic research, students will analyze the history of digital games through both a technological and a socio-cultural perspective.

Additional Information

Offered every spring term.

Credits

3

GAM211 - Interactive Animation

Description

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Credits

3

GAM215 - World-Building for Games

Description

Rich, highly immersive imagined worlds have a long tradition in fantasy and science fiction from J.R.R. Tolkien's Middle Earth to the dystopian universe of Suzanne Collins' Hunger Games. Increasingly, digital games rely on these imagined worlds to create environments for players to interact with and explore. In this course students will learn and apply the principles of world-building and environmental storytelling to craft a series of imagined worlds for digital games. Students will be tasked with developing worlds around a number of common themes in digital games such as fantasy realms, forgotten civilizations, post-apocalyptic futures, and alien worlds, including the historical, geographic, social, and cultural details that make imagined worlds so engaging.

Additional Information

Offered every fall term.

Credits

3

GAM218 - Programming and Mechanics for Games

Description

In this course students will learn the basics of using code and how it is applied in games. No prior programming knowledge is required. Students will be taught how to use data types, classes, functions, and variables inside a modern game engine using a coding language that fits a specific game engine. This course is geared toward introducing core game specific programming practices and mechanics. This course will allow students to explore and create code in a modern game engine within its core programming language.

Credits

3

GAM220 - Game Programming II

Description

Students will learn advanced programming topics to further enhance their abilities to implement software solutions to problems. Object oriented design, data abstraction techniques, and data structures like linked lists, vectors, maps, stacks and queues will be introduced and developed. More advanced uses of functions, such as function pointers and recursion will be discussed. Students will also be introduced to various algorithms used for searching and sorting data. All topics will be introduced and discussed with a focus on how they are used to build interactive games.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)

GAM312 - Scripting for Games

Description

This course is going to be covering scripting fundamentals as well as how to script in a game engine. Students will learn how to create basic script files and get an understanding for variables, functions, events, loops, conditional statements, and classes. This course will also cover scripting solutions in multiple game engines.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)
 - GRA211 - Interactive Animation (3)

GAM315 - Interactive Storytelling

Description

Storytelling in digital games is often rightly criticized for being unimaginative and lackluster. The interactive nature of this medium requires dramatically different approaches but historically, little attention has been paid to the development of these skills in potential authors. In this course, students explore the different ways that modern digital games and other forms of interactive fiction tell stories by applying theories and principles of narrative development and story structure. Emphasis is placed on how video games are similar to and profoundly different from traditional linear fiction. In addition to reading scholarly works on games and narrative, students develop original and engaging stories fit for contemporary digital games.

Credits

3

GAM330 - Physics for Games

Description

This course looks into the basics of Physics techniques specific for games from a programming perspective. Students will learn the basics of physics on Objects, Characters, Vehicles, Crowds, and Weather. Topics will also include collision objects and detection. Students will also get an introduction to AI with Character, Crowd and World Behaviors.

Credits

3

Requisites

- Complete:
 - PHY101 - Principles of Physics (3)

GAM345 - Algorithms and Data Structures for Games

Description

Students will learn advanced algorithms and data structure topics to further enhance their abilities to implement software solutions to problems. Linked lists, doubly linked lists, vectors, maps, stacks and queues will be reviewed and developed. Graphs, binary trees, and quadtrees will be discussed and implemented. Common algorithms used for searching and sorting data stored in the various types of data structures will be covered. Runtime and memory analysis for all data structures and algorithms will also be discussed.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)
 - GAM220 - Game Programming II (3)

GAM350 - Multiplayer Video Game Development

Description

This class looks into the techniques required to develop multiplayer game experiences. The course will start with the basics on how to develop video games with multiple player controlled objects using various input devices, shared and split-screen experiences, as well as designing asynchronous and asymmetric games. During the second half of the semester, online networking topics will be introduced which will include peer to peer and client server networking models. Topics such as syncing game objects between networked clients, remote procedure calls, and persistence will also be discussed.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)
 - GRA211 - Interactive Animation (3)

GAM405 - Artificial Intelligence for Games

Description

Students get an introduction to AI inside a game engine. Using Action scripting, C++, or C# students will be introduced to Path finding, Crowd Control, Character Control, Non Player behavior, World behavior and Object behavior. Students will also be introduced to game play algorithms designed to create immersive reactive worlds.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)
 - GRA211 - Interactive Animation (3)
 - GAM312 - Scripting for Games (3)

GAM415 - Graphics Game Engine

Description

Students get an introduction to advanced graphics topics including skeletal animation, ray tracing, particle integration, lighting, shaders and materials. Projects are introduced to implement these important visual effects. The knowledge obtained will be assimilated and applied to a wide range of usages and application. Linear Algebra algorithms will be refreshed and/or introduced specific to the topic at hand. Students will learn the basics of Direct X, Open GL, and Rendering solutions (forward and deferred).

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)
 - GRA211 - Interactive Animation (3)
 - GAM220 - Game Programming II (3)

GAM425 - Game Programming Capstone

Description

The game programming capstone is designed to help students bring together all of the knowledge and skills they have acquired throughout the program. Students will work on a project of their own design that showcases their abilities as game programmers. Emphasis is placed on students' ability to create dynamic gameplay experiences through the application of industry standard methods, techniques, and technologies.

Credits

3

Requisites

- Complete:
 - GAM312 - Scripting for Games (3)
 - GAM330 - Physics for Games (3)
 - GAM405 - Artificial Intelligence for Games (3)
 - GAM415 - Graphics Game Engine (3)

GAM450 - Artificial Intelligence

Description

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - GAM211 - Interactive Animation (3)

GAM465 - Digital Multimedia Development

Description

This course presents digital multimedia theory and develops skills that meet the design and technical requirements of professionally created multimedia for World Wide Web commercial applications on a variety of platforms and Internet applications. Each student develops a professional portfolio consisting of CD-ROM material. Students also develop working Web sites that display their multimedia projects. Topics include sound, animation, video, interactivity and multimedia distribution.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete 1 of the following
 - Complete:
 - IT375 - Digital Graphics Design (3)
 - Complete:
 - GRA310 - Digital Graphic Design for the Web (3)

GAM490 - Game Design Internship

Description

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

Additional Information

Offered every year.

Credits

0 - 15

GAM495 - Game Programming Capstone

Description

This course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to develop a capstone project. The course will be structured around this critical task so that students have the appropriate support and resources required to be successful.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)
 - GAM312 - Scripting for Games (3)
 - GRA211 - Interactive Animation (3)

Gender Studies

GST100 - Introduction to Women's Studies

Description

This course introduces students to Women's Studies—an interdisciplinary field of study that centers gender as an important site of critical inquiry. Rooted in feminist philosophy, this course will use a wide range of interdisciplinary concepts, tools, and methods to ask questions about women's inequality, intersectional identities, and the movements organized to support the rights of women and the freedom of all people. This course will consider these essential questions through a variety of disciplines and lenses including but not limited to history, economics, literature, religion, fine arts, technology, politics, and sociology.

Additional Information

The course will be offered every semester.

Credits

3

Geography

GEO200 - World Geography

Description

This course examines the implications of global location and topography for the people of planet Earth. Students will explore how geography shapes the dynamics of human societies, with an emphasis on the geoenvironmental, geopolitical, and geosocial phenomena that help to define the modern world.

Credits

3

GEO202 - Regional Geography: Appalachia

Description

This course will examine the geography of Appalachia. Emphasis will be placed on the physical, historical, social, and cultural geography of this region. Topics include: geologic formation of the Appalachian Mountains, the Civil War, socioeconomic problems, impacts of coal mining, and regional culture. This course requires a field trip with associated fees to Appalachia during spring break.

Additional Information

Offered every spring term.

Credits

3

Graduate Business Administration

MBA501 - Mathematics and Statistics for Business

Description

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.

Credits

3

MBA502 - Economics for Business

Description

This course 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.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)

MBA503 - Financial Reporting and Analysis

Description

This course emphasizes the creation and interpretation of financial statements critical to an understanding of today's economy. Various financial topics related to financial statements are covered. Income statements, balance sheets, and cash flow statements are explored in-depth giving students an appreciation of how these statements are prepared and the standard accounting rules that apply to their creation.

Credits

3

MBA515 - Business Environment, Innovations and Entrepreneurship

Description

This course focuses on the basics of business by introducing students to business environments in which they focus on the big picture, identify internal and external opportunities for growth, and manage resources. The course will also present students with management techniques to help them stay current and apply creative solutions to problems. Students will be introduced to the programmatic themes of globalization, leadership, team work, and ethics.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)
 - MBA610 - Business Law (3)
 - OL500 - Human Behavior in Organizations (3)

MBA520 - Accounting and Financial Analysis

Description

Finance is the language of business, and in this course students will take their understanding of finance to the next level by using analytical skills when dealing with financial reporting. Students will apply financial and analytical skills gained in prior coursework, as well as principles of corporate finance, to business decision making. The course covers financial statements and other reports, the basics of financial forecasting and budgeting, and the communications and vocabulary related to financial statements.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)
 - MBA610 - Business Law (3)
 - OL500 - Human Behavior in Organizations (3)

MBA550 - Leading in an Organization

Description

The course focuses on personnel management at all levels: individual, team, and internal and external networks. With an emphasis on interpersonal skills, as well as strength-finders, students will learn essential concepts in conflict management, negotiations, and development of creative culture. Students will also learn how to establish productive relationships, motivate people, align teams and individuals to a vision, and drive change.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)
 - MBA610 - Business Law (3)
 - OL500 - Human Behavior in Organizations (3)

MBA560 - Marketing and Strategy

Description

The course will focus on brand management and how marketing should be approached as a partner in strategic decision making, both internally and externally. Students will study strategic positioning, market opportunities, pricing strategies, market analysis, as well as product differentiation. SWOT analysis and the marketing mix will be covered in a decision making focus, together with the programmatic themes of globalization, leadership, team work and ethics.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)
 - MBA502 - Economics for Business (3)
 - MBA503 - Financial Reporting and Analysis (3)
 - MBA610 - Business Law (3)
 - OL500 - Human Behavior in Organizations (3)

MBA610 - Business Law

Description

This course provides a survey of the legal environment of business by looking at legal issues and regulations in a business context. The students assess the impact of business law on organizational decision making for informing strategic legal decisions. The course covers employment law, contracts, tort and product liability, internet law as well as other legal issues affecting the business environment. The students also assess the legal and ethical implications of US companies doing business abroad.

Credits

3

MBA635 - Ethics, Corporate Culture, and Social Responsibility

Description

This course examines corporate culture and social responsibility, how to build a sustainable business, and how to promote corporate ethics and values. The course also looks at how to deal with group think, diversity and cultural awareness, civic engagement, and how to be at the forefront of using environmental and sustainable practices that have a positive global impact. The course will also examine personal ethics in relationship to corporate ethics, governance, and civic mindedness.

Credits

3

Requisites

- Complete:
 - MBA515 - Business Environment, Innovations and Entrepreneurship (3)
 - MBA520 - Accounting and Financial Analysis (3)
 - MBA550 - Leading in an Organization (3)
 - MBA560 - Marketing and Strategy (3)

MBA640 - Finance, Economics, and Decision Making

Description

The course is a continuation of MBA 520 Accounting and Financial Analysis and focuses on effective business decisions using quantitative and qualitative data, microeconomic and macroeconomic variables, and internal financial priorities. The students refine operational and investment decision-making skills with respect to organizational sustainability and growth, mergers, debt vs. equity funding and capital markets. In addition, students are exposed to foreign currencies, foreign direct investment (FDI), and international trade.

Credits

3

Requisites

- Complete:
 - MBA550 - Leading in an Organization (3)
 - MBA560 - Marketing and Strategy (3)

MBA665 - Government Impact on Business

Description

This course focuses on the macroeconomic aspect of business, including governmental impact (local, national, international), by exploring public policy, regulatory bodies, regulations' impact on business, trends and current politics and their impact on business, power structures, and lobbying.

Credits

3

Requisites

- Complete:
 - MBA550 - Leading in an Organization (3)
 - MBA560 - Marketing and Strategy (3)

MBA690 - Operations Management and Technology

Description

This course explores essential aspects of project management, the tracking and measurement of key performance indicators (KPI), and the use of current technology to create automation and sustainability. Students have the opportunity to examine technology management and operations management from a strategic perspective, creating a common view into the different layers of a business. In addition, students learn to collect, identify, and determine quality measures and use common methodologies and strategic planning processes.

Credits

3

Requisites

- Complete:
 - MBA550 - Leading in an Organization (3)
 - MBA560 - Marketing and Strategy (3)

MBA705 - MBA Capstone

Description

This capstone course is the culminating experience for the MBA program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

Credits

3

Requisites

- Complete all of the following
 - 30 credit(s).
 - Complete:
 - MBA640 - Finance, Economics, and Decision Making (3)
 - MBA665 - Government Impact on Business (3)
 - MBA690 - Operations Management and Technology (3)

Graduate Language Studies

GLS470 - Writing the Research Paper

Description

This course provides the skills necessary to produce a secondary research paper at the graduate level. Preceded by a review of essay writing employing the writing process approach, step-by-step instruction is provided in electronic database searching, reading strategies, note taking, paraphrasing, summarizing, synthesizing and documenting sources using APA style. Course assignments allow students to experience the research process from narrowing the research focus and preparing a working bibliography, to developing a thesis statement and outline, writing and revising drafts, and editing the final copy.

Credits

3

GLS471 - Mastering English Grammar

Description

This course focuses on correct usage of complex sentence structures and advanced grammatical forms as required to produce a graduate level paper. Topics addressed include combining ideas using subordination, identifying and correcting common sentence problems, and mastering verb tenses and verb forms. Samples of students' own writing are used to practice proofreading and editing skills. In addition, independent learning strategies such as using resources, self-editing and peer collaboration are practiced.

Credits

3

GLS472 - Team Work/Oral Presentation

Description

In this course, instruction and practice focus on working effectively in teams to analyze cases, and plan and deliver presentations using PowerPoint. Employing topics that include career development, international negotiation, and environmental issues, strategies are introduced to facilitate oral communication in both group discussions and oral presentations. Self-assessment and group dynamics evaluation are practiced as strategies contributing to effective team work.

Credits

3

GLS473 - Strategies for Effective Intercultural Business Communication

Description

In today's globalized world, being knowledgeable about effective, intercultural business communication strategies is needed for students who want to live or work in other countries. It also helps them gain respect for one another and gain confidence in their English language speaking skills. By recognizing that different groups of people solve common problems in a variety of ways, students come to value their differences and learn new approaches. This course will help increase awareness and appreciation for the complexity of intercultural skills in business communication. It will offer a critical perspective through the analysis of case studies that involve critical thinking, problem-solving, and authentic use of the language. The course will include pronunciation practice to help international students communicate more smoothly. The course will also incorporate business writing skills that need developing. Students will engage in role-play in various international business situations and learn about group interaction among cultures.

Credits

3

Requisites

- Applicable test scores or successful completion of IEP Level 7

GLS474 - Team Building Using Technology and Communication

Description

In today's globalized and multicultural society, team-building activities increase communication, raise morale, empower team members, and encourage students to work together to solve problems. This course will include team problem-solving, creating, collaborating, and communicating using a variety of approaches, including the use of technology. Analysis and discussion of leadership styles will include situational leadership, motivational leadership, and creative leadership. Students will work on the appropriate skills to effectively delegate various responsibilities within the group.

Credits

3

Requisites

- Applicable test scores or successful completion of IEP Level 7

GLS475 - Navigating the American Business Climate

Description

Navigating an unfamiliar business culture can be a challenge. By using techniques such as paraphrasing and repetition, people confirm their understanding and prevent misinterpretation. Navigating the American Business Culture will focus on the presentation and discussion of business systems (regional differences and similarities), workforce demographics, social responsibility, business ethics, management and leadership styles, and negotiation techniques. Students will engage in the subject with readings and case studies combined with classroom visits from guest speakers from the local business community. Watching films will also serve as a basis for various language tasks and activities. They will provide a realistic context for language use, present new vocabulary and idioms, and provide insight into the American business culture.

Credits

3

Requisites

- Applicable test scores or successful completion of IEP Level 7

Graphics

GRA101 - Basic Design and Color Theory

Description

This course examines the basic elements and principles of design, including balance, emphasis, proportion and rhythm. Students are introduced to visual designing systems that guide the student through the application of computer graphics tools. The basic visual design elements of line, space, texture and color are creatively explored as students complete a series of projects that relate to advertising layout and design and visual merchandising.

Credits

3

GRA105 - Concept Art and Color Theory

Description

Students will begin with an understanding of how narrative design, color design, form vs. function and world building define the aesthetics of concept art. Students will be introduced to the fundamentals of digital and traditional techniques for creating concept art. These fundamental skills will help students in the design phase for creating concepts for characters, creatures, and environments. Students will learn about color theory as a cohesive workflow with design to create aesthetically pleasing concept art.

Credits

3

GRA201 - Intro to Digital Sculpting

Description

In this course students will be introduced into Digital sculpting with zbrush. Also understand how digital sculpting fits into a pipeline in a game production environment. Techniques covered in this course will be software navigation, sculpting with multiple brushes, masking, poly painting, and materials. The course will cover some practices used to prep a model for the next stage in creating a game model. Some techniques will show how zbrush can work seamlessly with other 3D modeling software. The class will also have assignments that include observational and concept drawing.

Additional Information

Offered every spring term.

Credits

3

GRA202 - 3-D Modeling and Animation

Description

In this course students will be introduced to 3DS max. It will give them an overview of what max does specifically for games. This course will be focused on modeling. Students will learn the basics of modeling low poly and high poly models. How they are unwrapped and used in conjunction with textures. It will also show a wide range of techniques used in the industry for modeling for mobile, PC and current generation consoles.

Credits

3

GRA210 - Fundamentals of Game Design

Description

Many people have ideas for their own video games, but how do you get started making them This course lays the foundation for students interested in entering the game industry. This is accomplished by learning game mechanics and design theory through hands on work. Using industry standard tools, students work through the process of creating games from start to finish.

Additional Information

Offered every spring term.

Credits

3

GRA211 - Interactive Animation

Description

This course focuses on programming capabilities to enhance graphic animations and user interfaces to provide spectacular interactive results. Those benefiting from this course include students in game development, advertising, marketing, education, web development, art and other fields that can benefit from interactive animated graphics helping to convey concepts. The course is intended for those with no programming experience as well as those with some programming background. The use and creation of animations will be covered at a level of interest to both those new as well as experienced. The results can be displayed by a browser from the internet or as standalone results displayable on a range of operating systems. This is a hands on computer based course in which the students create a number of individual projects based on their interests and capabilities, focusing on creativity and programming aspects of interactive animation. The course utilizes emerging technologies in interactive animation.

Credits

3

Requisites

- Complete:
 - GAM110 - Game Programming I (3)

GRA212 - 3-D Character Animation

Description

This course will introduce students to character animation by learning the 12 principles of animation. We will also be going over the pipeline for skinning and rigging a character.

Additional Information

Offered every fall term.

Credits

3

GRA215 - Texturing for Games

Description

Starting with an introduction to 2D software, this course will cover the many methods of texturing game assets using today's industry standard techniques and software.

Credits

3

Requisites

- Complete:
 - GRA202 - 3-D Modeling and Animation (3)

GRA220 - Introduction to Digital Imaging

Description

Using Photoshop and Illustrator software, this course is a Mac-based introduction to professional computer graphics creation and to the software and hardware typically used in the graphic design, video, photography and interactive Web/multimedia industries. Emphasis will be placed on the professional use of image-capturing devices, such as scanners, digital still cameras and video cameras. Image editing and color management systems will be discussed and demonstrated. The important differences between vector and bitmap graphics will be defined, as will the significant differences in preparing images for print, broadcast and Web distribution. Students will be encouraged to experiment with their own and preexisting images using sophisticated digital editing techniques such as layering, channel masking, filtering, cloning and montaging. Students will output their work from inkjet printers and record it on CD, video and film. Special attention will be paid to copyright awareness in the age of digital image.

Credits

3

GRA310 - Digital Graphic Design for the Web

Description

This course focuses on digital graphic design theory and its application to web design. Students learn about the technical requirements of professionally created digital web documents. Students will be focused on designing communication and marketing applications for the World Wide Web all the while considering user experience and functionality. Differences in designing for the desktop computer and mobile internet appliances will be a topic for discussion and incorporated in hands-on exercises and projects. Each student will develop several minisites and by the end of the semester will have produced at least one deployable site. Topics include design strategies, web authoring/editing environments, color calibration and aesthetics, web typography, style sheets, template use, graphics format selecting and optimization, and HTML coding and debugging.

Credits

3

Requisites

- Complete:
 - GRA220 - Introduction to Digital Imaging (3)

GRA311 - Environment Design

Description

In the first half of this course students will be introduced to a pipeline for the creation of environments inside of a game studio. Students will be shown how to use reference drawings and images to help build props and environment pieces. Students will also be shown how these assets can be used, not only as standalone assets but to create other bigger picture assets when used as a modular set piece. Then the students will digitally sculpt environment assets from references provided to them. When the sculpting phase is finished the students will learn how to build a game model from their digital sculpt. Students will then create the textures that will be used for a final render. In the second half of this course students will be able to go through this same pipeline but instead of using provided artwork, they will create something from their own imagination.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GRA202 - 3-D Modeling and Animation (3)
 - GRA215 - Texturing for Games (3)

GRA315 - Game Design and Production

Description

This course ties together subjects such as project management, game design theory, and development. Working together in small and randomly assigned teams, students design, document, manage, and develop projects within set time frames. Each student will have the opportunity to experience different roles within a development team including designer, programmer, artist, and producer. All projects are presented to the class each development cycle for feedback and peer reviews before working on the next project. Design and project management methods are lectured and put into practice in each new cycle.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GRA210 - Fundamentals of Game Design (3)
 - GRA211 - Interactive Animation (3)

GRA317 - Studio Environment

Description

The video game industry relies on professionals who can work together as a team, and understand the functions of their peers. In this class, students are put into teams based on their degree focus to work together in a simulated studio environment. Through this process, students will learn gaming industry business development skills such as project management, marketing, and legal vocabulary. Upon completion of this course, students may apply these skills in a small studio or startup environment, where product creators are often asked to aid in the development of the business.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GRA210 - Fundamentals of Game Design (3)
 - GRA315 - Game Design and Production (3)

GRA332 - Digital Publishing

Description

In this course, students will be introduced to the creative and practical aspects of digital publishing using Adobe's Digital Publishing Suite, used extensively in the creation of multimedia publications for the iPad. Students will identify and explore differences between designing for the iPad, smartphone, tablet, laptop and desktop computers. This course shows students how to step outside of print design and learn about interactive design, and the differences and similarities between the two. Through targeted assignments students will develop an understanding of the variety of tools used to create publications for electronic media. Students will capture key insights to improve content and deepen reader engagement.

Credits

3

Requisites

- Complete:
 - COM232 - Desktop Publishing (3)

GRA340 - Typography

Description

Typography deals with the language of type, the history of typography, typeface and character recognition, legibility, appropriate uses of measure, manuscript specifications and the individual visual dynamics of letterforms. In this class students will learn how to work with type as a stand-alone design element. Students will also learn how to incorporate type successfully with imagery. The assignments will cover a broad range of type applications. Students will primarily focus their efforts towards developing a greater understanding of typographic form through exercises based on the setting of words, phrases, sentences and short paragraphs. Students will first focus on the appropriate setting of spaces in-between the letters that make up words and projects will gradually increase in scope and complexity up to the setting of pages of text with multiple levels of hierarchical meaning.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - COM230 - Graphics and Layout in Print Media (3)

GRA401 - Character Design

Description

This course will involve a combination of concept, texturing, digital sculpting and 3d modeling to create characters that would appear on both mobile and current generation consoles. Students will learn a proven pipeline used in the gaming industry to bring a concept to creation and ready for game implementation. The course will begin showing students how this pipeline works in combination of different types of software following a given concept. They will have the understanding of how specific software works along the path of the pipeline to create a character. Students will then be asked to create their own concept following the techniques used in class to present a finished game character for their final project.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GRA201 - Intro to Digital Sculpting (3)
 - GRA202 - 3-D Modeling and Animation (3)
 - GRA215 - Texturing for Games (3)

GRA402 - Creature Design

Description

In this course students will be shown how creatures are created from an idea to a fully fleshed out game model. They will work through weekly assignments to see the connection of real world animals and fantasy creatures. Students will follow step by step instruction with supplied concepts to build a fantasy creature through real world animal anatomy and the creative process. In the second half of this course students will learn how to go through this same process of using reference of actual creatures/animals from the real world as a spring board to create their own fantasy creature.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - GRA201 - Intro to Digital Sculpting (3)
 - GRA202 - 3-D Modeling and Animation (3)
 - GRA215 - Texturing for Games (3)

GRA405 - Personal Branding

Description

In this course, students will build upon their branding skills and will be introduced to self-promotion and self-branding. Students will create a brand and identity for themselves. Through lectures, hands-on exercises, research, projects and critique sessions, students will learn different techniques to create visually appealing self-promotion pieces. At the conclusion of the course, students will have a collection of projects that will assist them in obtaining a job.

Additional Information

Course offered every other fall term.

Credits

3

Requisites

- Complete:
 - COM232 - Desktop Publishing (3)

GRA410 - Advanced Digital Graphic Design for Web

Description

This course engages upper-level design students in current industry standards used in designing content for multimedia and interactive communication. Emphasis is placed on designing for computers, tablets and phones. The course is divided into teaching modules emphasizing the integration of several software packages for design problem solving. Emphasis is placed on conceptualization and the mastery of professional site mapping and wire framing techniques. Exercises and projects provide challenging design problem-solving experience. Project themes involve self-promotion and client-based work. All projects rely on the student's ability to integrate previously mastered techniques in a broad range of software.

Credits

3

Requisites

- 1 of the following:
 - GRA310 - Digital Graphic Design for the Web (3)
 - IT375 - Digital Graphics Design (3)

GRA420 - Advanced Digital Imaging

Description

This hands-on computer graphics course combines skills from previous design courses to explore the history, process and essential skills required to develop successful brand identity systems. Topics such as logo design, selection of fonts and colors, and the development of branded marketing materials are covered in depth. In addition, the important techniques of imaging software integration and file format compatibilities are discussed and applied while preparing images for print, video and Web. At the conclusion of this course, students will have developed a complete branded identity system and assembled a portfolio presentation for public viewing.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - GRA220 - Introduction to Digital Imaging (3)
 - GRA340 - Typography (3)

GRA440 - 3-D Art and Design

Description

In this course students will explore how their individual creative strengths and digital skill sets fit into a professional work flow of commercial game production. Students will choose one or multiple aspects of game art creation: Character design, Environment design, or Animation. All creative work produced in this course will be executed in the context of strict deadlines that simulate industry expectation. Students will concentrate on game development source control and integration of art assets into a production pipeline. Each student develops a digital portfolio and website that showcase their ability to create professional creative art work. Students will learn the process of objective self-evaluation and peer criticism and preparing their portfolios to match professional job board postings.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - GRA402 - Creature Design (3)
 - 1 of the following:
 - GRA311 - Environment Design (3)
 - GRA401 - Character Design (3)

GRA470 - User Interface and Experience

Description

This course provides a culminating experience in web design by focusing on advanced concepts in user interface design and user-centered design. Students integrate multiple interactive and rich media techniques to develop user experiences reflecting new and innovative developments in web design. The course covers principles of usability and usability testing, case studies, advanced prototyping tools and techniques, and the concepts and techniques behind several methods of user interface design.

Credits

3

Requisites

- Complete:
 - GRA310 - Digital Graphic Design for the Web (3)

GRA480 - Independent Study

Description

This course allows the student to investigate any graphics subject not incorporated into the curriculum.

Credits

3 - 6

GRA490 - Graphic Design Internship

Description

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the internship syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation.

Additional Information

Course offered as needed.

Credits

0 - 15

Healthcare Management

HCM320 - Healthcare Economics

Description

Learn about the standard economic principles and tools that healthcare administrators need to utilize for effective decision making within the healthcare industry. Explores a framework for understanding government policies, legislation, pricing, profitability, market supply and demand, and risk issues within the healthcare economic system.

Credits

3

HCM340 - Healthcare Delivery Systems

Description

This course provides an overview of the nature, organization, and function of the continuum of health services found in the United States. Emphasis is placed on the interrelation of cultural, economic, political and social aspects of health care delivery at the federal, state and local level. Topics include health care costs, accessibility of services, governmental influence on health care delivery, private industry role in health care, services for the medically indigent and elderly, ethical issues regarding transplants, reproductive technology, end of life decisions and funding.

Credits

3

HCM345 - Healthcare Reimbursement

Description

This course explores some of the major issues facing the healthcare industry and the effect that public policy and business environment has on a healthcare organization. Emphasis is on supply and demand theory, reimbursement systems, managed care, charge-master management, Case-mix management, DRG prospective payment, insurance, Medicare, Medicaid, governmental regulations, accessibility, eligibility, budgeting, and planning. Students learn to use informational and research tools to make effective management decisions.

Credits

3

History

HIS101 - Exploring the Past

Description

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key historical episodes or events, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credits

3

HIS102 - The Medieval World: Exploring the Past

Description

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Medieval period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credits

3

HIS103 - The Early Modern World: Exploring the Past

Description

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Early Modern period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credits

3

HIS104 - The Modern World: Exploring the Past

Description

A skills-oriented introduction to the study of history for majors and non-majors alike. Through the study of a key episode or event in the Modern period, students will develop foundational historical skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to handle both primary and secondary historical sources, to evaluate historical evidence, and to analyze historical arguments.

Credits

3

HIS109 - Western Civilization to 1500

Description

This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

Credits

3

HIS110 - Western Civilization Since 1500

Description

This course traces the growth of Western history from the 16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

Credits

3

HIS113 - United States History I: 1607-1865

Description

The first half of the United States history survey courses covers the period from the founding of Jamestown to the end of the Civil War. The development of regionalism and its effect on the coming of the Civil War provides the framework for the investigation. Required for majors in history and social studies education with a concentration in history.

Credits

3

HIS114 - United States History II: 1865-Present

Description

The second half of the United States history survey course covers the period following the Civil War. The economic, political and ideological developments that allowed the United States to attain a position of the world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.

Credits

3

HIS117 - World Civilizations: Prehistory-1500

Description

An introductory survey of the world's major civilizations from prehistory to 1500. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

Credits

3

HIS118 - World Civilizations: 1500 - Present

Description

An introductory survey of major civilizations from 1500 to the present, with particular emphasis on interactions and conflicts between Western and non-Western parts of the world. Key societies will be examined from political, socio-economic, and cultural-intellectual perspectives.

Credits

3

HIS220 - Modern European History: 1890-Present

Description

This course investigates the trajectory of European hegemony in the 20th century. Special attention is devoted to the effects of the two major conflicts that were fought on European soil.

Additional Information

Course offered every sixth semester.

Credits

3

HIS222 - War and Society: Antiquity to 1800

Description

A survey of warfare during the ancient, medieval, and early modern eras. Particular attention will be devoted to the evolution of military technology and the various ways that Western and non-Western societies adopted gunpowder weaponry.

Additional Information

Course offered every sixth semester.

Credits

3

HIS223 - Modern War & Society

Description

This course will introduce students to the history of warfare in the modern world. It will focus on the modernization of military technique and technology among Western societies, and also on the various ways non-Western societies encountered this new and evolving way of war- either falling victim to it or importing and emulating it with varying degrees of success.

Additional Information

Course offered every sixth semester.

Credits

3

HIS235 - Modern Russia

Description

This course studies Russian/Soviet history from 1905 to the present with an emphasis on revolutionary traditions, government and politics, culture and religion and social philosophy.

Additional Information

Not available every semester.

Credits

3

HIS238 - Modern Germany: 1871 - Present

Description

An introduction to modern German history, covering the period from 1871 to the present. Topics include unification under Bismarck's leadership, Germany's role in World War I and World War II, and postwar division and reunification.

Additional Information

Course offered every sixth semester.

Credits

3

HIS240 - World War I

Description

The course will begin with an overview of how warfare evolved during the industrial era, not just in terms of technology and tactics, but doctrinally, socially, and economically. It will then examine nineteenth- and early-twentieth-century diplomacy, along with the underlying and immediate causes of World War I. Chronological and topical treatments of the war's conduct will follow. The course will conclude with in-depth discussion of the war's aftermath, focusing on the peace settlements and the formation of new political orders in Europe and elsewhere.

Additional Information

Course offered every sixth semester.

Credits

3

HIS241 - World War II

Description

This course emphasizes the battles, campaigns, events and personalities that dominated World War II. Special attention is given to political and diplomatic factors during the 1930s which contributed to the outbreak of World War II.

Additional Information

Course offered every sixth semester.

Credits

3

HIS242 - The Cold War

Description

This course examines the origins, development, and consequences of the Cold War as an ideological, cultural, economic, military and political struggles that concentrated the energies of two nuclear "superpowers" while fundamentally reshaping the way that scores of nations interacted with each other. As the Cold War often manifested itself in any number of proxy conflicts, this course approaches the topic from a global perspective, paying special attention to the Cold War as an international phenomenon.

Additional Information

Course offered every sixth semester.

Credits

3

HIS245 - United States History since 1945

Description

An examination of the United States in its rise to global power in the aftermath of World War II. Central to the course are the international and domestic realities of the Cold War, particularly the struggle for equal civil rights within the United States. The course will examine the post-Cold War world as well, examining the transition to the domestic and international challenges of the 21st century.

Additional Information

Course offered every sixth semester.

Credits

3

HIS249 - The Common Good

Description

This course will examine a fundamental historical group: its commitment to the common good. It operates from the thesis that all organizations and societies share certain characteristics in regard to the common good that, despite differences in time, place, and ideology, remain the same. As such, the course seeks to understand the dynamics of the common good - what it is comprised of, how various communities have embraced or rejected it, and what the consequences were of those choices.

Additional Information

Course offered every sixth semester.

Credits

3

HIS254 - Civil Rights Movement

Description

Beginning with the rise of Jim Crow laws in post-Civil War America, this course examines the efforts of Americans, particularly black Americans, to uproot the race-based segregation and exclusion that defined American society. In particular, it will examine the efforts of the post-World War II generation of black Americans to upend segregation with all manner of efforts, from non-violent resistance to the threat of open violence to the advocacy of a new kind of Black Nationalism

Additional Information

Course offered every sixth semester.

Credits

3

HIS259 - Silk Roads and Samurai

Description

An overview of the societies and cultures of China and Japan (and to a lesser extent, Korea) before 1600 C.E. through primary and secondary sources. Because East Asia developed in relative isolation from the West one goal of this course is to point out and study distinctive aspects of "East Asian civilization." A second goal is the study of the relationship between the evolution of China and Japan. Since China has the oldest identifiable civilization in the region, we will spend somewhat more time on Chinese history.

Additional Information

Course offered every sixth semester.

Credits

3

HIS260 - Modern China

Description

A survey of Chinese history, beginning in the mid-1700s and continuing to the present. Topics include the decline and collapse of the Qing Dynasty, the Chinese Republic's struggle for survival, and the transformation of China into a communist state.

Additional Information

Course offered every sixth semester.

Credits

3

HIS264 - Modern Japan

Description

An introduction to the history of Japan from the late 1700s to the present. Topics include the decline of the Tokugawa Shogunate, the Meiji Restoration, the militarization of Japan during the world wars, and the country's postwar recovery and economic modernization.

Additional Information

Course offered every sixth semester.

Credits

3

HIS270 - American Environmental History

Description

The course examines the history of the American environment, paying particular attention to the impact of European settlement on the landscape and the subsequent commodification of resources that defined the American experience in the modern age. It will pay close attention to such phenomena as industrialization, pollution, population trends, urbanization, chemically-dependent food production, and energy consumption, to name only a few. Particularly important, the course will delve into the process of political responses to environmental and ecological challenges as they have evolved over time.

Additional Information

Course offered every third semester.

Credits

3

HIS301 - World History and Culture

Description

This course is designed to offer the student a historical and cultural understanding of Africa, India, China and Japan, in their interactions with the western world. Recommended for majors in History and Social Studies Education with a concentration in History.

Additional Information

Course offered every sixth semester.

Credits

3

HIS308 - Case Studies in Revolution

Description

This course will introduce students to case studies in key revolutions of the modern era. Examples will vary from semester to semester and may involve the direct comparison of different revolutions-but each offering of the course will focus on a major transformative moment or process. At the instructor's discretion, "revolution" may be interpreted in its traditional sense of political upheaval (including, but not limited to, the American, French, Russian, and Chinese revolutions), but more abstract forms of socio-economic or cultural/intellectual transition may be considered as well (such as scientific, industrial, sexual, or digital revolutions, to name only a few possibilities).

Additional Information

Course offered every sixth semester.

Credits

3

HIS309 - Dictators in the Modern Era

Description

This course will acquaint students in depth with examples of major dictatorships selected from the history of the 20th and 21st centuries. During this era, certain regimes have come to exercise unprecedented levels of control over their populations. What developments created the preconditions for these new forms of government? What historical impact have such governments had? The regimes under consideration will vary from year to year; possible case studies may include, but are not restricted to, Soviet Russia; Fascist Italy and Nazi Germany; Imperial Japan, Maoist China, and North Korea; and Latin American dictatorships, such as Cuba under Castro or Argentina under Pinochet.

Additional Information

Course offered every sixth semester.

Credits

3

HIS321 - The Ancient World of Greece and Rome

Description

This course will begin by looking at the heritage of Greek civilization and the thinkers who first struggled with the fundamental issues concerning mankind: life, love, suffering, courage, endurance and death. The course will continue with the immediate inheritors of Greek thought, the Romans. By assessing Roman achievements of empire building and expansion, students will discover a vital civilization that ruled the known world through the force of its armies and the attraction of its culture. The course will end with the development of Christianity and the fall of the Classical World. Required for majors in social studies education with a concentration in history.

Credits

3

HIS330 - Civil War and Reconstruction

Description

This course examines various interpretations of Civil War causation; the major political, economic and military aspects of the war; and the rebuilding of Southern society after the war's end.

Additional Information

Course offered every sixth semester.

Credits

3

HIS332 - Colonial New England

Description

This course investigates the experiences and evolving institutions of the North Atlantic colonists, from the first landings to the making of the Constitution. Special emphasis will be placed upon the colonists' relationship with Native Americans and upon the origins, progress and character of the struggle against Great Britain.

Additional Information

Not available every semester.

Credits

3

HIS338 - Young America

Description

This course traces the growth of the United States from its beginnings as a fledgling republic to its expansion into a continental empire. Particular attention is given to the development of the first and second American party systems, the democratization of American politics, westward expansion, the market revolution, and the changing roles of women and African-Americans.

Additional Information

Course offered every sixth semester.

Credits

3

HIS340 - Making History

Description

This course is founded upon a fundamental yet complex question; what is history. The course investigates this question by examining the various kinds of history; witnessing the myriad ways of communicating historical stories and arguments ranging from the scholarly monograph to the town square statue to the museum exhibit; and learning how historians of all types actually make history through close, rational analysis of historical sources. In the process students will learn that history is an ever-evolving craft, central to the life of every society.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 60 credit(s).

HIS357 - American Slavery

Description

This course explores the colonial and national experience of Africans and African-Americans through 1865. Particular attention is given to a general understanding of African history, the trans-Atlantic slave trade, slave life in the Caribbean and the American South, the role of free blacks in both northern and southern colonies and states, antebellum abolitionist and proslavery arguments, and the consequences of emancipation. Also addressed will be the debate over whether Africans/African-Americans were active agents or passive participants in early American history.

Additional Information

Course offered every sixth semester.

Credits

3

HIS401 - Making History: Capstone

Description

The capstone experience asks students to examine the fundamental elements of how history is created by historians. It does this through critical examination of primary historical artifacts, popular and public historical interpretations, peer-reviewed analyses of historical phenomena, and scholarly narrative syntheses. Through examination, analysis, and discourse, students will learn how historical perspectives are created and consumed as an ever-evolving craft central to the life of every society. Students' examination of the nature of history will culminate and an original piece of historical research based on primary and scholarly secondary sources.

Additional Information

Offered in Spring Terms Only.

Credits

3

Requisites

- 15 credit(s) from subject(s): HIS

HIS460 - History Research Seminar (Capstone)

Description

This capstone course requires each student to design and craft his/her own written research project. In close consultation with the instructor, each student will select a topic, discover relevant primary and secondary sources, evaluate and analyze those sources, and develop an argument-based paper as a result of that process. (Class limit: 15 students)

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - HIS340 - Making History (3)

HIS490 - History Internship

Credits

3 - 12

Honors

HON201 - Interdisciplinary Studies I

Description

HON 201 Interdisciplinary Studies-Great Books I (3 credits) Required for Honors graduation. Students in this two semester seminar (must be taken with HON 202) are guided by the instructor in their readings, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. This course has a year long two-course requirement. The Honors student must complete both semesters to receive credit in the Honors Program.

Credits

3

HON202 - Interdisciplinary Studies II

Description

This is the second half of the require two- semester course. It emphasizes texts from the Enlightenment.

Credits

3

Requisites

- Complete:
 - HON201 - Interdisciplinary Studies I (3)

HON301 - Issues/Values: Honors Seminar

Description

The Honors Seminar, offered every year as an upper level course for honors students, is designed to involve the students in a deeper study of a particular topic of current research and interest. Students read and evaluate multiple works related to the seminar topic, write multiple short papers plus at least one longer analysis. Whenever possible, students may have the opportunity to meet and talk with some of the authors studied. Topics are announced on an annual basis and have included in the past such topics as "Democracy in the Twenty-first Century," and "The Politics of Food." Honors students should include at least one HON-301 Seminar in their honors courses for graduation.

Additional Information

Offered every year.

Credits

3

HON314 - Seminar in Research Methods

Description

This course builds on the assumption that research is an act of selecting and interpreting information. The course provides students, who are interested in pursuing an undergraduate thesis/project, a review of theories, concepts, and methodologies in basic and applied research. Various approaches to research are evaluated. The guidelines for developing, conducting, and presenting cross-discipline research projects are reviewed and discussed. The course is designed to provide an environment in which students will explore and proceed in the development and formulation of their areas of research interests.

Credits

3

HON401 - Independent Honors Thesis

Description

Required for Honors graduation. In this yearlong individual research project, each student in the Honors Program has the opportunity to learn about a subject of his or her choice, pending approval of the Honors director. Under the guidance of a faculty mentor, the student drafts a proposal for study that may involve many kinds of learning experiences. The results are communicated both as a written project report and as a presentation before the Honors Colloquium during the spring semester.

Credits

1.5 - 3

Hospitality Administration

HOS101 - Introduction to Hospitality and Tourism

Description

This introductory course provides an overview of the hospitality and tourism industry. The many different segments as well as scope, size and trends will be discussed . Through guest speakers and site visits, students will develop knowledge of varying elements to include industry careers and the skills needed to succeed.

Additional Information

Offered every fall term.

Credits

1

HOS205 - Foundations of Hospitality Managerial Accounting

Description

This course will continue to reinforce the concepts learned in Foundations of Accounting I. add selected topics from hospitality managerial accounting. Additionally; the course emphasizes the methods and procedures of internal controls and the generation and analysis of financial information for the management of hospitality business operations. The managerial accounting tools and processes that contribute to more effective decision making will be explored. Students will also learn the principles to evaluate the financial impact of alternative business decisions.

Additional Information

Offered every fall term.

Credits

2

Requisites

- Complete:
 - ACC105 - Foundations of Accounting I (2)

HOS220 - Geography of Global Cultures

Description

What is tourism in an age of globalization where culture is increasingly a commodity ? What is the experience of tourists and locals who daily enact rituals of encounter in today's expanding circuits of travel? This course investigates the relationship between culture and tourism and answers these questions. Issues and trends in the management of tangible and intangible assets such as interpretation, globalization, cross cultural values, impacts of development, sustainable tourism, etc. are examined.

Additional Information

Offered fall and spring semesters.

Credits

3

HOS225 - Introduction to Commercial Food Production

Description

This is a beginning course in the theory and preparation of haute cuisine. Students will learn how to procure raw ingredients and prepare quantity food dishes for the commercial food service industry. Sanitation principles, safety guidelines, proper use of equipment are practiced. The National Restaurant Association ServSafe exam is administered.

Credits

3

HOS311 - Policy and Planning for Sustainable Development

Description

This course provides an introduction to the nature and scope of tourism planning at the local, regional and national levels. Topics to be addressed include economic, social, environmental and policy considerations within the sustainable development framework. This course also discusses planning and development guidelines in different geographical areas. Case studies will be used to discuss different strategies regarding planning, initiating, and implementing tourism events and activities. Junior standing.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 60 credit(s).

HOS315 - Rooms Division Management

Description

This course takes an operations approach to room management, including front office, revenue management (reservations), uniformed services, housekeeping and engineering. Emphasis is placed upon the management function, coordination and communication within and between departments.

Additional Information

Offered every fall term.

Credits

3

HOS321 - Hospitality Sales Management

Description

Students will be exposed to the responsibilities of sales managers and the strategic role of sales within hospitality organizations. The focus of the course is on the management of a sales program and salespeople, however personal selling will be introduced and integrated into the syllabus. The course will extend student's understanding of the hospitality sales process, the relationship between sales and marketing, sales force structure, customer relationship management (CRM), use of technology to improve sales force effectiveness, and issues in recruiting, selecting, training, motivating, compensating and retaining salespeople.

Additional Information

Offered every fall term.

Credits

2

Requisites

- 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - MKT113 - Introduction to Marketing (3)

HOS322 - Beverage Management and Control

Description

This course covers the profitability and control aspects of beverage service for commercial food service operations. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a beverage program that includes the layout and design of the facility, the equipment, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. The Servsafe Alcohol exam sponsored by the National Restaurant Association and proctored by a Certified Instructor on responsible alcohol service is administered. This is a hybrid course that requires in-seat-time one class period (75 minutes) and non-seat-time (online) one class period (75 minutes) per week.

Additional Information

Offered every fall term.

Credits

3

HOS327 - Food and Beverage Operations Management

Description

This course is designed to provide instructions about managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of American, French, Russian and English services; principles of menu- making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply management quality theories learned while supervising front- and back-of-the-house areas of the Quill campus restaurant/special events while throughout the semester. A focus on analyzing current industry trends are examined to understand the principles of designing successful future trends for the food service industry. This is a hybrid course that requires in-seat- time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - HOS225 - Introduction to Commercial Food Production (3)

HOS340 - Special Events Management

Description

Special events management is the profession that plans and controls public and private assemblies gathered for the reasons of celebration, entertainment and education purposes. The course is designed to help students learn the leadership and management tools needed to design and execute special events. The purpose is to acquire an in depth knowledge about the industry and become familiar with management techniques and strategies required for successful planning, promotion, implementation and evaluation of special events. The skills obtained include creating a vision and strategic plan, networking, developing publicity, coordinating teams, delegating tasks and managing group dynamics, budgeting, handling emergencies, designing and evaluating events.

Additional Information

Offered every fall term.

Credits

3

HOS341 - Meeting Planning

Description

This course has been designed to challenge students in the meeting planning process. The course utilizes the skills and common body of knowledge acquired in HOS 340 and introduces students to a more specialized area of study focusing on meeting planning. Analysis of the tools and strategies adopted by the industry will enable students to effectively plan, implement and evaluate the products and services associated with meeting planning. The student will manage (plan, promote, budget and execute) a business meeting over the period of 1 or more days. Course Offering: This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - HOS340 - Special Events Management (3)

HOS401 - Convention Sales and Group Planning

Description

The purpose of this course is to provide students with an in-depth knowledge of the management and operation of conventions, trade shows and exhibitions for both profit and non-profit organizations. A convention project emphasizing program planning, budgeting, contracts, marketing, public relations, site and facility selection, exhibit planning, transportation, food and lodging arrangements is required for successful completion of the course. Additionally career opportunities are explored.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - HOS340 - Special Events Management (3)
 - HOS341 - Meeting Planning (3)

HOS415 - Hotel Business-Analytics Applications

Description

The course uses hotel industry analytical foundations and data matrices as basis to analyze individual hotel performances and facilitate effective decision making practices by students as potential managers. Students will learn by analyzing real hotel business problems individually and in teams while using hotel business intelligence and analytics. Using a hotel simulation software, students will work with data to evaluate and understand what has happened and is happening within their hotel and based on the analysis, make decisions that would ensure the success and competitiveness of their hotel.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - 90 credit(s).
 - Complete:
 - HOS315 - Rooms Division Management (3)

HOS417 - Hospitality Law

Description

This course examines the common and statutory law along with all the aspects of the United States' legal system. Torts, product liability, criminal law, contracts, sales, business organizations, and agency and cyber law also are explored in the context of the hospitality and tourism industry. Included are discussions of the duties and responsibilities of hospitality and tourism businesses to the guests; the duty to maintain the property, the duty to receive travelers, the various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways to prevent and respond to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated.

Additional Information

Offered every spring term.

Credits

2

Requisites

- Complete all of the following
 - Complete:
 - ENG200 - Sophomore Seminar (3)
 - HOS315 - Rooms Division Management (3)
 - Complete 1 of the following
 - Complete:
 - CUL130 - Tame the Flame: Kitchen Operations (4.5)
 - CUL150 - Crafting the Customer Experience: Front of the House Operations (3)
 - Complete:
 - HOS327 - Food and Beverage Operations Management (3)

HOS418 - Hospitality Facilities Management

Description

This course provides students with an understanding of the fundamental principles of facilities planning, management and maintenance in all segments of the hospitality industry. Decision-making processes regarding planning, using facility management systems and taking cost-cutting measures in operations are studied. The interaction of management, engineering and maintenance also are explored.

Additional Information

Offered every semester.

Credits

3

Requisites

- Complete:
 - HOS315 - Rooms Division Management (3)

HOS420 - Financial Analysis for the Hospitality Industry

Description

This course is designed to integrate the fundamental concepts of accounting and financial reporting, managerial accounting and introductory business finance with the concepts and tools of financial management in hospitality organizations. This course will emphasize on the analysis of the financial strength and weakness of a hospitably firm, cost benefit analysis of asset acquisitions, analysis of cash flows and valuation concepts and techniques. Financial Management in the Hospitality Industry is an advanced and an applied course. Students apply finance valuation techniques using real data, integrate finance concepts and quantitative analyses into logical business solutions, and make and defend decisions regarding a business problem at hand. This, along with a commitment to quality, means that HOS-420 is a reasonably difficult course.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Placement in
 - 90 credit(s).
 - Complete all of the following
 - Placement in
 - 75 credit(s).

HOS424 - Managing, Merchandising, and Service of Wines

Description

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective in the wine industry. The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the length and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age (21 years).

Credits

3

Requisites

- Complete all of the following
 - 60 credit(s).
 - Student must be of legal drinking age (21 years).

HOS425 - Food and Beverage Pairing

Description

Art and Science are combined to facilitate student-centered learning regarding the profiles that both food and beverages share when paired correctly to enhance dining experiences. Sensory tastings will explore how to maximize food and beverage flavors. Understanding the requirements of Wine, Tea and Water Sommeliers, Cicerones, Mixologists and Chefs goals will lay a foundation for effectively training hospitality service staff and designing food and beverage pairing menus. Course Offering: This is a hybrid course that requires in-seat- time one class period (75 minutes) and non-seat-time (on-line) one class period (75minutes) per week.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - HOS327 - Food and Beverage Operations Management (3)
 - HOS424 - Managing, Merchandising, and Service of Wines (3)
 - Age restriction

HOS427 - Food and Beverage Concept Development

Description

This course exposes students to the process, challenges and rewards of developing a food and beverage concept from idea to the construction of the first unit. Students will learn the basic concepts of food service facilities design and planning with an emphasis on restaurants. Students will determine space allocations for the front and back of house areas; develop production work flow in the preparation and service areas; and select equipment utilizing standards for production capability, quality on construction, sustainability viability and the ease of maintenance. Specific topics addressed include concept creation, market research, creating the delivery process, concept testing and evaluation, restaurant feasibility, site selection, facility programming and development issues such as licensing, permitting, and construction. Industry best practices will be addressed. The course includes readings, discussions, case studies and culminates with students formulating a detailed food and beverage concept and development plan. Course Offering This is a hybrid course that requires in-seat- time one class period (75 minutes) and non-seat-time (on-line) one class period (75 minutes) per week.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - HOS327 - Food and Beverage Operations Management (3)

HOS428 - Resort Development and Management

Description

This course provides an overview of resort management and operations. The history and evolution of resorts, the principles of successful management and development and, the operations of modern day resorts will be discussed. Students will gain exposure to the wide range and high level of services and activities expected by resort guests and offered by today's resorts. A design project is required for successful completion of this course. This is a hybrid course that requires in-seat time one class period (75 minutes) and non-seat time (on-line) one class period (75 minutes) per week.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - HOS315 - Rooms Division Management (3)

HOS430 - Casino and Gaming Operations

Description

This course analyzes gaming as a discipline and introduces students to gaming as an integral part of the hospitality industry. Students will study gaming development, casino organization and operation, the mathematics of casino games, and the importance and integration of gaming in hospitality management.

Additional Information

Offered every spring term.

Credits

3

HOS491 - Hospitality Business Co-Op Education

Description

Students may use 0 (not for credit) to 12 credits hours for a guided internship work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a pre-determined length of time with specified start and end dates. One credit is given for a minimum of every 40 hours of work experience. Thus, two credits for 80 hours, three credits are given for a minimum of 120 hours, six credits are given for 240 hours, nine credits for 360 hours, and 12 credits are given for 480 hours. Minimum hours are in addition to the 1,000-hour graduation requirement. Note: Students are required to earn 1,000 hours of hospitality and tourism industry experience with a minimum of 200 hours in customer contact services, in order to graduate. This course is offered to Hospitality Business Baccalaureate degree students only.

Credits

0 - 12

Requisites

- Consent of the Career Development Center and permission of Department Chair.

HOS492 - Experiential Learning

Description

Students pursuing the BS in Hospitality Business or the BAS in Hospitality Management must register for this course in the final semester of their senior year and complete an industry related experiential learning component as a requirement for graduation. Students enrolled in the BS degree program must complete 1,000 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 200 hours in guest/customer contact services. Students with transfer credit (least 30 credits) and enrolled in the BAS or BS degree program must complete 750 hours of experiential learning in a hospitality and tourism (or related business) with a minimum of 100 hours in guest/customer contact services. Students with transfer credit (60 or more credits) and enrolled in the BAS or BS degree program must complete 500 hours of experiential learning in hospitality and tourism industry (or related business) with a minimum of 100 hours in guest/customer contact services. Students enrolled in the BS in Hospitality Business Degree in Three program must complete 700 hours of experiential learning in hospitality and tourism (or related business) with a minimum of 150 hours in guest/customer contact services. Students are encouraged to pursue diverse experimental learning opportunities. The required hours must be completed by March 15th of the student's senior year. Credit will not be awarded for any work experience prior to formal admission into the program.

Credits

0

Humanities

HUM199 - International Cultural Awareness II: General Culture

Description

This course will provide students the opportunity to engage in the local cultural heritage of the foreign country during their semester abroad, be it through history, art, literature, philosophy, food, studio arts, traditions, or any other broad aspect of culture. The course may also provide students with the opportunity to engage in cultural integration programs linked with the local community.

Credits

3

HUM201 - Intro to Humanities I

Description

Assuming little or no previous exposure to its content, this course offers vocabulary, understanding, and appreciation of the visual arts in their cultural contexts of history, religious settings, literature and ideas. It focuses on the achievements of ancient Greece and Rome, the medieval period and the Renaissance, while also exploring related issues in non-European cultures. May be taken independently of HUM 202.

Additional Information

Offered every year.

Credits

3

HUM202 - Intro to Humanities II

Description

Assuming little or no previous exposure to its content, this course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts of history, music, literature, and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism, Realism and Early Modernism, while also exploring related issues in non-European cultures. May be taken independently of HUM 201.

Additional Information

Offered every year.

Credits

3

Individually Designed

IND201 - Self-Designed Degree Program Planning

Description

This course is a tutorial through which the student, in consultation with a faculty mentor, establishes a self-designed major in General Studies with a concentration in a discipline of his or her choice. Students complete an academic plan of study and provide a rationale for their curriculum choices in line with the goals of the university's general education program.

Credits

3

IND301 - Self-Designed Tutorial I

Description

In this course the student meets with the faculty mentor on a scheduled basis over the semester to monitor progress toward completion of the self- designed program. The student may expect that the goals and perspectives that drive the vision of the self- designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Credits

1

Requisites

- Complete:
 - IND201 - Self-Designed Degree Program Planning (3)

IND302 - Self-Designed Tutorial II

Description

In this course the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self- designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Credits

1

Requisites

- Complete:
 - IND201 - Self-Designed Degree Program Planning (3)

IND303 - Self-Designed Tutorial III

Description

In this course, the student meets with the faculty mentor on a scheduled basis over three successive semesters to monitor progress toward completion of the self-designed program. The student may expect that the goals and perspectives that drive the vision of the self-designed program will evolve over time. The seminar-style course facilitates dialog between the student and teacher, encourages reflection on progress, and presents opportunities for refinement of the course of study.

Credits

1

Requisites

- Complete:
 - IND201 - Self-Designed Degree Program Planning (3)

Information Technology

IT100 - Introduction to Information Technology

Description

This is the fundamental computer fluency course. It is designed to promote a working knowledge and understanding of computer information technology concepts, skills and capabilities that support academic and professionally related goals and requirements. Students learn about the application and science of information technology. Concepts to master include the fundamentals of computer information technologies along with issues that affect people today such as : Internet and other network technologies, web publishing, digital media, hardware, software, file and database management, information security, viruses, and spyware, social impact, as well as algorithmic thinking and the limits of computation. Students develop capabilities such a managing complexity, assessing the quality of information, collaborating and communicating using IT, anticipating technological change and thinking abstractly and critically about IT. Students develop computer-related skills in support of their college studies and career goals. This is accomplished, in part, by the mastery of word processing, spreadsheet, presentation, and database software.

Credits

3

IT105 - Business Information Technology

Description

Information technology is integral part of all business activities and careers. This course is designed to introduce students to contemporary information systems and demonstrate how these systems are used throughout global organizations. The focus of this course will be on the key components of information systems - people, software, hardware, data, and communication technologies, and how these components can be integrated and managed to create competitive advantage. This course also provides an introduction to systems and development concepts, technology acquisition, and various types of application software that have become prevalent or are emerging in modern organizations and society

Credits

2

IT135 - Interactive Scripting in Virtual Environment

Description

This course introduces students to the underlying concepts in manipulating a three dimensional virtual reality environment. The objects in this environment are both recognizable (dinosaur, tree, airplane) and also proper objects as the term is used in computer science. Students will work individually and in teams animating to specific objectives with a significant deliverable at the end of the course. Implementations of interactive advertising or educational games are potential project areas. Topics include: virtual reality concepts (objects, point of view, lighting), object oriented concepts (properties, methods, events), and animation control concepts (collision detection, decision implementation, iteration, and parallel activities).

Credits

3

IT145 - Foundation in Application Development

Description

This course is an introduction to the design, implementation, and understanding of computer programs. The course emphasizes programming as a problem-solving technique in business and engineering applications. Students will write computer code in a logical, structured, and organized manner. The course also covers the key concepts of object orientation, including inheritance, encapsulation, polymorphism and communication with messages. Other topics include classes and objects, base classes and class hierarchies, abstract and concrete classes. Students will learn to write, review and document interactive applications and working with Software Development Kits and Integrated Development Environment tools. This is a programming course and lab intense.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - IT135 - Interactive Scripting in Virtual Environment (3)

IT201 - Computer Platform Technologies

Description

This course provides the hardware/software technology background for information technology personnel. Hardware topics include CPU architecture, memory, registers, addressing modes, busses, instruction sets and a variety of input/output devices. Software topics include operating system modules, process management, memory and file system management. Also included are basic network components and multi-user operating systems.

Additional Information

Offered every year.

Credits

3

IT203 - Information Technology & Globalization

Description

Exploration of the fundamental processes underlying globalization with particular emphasis on the role of technological development in both historical and contemporary context. Globalization is a complex process marked by intensified transnational flows of people, information and goods and services. This course examines the role of information technology as a key feature and facilitator in the globalization process with a particular emphasis on international business and commerce. We analyze and explore the ways technology shapes contemporary social and economic changes in a global context.

Credits

1

Requisites

- Complete:
 - IT105 - Business Information Technology (2)
 - INT105 - International Business: A Macro Perspective (2)

IT205 - Digital Music

Description

This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required.

Credits

3

IT209 - Introduction to Robotics

Description

This course covers Introduction to Robotics, Applications of Robots, Return-on-Investment, Abstract Models, Controlling Robot Motion, Complex Motion, Robotic Sensors, Input / Output, External Sensors, Threads, Event Programming, Remote Communication, Remote Sensing, Behavior Programming, and Human/Robot Interfaces. Students will gain hands-on experience with emerging robot technologies, understand industrial applications of robots, and ramifications of human/robot interaction.

Additional Information

Offered every fall term.

Credits

3

IT210 - Business Systems Analysis and Design

Description

This course provides students with the necessary level of information technology education relative to understanding the uses and roles of information systems in business organizations. Students receive instruction on the information concepts and methodologies associated with the development of business information systems, and their effective application to the solution of business problems. Students learn the major issues of managing information technology in the contemporary business environment and the relationship between organizations' structures and information technology. Team approaches are utilized along with structured computer laboratories and cases using spreadsheet and database management tools. Writing intensive course.

Credits

3

IT213 - Humanoid Robots

Description

This course explores contemporary tools and principles of humanoid robots. Students will learn about the essential elements of humanoid robots. Students will review a variety of humanoid robots and their applications. Students will create scenarios in which a humanoid robot will be useful, create prototype behaviors for a robot application, and critique the application with respect to practicality, social impact, and ethics. Knowledge of computer programming is not required.

Additional Information

Offered every spring term.

Credits

3

IT214 - Technology and Art

Description

This course is designed to look at the intersection of technology and art. The focus will be on how technology is currently being used to create art and how the technology works. Students will learn about different types of technology and have a chance to use them to create projects for the course.

Additional Information

Offered every fall term.

Credits

3

IT230 - Software Development with C#.NET

Description

This course is designed to introduce C#, an event-driven, fully object-oriented, visual programming language. The course covers the Visual Studio.NET integrated development environment (IDE) while covering the basics of the C# language. Topics include input / output statements, arithmetic and logical operations, control structures, program modules (methods and classes) and arrays. Students will be involved in writing programs of increasing complexity throughout the course. This is a programming course.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - IT145 - Foundation in Application Development (3)

IT251 - Introduction to Unix/Linux Operating System

Description

This course provides an introduction to the structure and functioning of the UNIX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX commands.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - IT201 - Computer Platform Technologies (3)
 - Complete:
 - CS113 - Introduction to Programming (3)
 - NOTE: Only students in the CSC major will take CS-113 in place of IT-201

IT270 - Web Site Design

Description

This course serves as an introduction to creating interactive pages for the World Wide Web. Specifically, it will survey Internet concepts, network protocols and client-server communications. The course covers HTML, the language of the World Wide Web; the Document Object Model (DOM), essential to creating and manipulating elements of a Web page under program control; CSS, the syntax for building consistent styles and appearances across Web pages; and JavaScript, the programming language that cements the various technologies together to facilitate dynamic interactive elements.

Additional Information

Offered every year.

Credits

3

IT291 - IT Foundation Experience

Description

The IT Foundation Experience exposes students to a variety of fundamental skills and knowledge that solidify the core IT curriculum delivered in Year-1 of their program. This course provides the technology background and business applications in modern web systems. Students will learn Human-computer interaction (HCI) as a discipline concerned with the design, evaluation, and implementation of interactive computing systems. Students will develop interactive web pages and integrate them with web-based systems and mobile applications for hand-held devices. Topics include: principles of HCI, factors that determine a design's effectiveness, dynamic web concepts and implementation techniques using both markup languages, style sheet and scripting.

Credits

2 - 4

IT311 - Advanced Application Development

Description

This course continues a comprehensive study on the object-oriented programming paradigm, and implementation of data structures and algorithms. The course covers the key concepts including inheritance, encapsulation, polymorphism and communication with messages. Students will continue to learn logical reasoning, algorithmic thinking, and structured problem solving, data structures and abstraction techniques, debugging; GUI and program design issues. Best programming practices of editing, debugging, documentation, testing, and code review are stressed. This is a programming course.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - IT145 - Foundation in Application Development (3)
 - 1 of the following:
 - IT105 - Business Information Technology (2)
 - IT210 - Business Systems Analysis and Design (3)

IT315 - Object Oriented Analysis and Design

Description

This course develops software systems engineering principles combining object-oriented design principles and methods augmented by computer assisted engineering (CASE) technology. The course involves use of the unified modeling language (UML) and, through the vehicle of a student group project, applies these elements to the system development life cycle. This course is writing intensive, as student project teams are required to submit a comprehensive project report and a PowerPoint presentation. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive. Writing intensive course.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - IT145 - Foundation in Application Development (3)

IT330 - Database Design and Management

Description

This course covers the design and implementation of information systems within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement logical design. Topics include data models and modeling tools and techniques; approaches to structural and object design; models for databases (relational, hierarchical, networked and object-oriented designs) CASE tools, data dictionaries, repositories and warehouses, Windows/GUI coding and/or implementation, code and application generation, client-server planning, testing and installation, system conversion, end-user training and integration and post-implementation review.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - IT145 - Foundation in Application Development (3)

IT340 - Network and Telecommunication Management

Description

This course provides an in-depth knowledge of data communications and networking theory, concepts and requirements relative to telecommunications and networking technologies, structures, hardware and software. Emphasis is on the concepts of communications theory and practices, terminology, and the analysis and design of networking applications. Management of telecommunications networks, cost-benefit analysis and evaluation of connectivity options are covered. Students can design, build and maintain a local area network (LAN).

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - IT201 - Computer Platform Technologies (3)
 - 1 of the following:
 - IT210 - Business Systems Analysis and Design (3)
 - IT105 - Business Information Technology (2)
 - IT200 - Fundamentals of Information Technology (3)

IT375 - Digital Graphics Design

Description

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for World Wide Web commercial applications on a variety of platforms and Internet appliances. Each students develops a professional portfolio consisting of printed as well as CD-ROM material. Students also develop working Web sites that display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - IT100 - Introduction to Information Technology (3)

IT380 - Cybersecurity and Information Assurance

Description

This course explores the basic concepts in cybersecurity and information assurance. Topics include security policies, models, and mechanisms for secrecy, integrity, and availability of communications and information. The course also covers approaches to prevent, detect and recover from the loss of information, cryptography and its applications, vulnerability scanning, functions of a chief security officer software applications and web services for maintaining information security and security in computer networks and distributed systems.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - IT201 - Computer Platform Technologies (3)

IT390 - Mobile Application Design and Development

Description

This course focuses on the techniques and tools necessary to achieve successful system implementation of mobile applications. Topics covered include managing the system implementation process, implementation design issues, how mobile application development is affected/constrained by existing software, techniques for writing quality code, techniques for testing code, understanding the role of proper documentation, and understanding, designing and managing implementation support functions. Students go through all the steps necessary to code, test and develop an actual mobile application. The course consists of a mix of lectures and hands-on laboratory work.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - IT135 - Interactive Scripting in Virtual Environment (3)
 - IT145 - Foundation in Application Development (3)
 - Complete 1 of the following
 - 1 of the following:
 - IT201 - Computer Platform Technologies (3)
 - IT210 - Business Systems Analysis and Design (3)
 - IT105 - Business Information Technology (2)
 - Permission of instructor

IT391 - IT Integration Experience

Description

The IT Research and Integration Experience exposes students to the current research trend in technology and engages them to integrate curricula delivered in Year-2 of their program into applied research in technology. This course exposes students to basic research techniques and methodology in information technology, and engages in a technical research on contemporary topics. Students synthesize past course work, knowledge, skills, and experiences in order to research and study a scholarly Information Technology topic. Student may choose a topic, with the consent of the instructor, to research in depth. The course results in each student producing a final written product - a research thesis, along with a public oral presentation of the thesis. Writing Intensive.

Credits

2 - 4

Requisites

- Complete 1 of the following
 - Permission of Instructor
 - Complete:
 - IT291 - IT Foundation Experience (2 - 4)

IT415 - Advanced Information Systems Design (Capstone)

Description

This is the first of a two-part capstone course for IT majors which covers the major methodologies used in Systems Analysis, Design, and Implementation. This course focuses mainly on the systems analysis part of the systems development process and emphasizes SDLC (Software Development Life Cycle). Different system development strategies are examined within the broader context of identifying and understanding the detailed stages the make up the systems analysis process. Students will learn how to a perform feasibility analysis, and to create a system proposal. Fact finding techniques used to determine system requirements will be identified and studied. Standard graphical modeling tools used in systems analysis will be covered: process modeling with data flow diagrams; data modeling with entity relationship diagrams; and object-oriented modeling using UML. The basic activities of project management are examined. Students will be assigned a systems development project case with concrete milestones, enabling the practical application of concepts presented in the course. This is a lab intensive course.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - IT201 - Computer Platform Technologies (3)
 - IT315 - Object Oriented Analysis and Design (3)
 - IT330 - Database Design and Management (3)
 - 90 credit(s).

IT420 - Advanced Information Systems Implementation (Capstone)

Description

This is the second part of the Capstone course for IT majors. The student groups will implement and document the systems project designed in IT 415 using an appropriate computer programming language or database management system. The instructor and students critique all projects weekly.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - IT415 - Advanced Information Systems Design (Capstone) (3)

IT450 - Artificial Intelligence

Description

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications and business intelligence in particular. Topics include mining data for business intelligence and collaborative software agents that utilize resources on the Web to carry out tasks for individuals and organizations.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - IT135 - Interactive Scripting in Virtual Environment (3)
 - IT145 - Foundation in Application Development (3)

IT467 - Digital Commerce and eBusiness

Description

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. Topics include: e-business models, security, privacy, ethics, major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site.

Additional Information

Offered as needed.

Credits

3

Requisites

- 1 of the following:
 - IT210 - Business Systems Analysis and Design (3)
 - IT105 - Business Information Technology (2)

IT481H - Trends in Computer Information Technology Honors

Description

This course is about mastering tools to create charts and graphs in the service of business decision making. Many business decisions are based upon supporting data and their analyses. The presentation of data in support of decisions is as important as understanding what the data analyses tells us. Businesses need employees who are able to communicate powerfully in order to reveal trends and explain underlying data. Students learn how to customize Excel charts that show trends, differences, and relationships. They learn how to effectively create stock analysis charts, pivot tables, and pivot charts to analyze large data sets. In addition to learning advanced charting features such as mixing two chart types into a single chart and creating dynamic charts, students learn how to use Excel Sparklines and data visualization techniques associated with conditional formatting in worksheet cells. Students learn how to plot data geographically on maps and know when someone is trying to deceive with charts. Case studies are utilized in the course.

Credits

3 - 6

Requisites

- Complete all of the following
 - Complete:
 - IT210 - Business Systems Analysis and Design (3)
 - Must be enrolled in 3 Year Honors program.

IT485 - Information Technology Strategy and Management

Description

This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Offered every year. Writing intensive course.

Credits

3

Requisites

- 60 credit(s).

IT490 - Information Technology Internship

Description

The consent of the program coordinator/department chair, the school dean and the Career Development Center are required for this course.

Additional Information

Offered every year.

Credits

0 - 15

IT491 - IT Application Experience (Capstone)

Description

The IT Capstone Application Project Experience give students the opportunity to apply the knowledge acquired in the core areas of information technology in their entire program. This course provides students with a summative capstone experience where students gain integrated skills across the curriculum and articulate their professional goals in relation to their studies. The course reinforces the foundational aspects of information technology concepts, languages, tools, and resources. The course includes an integrated project in which student teams apply their knowledge and skills in IT/business alignment, requirements analysis, security requirements, modeling, software engineering, implementation, computer networks, database, and project management. Teamwork and hands-on design and development are essential components of the course.

Credits

2 - 4

Requisites

- Complete 1 of the following
 - Permission of instructor
 - Complete:
 - IT391 - IT Integration Experience (2 - 4)

IT500 - Information Technology

Description

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. IT 500 cannot be taken for credit or as an elective if IT 510 has been completed.

Credits

3

IT505 - Core Technologies

Description

This course familiarizes students with the basic concepts of information systems to strengthen their knowledge of hardware and software systems, including supporting information technology infrastructures. Students will gain an understanding of the application of fundamental information technology competencies related to computer networks, software and delivery systems for delivering products and service within an enterprise to customers, suppliers and clients. Additionally, students examine the skills and dispositions that shape their professional identities.

Credits

3

IT510 - Advanced Information Technology

Description

This course focuses on the principles and practices underlying the analysis, design, implementation and management of information technology systems. Topics include information system development methodologies, systems planning, requirements analysis, systems implementation, software engineering, project management, and interface, database and process design.

Credits

3

IT511 - Object Oriented Application Development

Description

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 the subsequent IT courses.

Credits

3

IT515 - Innovations in Information Technology

Description

In this course, students strengthen their understanding of leadership theory and ethical frameworks in the context of a technology enterprise. Students will apply this understanding to business cases that reflect the need for innovative technology solutions in today's workplace in order to transform the thinking of an organization when change is required or to develop ideas that enable new business strategies.

Credits

3

IT520 - Technical Communication

Description

The course focuses on the essential oral and written technical communication skills needed for producing technical documentation and presentations in many different forms for varying business situations. The course enables students to understand the needs of stakeholders in order to develop different technical documents such as white papers, design specifications, project plans, test plans, user manuals, etc. The ability to communicate research findings using appropriate academic formatting will also be addressed.

Credits

3

IT600 - Operating Systems

Description

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 data; and the interaction between computers. Topics include widely used operating systems such as DOS, Windows, and UNIX.

Credits

3

Requisites

- Complete:
 - IT510 - Advanced Information Technology (3)

IT625 - Information Technology Project and Team Management

Description

This course introduces the 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.

Credits

3

IT640 - Telecommunications and Networking

Description

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 Open Systems Interconnection (OSI) network model, networking technologies and telecommunications software, protocols and standards.

Credits

3

IT650 - Principles of Database Design

Description

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

Credits

3

Requisites

- Complete:
 - IT510 - Advanced Information Technology (3)
 - IT511 - Object Oriented Application Development (3)

IT700 - Capstone in Information Technology

Description

This capstone course is the culminating experience for the M.S. in Information Technology program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

Credits

3

Requisites

- Complete all of the following
 - 30 credit(s).
 - Complete:
 - IT650 - Principles of Database Design (3)

Integrated Health Profession

IHP420 - Ethical and Legal Considerations of Healthcare

Description

Students in this course examine the role of health care policy and legal, regulatory, and quality control in ethical decision making in healthcare. Students explore concepts and principles of health care policy, legal control, ethical conduct, and regulatory environments and their application to the health care environment. The impact of health care policy and multicultural, socioeconomic, political, legal, and regulatory factors on health care systems is explored.

Credits

3

IHP430 - Healthcare Quality Management

Description

The goal of this course is to introduce students to the management of operations and explore how healthcare organizations can use advance methods to improve healthcare processes, delivery, and outcomes. Specific focus will be on analyzing cycle times (e.g., patient wait times), measuring productivity, streamlining process flows, tracking outcomes and performance metrics, and generally improving health management processes and health outcomes. The process improvement will be measured by how it can improve quality of care and safety of healthcare delivery, reduce waste, and reduce costs. The role of technology and innovative approaches in improving continuing quality improvement in healthcare delivery will be presented.

Credits

3

Integrated Studies

IST395 - DRIVEN: Leadership in Action

Description

In this course, students will earn credit for their work in a specific leadership role on campus when there is a department initiated course that accompanies that experience. The course may be 8 or 16 weeks and credits can vary based on course requirement. The course will generally adhere to the following eligibility requirements: - The students has been selected for a specific leadership role on campus - This role requires students to be responsible for leading or managing their peers through facilitation, program planning, organizing group activities, etc. - There are a minimum of 10 students in the same leadership role who could create the course cohort - The student is required to enroll in a course in order to fulfill this role for credit

Credits

1 - 3

International Business

INT105 - International Business: A Macro Perspective

Description

This course is designed to provide students with an introductory exposure to the essential elements of international business. In a contemporary modern economy, businesses operate in a highly integrated global market where factors of production are mobilized within and across the borders. Accordingly, business decisions made in local settings require a keen understanding of global the context of the business transcending the domestic boundaries. This course provides a conceptual foundation for International Business with an emphasis on hands-on activities and applications. The course promotes understanding of international dynamics affecting domestic and international businesses. It introduces a framework to explore the environment of international business operations through a comparative analysis of economic, political and sociocultural systems. As an introductory course, it focuses on the internationalization of operations of SMEs and MNCs across diverse geographic, political, economic and cultural boundaries. A practical country entry analysis is an integral part of the course that allows students to explore the complexities and risks encountered in diverse boundaries.

Credits

2

INT113 - Introduction to International Business

Description

This course is the foundation for business in a global context with an emphasis on applications. It offers a survey of fundamentals and principles of management in the context of globally oriented firms and primarily presents an assessment of the differences between business in domestic and international context. The course explores fundamental issues in business in an increasingly interdependent world; including management principles and techniques in a global context. Themes constituting fundamentals of international business such as economic, political, cultural and social environment of business; organizations that facilitate international business and organizational structures; trade theory; government influence on trade; international business modalities and entry strategies into foreign markets, global financial system as well as the emerging issues related to international business; are also explored.

Credits

3

INT203 - Information Technology & Globalization

Description

Exploration of the fundamental processes underlying globalization with particular emphasis on the role of technological development in both historical and contemporary context. Globalization is a complex process marked by intensified transnational flows of people, information and goods and services. This course examines the role of information technology as a key feature and facilitator in the globalization process with a particular emphasis on international business and commerce. We analyze and explore the ways technology shapes contemporary social and economic changes in a global context.

Credits

1

Requisites

- Complete:
 - INT105 - International Business: A Macro Perspective (2)
 - IT105 - Business Information Technology (2)

INT221 - Global Financial System

Description

This course is designed to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with the focus on policy- and concept-oriented issues in international banking and international capital markets. It aims to provide a comprehensive background to understand the international financial environment and to expose students to a wide range of international financial functions, operations and products.

Additional Information

Offered every fall term.

Credits

3

INT280 - International Business Foundational Experience

Description

The International Business Foundational Experience exposes students to a variety of learning opportunities that reinforce the core international business curriculum delivered in Year-1 of their program and inspires students to explore various facets of international business concepts, theories and practice. To complete the requirements for this Year-1 experience, students will: Conduct secondary research to understand a given Multinational Corporation, its industry and the countries where its assets and/or revenues are concentrated. Prepare a comprehensive MNC profile report to be achieved in e-Portfolio; Conduct serial interviews with a local SME executive with global orientation or an Innovation Hub entrepreneur who started a venture with international scope; prepare transcript of the interviews and a reflection report; attend a full-day international business workshop offered by New Hampshire International Trade Resource Center; attend Academy of International Business North East Annual Meeting; prepare an observation report for the sessions attended; participate in community service OR civic engagement activities with local organizations such as International Institute of New England and World Affairs Council; develop formal reflections, on both their individual and team experiences, and offer feedback for improvement of the course at the conclusion of the term.

Credits

1.5 - 3

INT309 - Legal Environment of International Business

Description

The course is designed to provide students with an overview of the areas of public and private international law that affect international business activities. The United Nations Conventions on International Sale of Goods will be given particular attention. .

Additional Information

Not available every semester

Credits

3

Requisites

- Complete:
 - INT113 - Introduction to International Business (3)

INT315 - International Management

Description

This course introduces students to the management of global operations. It covers the major functional areas of management as they are practiced in a multinational corporation. This includes participation, organization, financial management, production and marketing strategies, human resource development, communications and control and the formation of strategic alliances. The course uses texts, simulations and cases.

Additional Information

Offered every fall term.

Credits

3

INT316 - Cultural & Political Environment of International Business

Description

This course introduces students to such primary cultural factors as religion, language, values, technology, social organization and political environment that affect U.S. firms doing business outside of the United States. Students learn the significance of identifying and assessing the importance of these factors so they can more effectively manage in the international environment. A variety of international environments will be studied. The course uses text, cases and exercises.

Additional Information

Offered every fall term.

Credits

3

INT322 - International Retailing

Description

This course compares and contrasts retail institutions in selected foreign countries with those in the United States. An examination of the social, economic and political influences on the development of retailers in foreign countries is conducted. A look at how retailing trends spread from culture to culture is considered. Examinations of the similarities and differences in merchandising, sales promotion, pricing and personal selling policies of retailers around the globe are examined. This course is cross-listed with MKT 322.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - MKT239 - Essentials of Retail Management (3)

INT335 - Importing & Exporting in International Trade

Description

The primary focus of this course is "How to Get Started Building an Import/Export Business." This course introduces students to many complexities of building an import/export business, including economics and politics, planning and negotiation, foreign currency transactions, shipping and insurance, documentation and the intricacies of exporting from and importing to the United States.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - INT113 - Introduction to International Business (3)

INT336 - Multinational Corporate Finance

Description

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and the criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning are examined, with attention paid to such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices.

Credits

3

Requisites

- 1 of the following:
 - FIN305 - Foundations of Finance (2)
 - FIN320 - Principles of Finance (3)

INT340 - Business Environment of the Middle East

Description

The course covers the economic structures, financial institutions and policy challenges in the leading countries of the Middle East. Through introducing a brief historical look on selected aspects of economic policies in these countries, the course will discuss the contemporary nature of the problems facing the region and the overall business environment of the region. The course will address topics such as the role of oil companies in the region, problems of industrialization in resource based economies, the historical experience of trade liberalization, labor markets, demography and migration, growth and industrialization, the effect of globalization on the region.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - INT113 - Introduction to International Business (3)

INT380 - Global Practicum-I

Description

The Global Practicum-I is the second year non-seat international business experience in the Three Year Degree Program in International Business. The course offers a broad exposure to geographic, commercial, political, economic and cultural attributes to an economically significant region of the world, and a firsthand exposure to a selected country in the region through a structured 7 to 10 day international field trip. The primary goal of the Global Practicum-I is to consolidate and reinforce functional/disciplinary practice in a non-classroom setting, and to relate this experience to discipline based knowledge acquired in the second year of the Three Year Degree Program in International Business. Students will be given opportunities to synthesize and integrate functional knowledge into practice in an experiential setting. The course is designed to provide the three-year students majoring in international business with a systematic foundation in the analysis, formulation and implementation of international business knowledge and skills in the context of a selected region of the world. IB students examine the forces underlying the political and economic dynamics in the region and the selected country. Through an in depth analysis of cultural, political and economic factors, students learn about critical strategic issues and operating challenges as well as business conditions in the region and the selected country and develop perspectives on managerial issues and essential skills for success. The exposure and the experience gained in this course is intended to offer IB students the opportunity to develop crucial job searching skills, explore career interests, enhance their resume, and to make contacts in the student's chosen field as well as to build references for future employment. It is formulated to be an integrative experience enabling students to synthesize and apply the theories and concepts learned previously in the required international business courses in a macro and micro context.

Credits

3 - 6

Requisites

- Complete all of the following
 - Complete:
 - INT113 - Introduction to International Business (3)
 - INT280 - International Business Foundational Experience (1.5 - 3)
 - Must be enrolled in the Degree in Three program

INT400 - International Business Project

Description

This course is designed for those students who are pursuing a major and those that have definite interest in carrying out a career in International Business as well as those who seek to broaden their knowledge in the field. Explicitly, the course will introduce students to the contemporary issues and challenges faced by managers of Multinational Corporations in the International Business setting. The course will give students the opportunity to work in teams by focusing on a practical approach to learning. It will provide students with skills that can facilitate their entry into a job market in International Business or related field at various levels of expertise.

Credits

3

Requisites

- 1 of the following:
 - INT113 - Introduction to International Business (3)
 - INT105 - International Business: A Macro Perspective (2)

INT410 - International Entrepreneurship

Description

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision- making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam.

Additional Information

Offered every spring term.

Credits

3

INT422 - International Strategic Management

Description

The course introduces students to strategic management in the global arena. It focuses on the internal strategic environment of an organization, the external strategic factors present in the international environment, and the manner in which a strategic thrust and a strategic fit are created between these two environments. The course relies on the use of case studies of U.S. and foreign international corporations. Writing Intensive Course.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - INT113 - Introduction to International Business (3)
 - Complete 1 of the following
 - 60 credit(s).
 - Permission of instructor

INT433 - Multinational Marketing

Description

This course covers the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. International similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment are examined. Also considered are the changes in marketing systems and the adoption of marketing philosophies and practices to fit conditions in different countries.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - 1 of the following:
 - ECO202 - Macroeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)
 - 1 of the following:
 - INT105 - International Business: A Macro Perspective (2)
 - INT113 - Introduction to International Business (3)
 - 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - MKT113 - Introduction to Marketing (3)
 - Permission of instructor

INT441 - Licensing and Negotiations in the International Arena

Description

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiations, license drafting, and license implementation and administration after the completed agreement.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete 1 of the following
 - 1 of the following:
 - INT105 - International Business: A Macro Perspective (2)
 - INT113 - Introduction to International Business (3)
 - Permission of instructor

INT481 - Global Practicum-II

Description

This third year experiential learning course is the second course of its kind required for the Three Year Degree Program in International Business. Although both courses submerge in the functional/disciplinary goals of the international business program, the first course INT-300 Global Practicum I takes on a macro approach by focusing on the experience and research related to country and/or region involved in the study, and this course maintains a micro stance by making the central theme the firm and its international operations. With the firm being the central focus, all other related international business processes will be studied and analyzed in relation to the firm and its international operations. In the first semester of the course students will gather data and other relevant information by conducting expansive research and make analysis of the research conducted. In addition, students will prepare for the second half of the course which will entail a country visit. Students will be exposed to firm related subjects in three interrelated segments: (1) Firm strategy and international market opportunity assessment of the firm located in the country to be visited; (2) Firm's operations in international markets and patterns of market entry; and (3) Understanding and analysis of the country's infrastructure, political economic and financial institutions, as well as economic integration/s that it may be a member of by visiting local institutions in the country. Upon completion of all activities, students will make assessment of firm activities based on the guidelines. These experiential learning activities will enable students to gain valuable insights into the firm and internationalization activities.

Additional Information

Offered as needed.

Credits

3 - 6

Requisites

- Complete all of the following
 - Complete:
 - INT113 - Introduction to International Business (3)
 - INT280 - International Business Foundational Experience (1.5 - 3)
 - INT380 - Global Practicum-I (3 - 6)
 - Must be in Degree in Three program

INT490 - International Business Internship

Additional Information

Offered as needed.

Credits

0 - 15

INT601 - Global Entrepreneurship

Description

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.

Credits

3

INT610 - Multinational Corporate Environment

Description

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.

Credits

3

INT620 - International Corporate Finance

Description

Analyze functions of international financial markets. Discuss corporations' exposures to financial risks in global markets and how corporations address these risks and global funding strategies. Examine exchange rate systems, interest rate parity, and management of real exchange rate risk.

Credits

3

INT640 - Multinational Market Strategies

Description

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

Credits

3

INT650 - International Trade and Competitiveness

Description

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.

Credits

3

INT660 - International Negotiations

Description

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.

Credits

3

INT695 - Seminar in International Business and Information Technology (Capstone)

Description

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.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - IT550 - Management of Information Technology (3)
 - IT647 - Website Construction (3)
 - INT605 - Introduction to International Business & Information Technology (3)
 - INT640 - Multinational Market Strategies (3)
 - INT660 - International Negotiations (3)
 - INT700 - Multinational Business Strategy (Capstone) (3)
 - These courses are no longer offered through University College or they are only available through College of Online and Continuing Education.

INT700 - Multinational Business Strategy (Capstone)

Description

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.

Credits

3

INT800 - Foreign Direct Investment

Description

This course is an examination of direct investments made by a company or entity based in one country, into a company or entity based in another country. Entities making direct investments typically have a significant degree of influence and control over the company into which the investment is made. Key topics covered in the course include, but are not limited to: the foundations of FDI; the impact of location on FDI; FDI and Technology; FDI under Uncertainty; Risk and Profitability of the multinational corporation; and Political Risk Analysis. This is a research and writing intensive course.

Credits

3

INT801 - Foundations for Advanced International Business Study

Description

The primary goal of the Foundations for Advanced International Business study is to provide a broad theoretical foundation for advanced international business courses. The course is composed of four modules covering theories of international business, international finance, international marketing and international strategy. Students are provided foundational discipline-specific knowledge and theoretical background to undertake advanced coursework in international business.

Credits

3

INT810 - Privatization, Economic Reform and Globalization in Emerging Markets

Description

This seminar has been designed to introduce the students to the theoretical and applied literature on economic reform and globalization nexus in the emerging markets context. Another purpose of the course is to enhance student's appreciation of research process and help development of a research agenda in subjects related to macro and micro integration of emerging markets to the global economic system. More specifically the course focuses on transition from centrally planned or government dominated economic systems to market economy and its micro and macro implications. A particular emphasis is placed on the international expansion of emerging market companies. Students are expected to acquire and demonstrate advanced knowledge on issues surrounding economic reform, privatization, economic integration and internationalization/globalization and to be able to conduct original research.

Credits

3

Requisites

- Complete:
 - INT610 - Multinational Corporate Environment (3)

INT820 - Seminar in Multinational Finance

Description

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

Credits

3

INT830 - Theories of Globalization

Description

This doctoral seminar presents globalization as the central issue that influences the practice of international business and internationalization processes of the FIRM and vice versa. Keeping the firm at the core, the course takes up globalization from various points of view, such as world economy and finance, geo-strategic and geo-political concerns, regionalism, institutions, global and corporate governance etc., which reflect opportunities and prosperity as well as big challenges facing international business theory, practice and research. The course enhances students' cognitive, heuristic, analytical and philosophical thinking process. It also creates the prospect for students to better their research, teaching, and communicative skills (writing and presentation skills).

Credits

3

INT840 - Seminar in Multinational Marketing

Description

This seminar will include extensive reading in the international Marketing/Business literature. Major seminar topics will include (but will not be limited to): countertrade, tariff and non-tariff barriers, cultural differences among market segments and global vs. multinational marketing strategies. The case method will be utilized. Class discussions will center around the literature via assigned journal articles. Class preparation and presentation will be individual and group. International market access will include the Internet.

Credits

3

INT850 - Seminar in Global Business Strategy

Description

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

Credits

3

Requisites

- Complete:
 - INT700 - Multinational Business Strategy (Capstone) (3)

INT880 - Advanced Quantitative Methods/ International Business I

Description

This is an advanced course in building binary and continuous response regression models using cross-sectional, time series and panel data with applications to business. It includes selection of variables and form, testing hypotheses, diagnosing problems, and implementing remedial measures using EViews and other software. The course requires the students to apply the regression techniques to a research problem in international business.

Credits

3

INT881 - Advanced Quantitative Methods/ International Business II

Description

This is an advanced course in multivariate analysis methods with applications to business. It includes ANOVA, ANCOVA, MANOVA, Principal Component Analysis, Discriminant Analysis, Cluster Analysis, and System Dynamics using SPSS, VENSIM and other software. The course requires the students to apply one or more multivariate analysis techniques to a research problem in international business.

Credits

3

Requisites

- Complete:
 - INT880 - Advanced Quantitative Methods/ International Business I (3)

INT889 - Comprehensive Exam

Description

The Comprehensive Exam provides a transition for students to prepare for their doctoral comprehensive exam and to help monitor timely progress toward completion of the comprehensive exam and progression toward dissertation work. Students take the comprehensive exam during the term they enroll in Comprehensive Exam INT 889. Students are permitted to take INT889 no more than two consecutive terms.

Additional Information

Offered on a pass/fail basis only.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - INT800 - Foreign Direct Investment (3)
 - INT810 - Privatization, Economic Reform and Globalization in Emerging Markets (3)
 - INT820 - Seminar in Multinational Finance (3)
 - INT830 - Theories of Globalization (3)
 - INT840 - Seminar in Multinational Marketing (3)
 - INT850 - Seminar in Global Business Strategy (3)
 - INT880 - Advanced Quantitative Methods/ International Business I (3)
 - INT881 - Advanced Quantitative Methods/ International Business II (3)
 - Completion of minor area courses

INT890 - Doctoral Colloquium

Description

The doctoral colloquium provides a forum for students to discuss their dissertation research and to help monitor timely progress toward completion of the dissertation. After completing research and the final draft of the dissertation and receiving the approval of the chairperson, the student makes an oral presentation defending his or her dissertation for the committee and any other interested individual. Approval of all members of the dissertation committee is necessary for successful completion of the doctoral program. Students generally register for a minimum of three terms of doctoral colloquium.

Credits

3

Requisites

- Complete:
 - INT889 - Comprehensive Exam (1)

Justice Studies

JUS101 - Introduction to Criminal Justice

Description

This course covers the nature, scope and impact of crime in the United States, independent and interdependent operations and procedures of police, courts and corrections, and introductory theories of crime and delinquency. The course introduces the justice model in a systematic way whereby students delve into the numerous components of the justice system including law enforcement, legal and judicial process and correctional operations. Career opportunities will be fully covered throughout the course.

Credits

3

JUS102 - American Policing

Description

An introduction to the police system in America, which is the gateway to the criminal justice process. Topics considered include the historical foundations of police processes, occupational roles and tasks of law enforcement, and the nature and designs of typical, as well as innovative, police systems. Perennial problems of policing, particularly as it relates to community interaction, are also essential components of the course.

Additional Information

Offered every fall term.

Credits

3

JUS103 - Correctional Systems

Description

This course examines the management, structure, and organizational design of correctional institutions. Correctional planning, construction, program evaluation and community interaction will be considered and improvement strategies for correctional operations will be debated and critiqued. The course provides a broad based overview of the correctional system which incarcerates and confines, treats, and reclaims criminal personalities and protects and serves the state and the community by removing threats to the social order.

Additional Information

Course offered every other fall term.

Credits

3

JUS104 - Introduction to Security

Description

A basic overview of private sector justice is the course's chief aim. Types of security operations and functions comprises much of the course coverage including perimeter and physical security, intelligence gathering, retail and industrial security, terrorism and executive protection as well as security in select business and industrial centers. Careers, regulation and licensure, and the debate on professionalization are other areas of major intellectual concern.

Additional Information

Offered every spring term.

Credits

3

JUS111 - Introduction to Criminalistics

Description

This course is designed to introduce students to concepts of forensic science with an emphasis on the recognition, identification, individualization, and evaluation of physical evidence by applying the natural sciences to law-science matters. Basic scientific principles used in the practice of forensic science and types of evidence, physical evidence in particular, will be discussed. It provides useful information on how scientific truth is used to solve cases and protect the innocent, how increased scientific information and technology could create a safer society, and how that information and technology could be used to create a less free society. Examining the role of forensic science in criminal and civil investigations where questions regarding the interpretation of physical evidence are crucial and will be discussed.

Additional Information

Course offered every other spring term.

Credits

3

JUS185 - American Kenpo

Description

This course will explore the fundamental principles and concepts of the American Kenpo Karate System and their application by justice professionals (policing, corrections, probation/parole, security, etc.). The understanding of the basic principles of how to achieve power through proper body alignment, mechanics of movement and application of weight will be studied. Applied topics to be discussed in both neutral and physical application will include: basic power principles, linear and circular movement, major and minor moves, forward and reverse motion as well as balance, timing, and flow while in motion. This course may be taken more than once for credit.

Credits

3

Requisites

- Complete all of the following
 - Advisor permission required
 - NOTE: Course can be taken up to three times.

JUS186 - Judo

Description

Judo is a modern martial art, combat, and Olympic sport created in Japan in 1882 by Jigoro Kano. Its most prominent feature is its competitive element, where practitioners can win by throw, pin, or submission. In this experiential course students will actively participate to learn the foundations of judo and their relevance to the various justice professions (policing, corrections, probation/parole, security, etc.). This course may be taken more than once for credit.

Credits

3

Requisites

- Complete all of the following
 - Advisor permission required.
 - NOTE: Course can be taken up to three times.

JUS187 - Brazilian Jiu-Jitsu

Description

Brazilian jiu-jitsu (BJJ) is a martial art and combat sport that teaches a smaller person how to defend themselves against a larger adversary by using leverage and proper technique. BJJ was created when the Gracie family modified judo and traditional Japanese jujutsu. It contains stand-up maneuvers, but it is most famous for its devastating ground-fighting techniques. In this experiential course students will actively participate to learn the foundations of BJJ and their application by justice professionals (policing, corrections, probation/parole, security, etc.). This course may be taken more than once for credit.

Credits

3

Requisites

- Complete all of the following
 - Advisor permission required.
 - NOTE: Course can be taken up to three times.

JUS201 - Criminal Investigation

Description

This course is a comprehensive examination of civil and criminal investigations in both public and private modes, including most major felony processes and relevant civil actions. Focus is on the fundamentals of the investigative process and the range of skills necessary for successful performance and management of investigations, including evidence gathering and analysis, witness assessment, field techniques, and linkage between investigative and prosecutorial agencies.

Additional Information

Offered every spring term.

Credits

3

JUS202 - Industrial and Retail Security

Description

This course covers a wide array of issues relevant to the protection of industrial, retail and commercial interests, including administrative and managerial aspects of the security field in both the public and private sector; consideration of unique security management problems arising from labor disputes, demonstration, civil disorders and riots, white collar and organized crime and industrial espionage. Management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies is also dealt with. Tactical steps and strategies to combat the various forms of criminality in the commercial marketplace will be analyzed and discussed.

Credits

3

JUS211 - Organized Crime

Description

A complete examination of the dynamic referred to as 'organized crime' commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

Additional Information

Offered every spring term.

Credits

3

JUS215 - The Victim and the Justice System

Description

This course will examine issues surrounding the central character in a criminal act - the victim. Contents are designed to develop an understanding of what it means to be victimized, including the physical, psychological, and economic impact of crime upon victims, their families, and society in general. Special consideration will be given to specific victim populations (i.e. survivors of homicides, sexual assault, and family violence), secondary victimization by the criminal system, victim assistance programs, and future trends in this field. A full review of how the American justice system has responded to the needs of victims is part of the course content and includes a look at victim testimony at sentencing and parole and probation hearings, victim notification, Meghan's law, victim advisory and protection services, and other means in which the judicial system assures victim participation during the adjudicative phase.

Additional Information

Course offered every other spring term.

Credits

3

JUS224 - Legal and Justice Research Methods

Description

A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas. Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedures, and social science materials related to law. Application of legal research strategies will be required.

Credits

3

JUS261 - Judicial Administration

Description

An examination of the American judicial system, highlighting state, local, and federal tribunals, including an assessment of their hierarchy, subject matter jurisdiction, and administration. Also reviewed will be judicial reasoning, judicial process and the chief personnel responsible for judicial operations. More particularly the course will expose the various phases inherent in civil and criminal litigation including the concepts of jurisdiction, venue, parties and the pleadings that guide advocacy. Typical case calendars and dockets will be examined throughout the course so that students may acquire a complete understanding of the litigation process.

Credits

3

JUS305 - International Criminal Justice

Description

This course compares and contrasts the criminal justice system of the United States with the systems of other countries on a substantive and procedural basis. A thorough examination of other cultural models of law and justice in order that differences in justice processing and definition become apparent. Some emphasis is placed on international policing and legal enforcement, whether through INTERPOL, treaty or other regulation.

Credits

3

JUS309 - White Collar Crime

Description

This course considers crime committed by corporations as well as white collar criminals; how such crimes are defined, who commits or is victimized by it, which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments.

Credits

3

JUS325 - Law, Justice and Family

Description

A full-fledged review of the justice system's response to the establishment and maintenance of family in the American culture. How the family is defined, its heritage of rights and protections and the differentiated roles of parent and child are central considerations. Further review includes a look at family dissolution, divorce, custody and support disputes and the ongoing problems of visitation. The emerging problems of spousal and child abuse will be keenly analyzed and how the legal systems provide protection from these abuses will be closely scrutinized.

Additional Information

Course offered every other fall term.

Credits

3

JUS331 - Juvenile Justice System

Description

This course covers the juvenile justice system, with special emphasis on the way it procedurally differs from adult offender adjudication. The parts of the juvenile justice system, hearings, due process standards and constitutional mandates are fully reviewed. Status offenders and other youth classifications are considered, together with a historical summary of juvenile court philosophy. New trends in the procedural disposition of juveniles especially transfer to adult jurisdiction, types of punishment, suitability of the death penalty are discussed.

Additional Information

Offered every spring term.

Credits

3

JUS345 - Probation and Parole

Description

This course examines the theory and practices of probation and parole with juvenile and adult offenders, including: release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole.

Additional Information

Course offered every other fall term.

Credits

3

JUS375 - Criminal Law

Description

An introduction to substantive criminal law that reviews the social, philosophical, and legal foundations of criminal codification. In addition, the course covers the historical development of criminal law in the U.S. Other subject matters include parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea, actus rea, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accuser's mental states, potential defenses and uses of mitigation.

Credits

3

JUS376 - Criminal Procedure

Description

A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given the constitutional protections afforded through the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th. The course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards.

Additional Information

Offered every fall term.

Credits

3

JUS394 - Problems in Policing

Description

This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system.

Additional Information

Course offered every other fall term.

Credits

3

JUS395 - The Death Penalty

Description

An examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included.

Credits

3

JUS400 - Foreign Study in Criminal Justice

Description

A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London, or Germany by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience.

Credits

3 - 12

JUS429 - Terrorism

Description

Examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given methods and means of the terrorist, motivations and modus operandi trends and predictability and law enforcement's multi-faceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted.

Additional Information

Offered every spring term.

Credits

3

JUS455 - Legal Traditions

Description

This course encompasses a complete examination of the law, its origins, roots and underpinnings in a jurisprudential context. Coverage includes a focused examination of classical, medieval and contemporary legal thinkers. Problems of personal privacy, sexual freedom, procreative control, the imposition of penalties, and notions of good will be considered. Course participants will consider these questions: What is law? Is law related to religion and morality? What are the foundations of law in Western Culture? Can law, ethics and morality be differentiated? How can a legal system be just? Can law shape morality or does morality shape law? How does Western legal tradition resolve ethical questions such as abortion, suicide, euthanasia, and the death penalty? Is there a unified vision of law that consists of the good, of virtue and the idea of justice?

Credits

3

JUS465 - Police Organization and Management

Description

The study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of some.

Additional Information

Course offered every other fall term.

Credits

3

JUS466 - Homeland Security

Description

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

Additional Information

Offered every fall term.

Credits

3

JUS468 - Crimes Against Children

Description

This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

Credits

3

JUS485 - Forensic Law

Description

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

Credits

3

JUS497 - Law and Evidence

Description

A comprehensive review of evidentiary principles, both common law and statutory, and how evidentiary standards affect and govern both civil and criminal process. Topical coverage includes: Real and physical evidence, demonstrative substitution, hearsay and first-hand evidence, witness scope and qualification, as well as privilege principles. Both federal and state rules will be interpreted. Students will be required to advocate cases utilizing these evidentiary principles in a mock court environment and to research an area of emerging evidence law.

Credits

3

JUS498 - Criminal Justice Internship

Description

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required.

Credits

0 - 15

JUS498A - Criminal Justice Internship

Description

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required.

Credits

0 - 15

JUS498B - Criminal Justice Internship

Description

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required.

Credits

0 - 15

Language

LAN199 - International Cultural Awareness I: Language

Description

This course will provide students with a foreign language experience, offered at any level. Students will develop communication skills that will allow them to engage in the daily life overseas and will enhance and support their study abroad experience. The course will develop conversation as well as reading and writing skills. Equal focus will be given to grammatical structure and vocabulary.

Additional Information

Course by arrangement only.

Credits

3

Learning Strategies Seminar

LSS100 - Learning Strategies Seminar

Description

LSS 100 is designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills and strategies that will enable them to experience success in college classes and beyond. By applying principles taught throughout the semester, students will become independent learners and will maximize their educational experience at SNHU.

Credits

3

Requisites

- Must have less than 30 credits

Literature

LIT101 - The Literary Imagination

Description

A skills-oriented introduction to the study of literary texts for majors and non-majors alike. Through the study of literature, students will develop foundational textual literacy skills: reading, writing, analysis, creative and critical thinking, and problem solving. Students will learn how to interpret primary and secondary literary sources, to evaluate textual evidence, and to analyze literary arguments and the art of rhetoric.

Credits

3

LIT229 - World Mythology

Description

This course introduces students to the study of mythology. We will read and discuss myths from both western and non-western cultures. Students will also choose one cultures myth to concentrate on for a final project.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

LIT231 - Nature Writers

Description

This course introduces students to the prose and poetry of major British and American writers and naturalists since the 18th century who observe nature vividly and write about humanity's relationship with the natural environment.

Additional Information

Course offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT233 - Banned Books

Description

This course examines the issue of censorship through the particular example of banned books. Students will analyze debates for and against censorship, and will study banned books alongside other media that either critiques, embraces, or reflects paranoia about censorship. In addition to scholarly articles and historical documents, readings may include literary works such as J. K. Rowling's *Harry Potter and the Sorcerer's Stone*, Ray Bradbury's *Fahrenheit 451*, Vladimir Nabokov's *Lolita*, Azar Nafisi's *Reading Lolita in Tehran*, and Salman Rushdie's *The Satanic Verses*.

Additional Information

Course offered every other spring term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT235 - War Literature

Description

This course focuses on the theme of war in prose and poetry. Students will examine a variety of literature and accompanying cultural materials that-whether American, British, or Global-speak to this all-important issue. The course will address social attitudes towards war, the psychological effects of war, and the historical implications of war, as portrayed in representative texts.

Additional Information

Offered every spring term.

Credits

3

LIT237 - Young Adult Literature

Description

This course focuses on the theme of coming of age in young adult prose. Students will examine a variety of literature, which may include nonfiction as well as fiction. The course will address issues around coming of age, such as sex, addictions, abuse, friendships, relationships, and independence, as represented in specific texts.

Additional Information

Offered every fall term.

Credits

3

LIT239 - Literature and the Mind

Description

This course explores the relationship between ideas of the mind and consciousness in literature. Long before Sigmund Freud, poets, playwrights, and novelists investigated the human experience of knowing and experiencing one's self. After Freud, new concepts of the mind have reshaped how we understand creativity in both writing and reading literature. This course will introduce you to the pleasure and insight of literature through a representative selection of literature by European and American writers, and will include selected readings in psychology. Topics may include madness, identity, melancholy, deviance, memory, or creativity.

Additional Information

Offered every fall term.

Credits

3

LIT241 - Crime Literature

Description

This course will examine one of the most popular and celebrated literary genres: crime literature. Literature may include selections from British, American, and global fiction, non-fiction, short stories, plays, and/or poetry. Literary selections may include several subgenres of crime literature, such as historical crime literature, true crime, hard-boiled fiction, psychopathology, the police procedural, and legal analysis.

Additional Information

Offered every spring term.

Credits

3

LIT243 - Pop Fiction

Description

This course will analyze popular fiction. What makes a book a "best seller"? What makes literature sell in the millions of copies? Writers who strike it rich generally write books that are fast-paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, romance, horror, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, cultural difference, and violence in American culture-prominent elements in our psyches, popular culture, and pulp fiction. We will discuss, among other topics, how popular literature can help us understand the intersectionality of identity-especially issues of race, class, gender, sexuality, and ability.

Additional Information

Offered every spring term.

Credits

3

LIT247 - Gender and Text

Description

This course examines gender in and through literary texts, and considers the ways in which categories of sexuality, sex, race, class, ethnicity, nationality, religion, and other factors influence writers' depictions of gender. The course analyzes historical conditions relevant to gender studies, and may address social and theoretical topics such as women's suffrage, feminisms, third-world feminism, the LGBT and LGBTQ communities, and queer theory. The course analyzes these topics through the lens of literature and asks: how is gender represented in literary texts? how do literary texts not only replicate but sometimes contest or imagine new realities for gendered subjects? what does it mean to write as a gendered subject?

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT300 - Literary Theory

Description

This course is an introduction to the major schools of contemporary critical theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENG120 - College Composition I (3)
 - Complete 1 of the following
 - 60 credit(s).
 - Permission of instructor

LIT306 - Medieval Literature

Description

This course will focus on literature written in England during the Old and Middle English period (approximately 500-1485 CE). We will spend about half the course on Old English literature and half on Middle English literature.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT307 - Renaissance and Restoration Literature

Description

This course surveys British Literature from the 16th and 17th centuries, a period renowned for the variety and originality of its writers, which left a lasting mark on subsequent English literature. Students will be introduced to central ideas and writers of the English Reformation, English Revolution, and the Restoration of the monarchy. Renaissance authors studied may include More, Marlowe, Elizabeth I, Jonson, Donne, and Webster, along with Shakespeare and Spenser. Writers of the Revolution and Restoration may include Herrick, Marvell, Milton, Dryden, Behn, and Wycherly. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT309 - Romance, Revolutions, and the Birth of the Novel

Description

This course focuses on the "long 18th century" in Great Britain, covering the era of the Enlightenment as well as Romanticism. This was a tumultuous time in British history, marked by numerous political and social revolutions as well as notable literary creativity. In this course, students will study developments in English literature such as the novel, the essay, satire, journalism, popular theater, and poetry. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism and abolition, the city and the country, industrialization, and the French Revolution. Authors studied may include Congreve, Defoe, Swift, Pope, Fielding, Wordsworth, Keats, Shelley, and Byron.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT310 - Victorian Literature

Description

Nineteenth-century Britain experienced tremendous change in politics, economics, philosophy, art and literature. It was a century of industrialization, empire-building, new discoveries and social revolution. This course studies representative selections from the major poets and prose writers and explores the social, political and intellectual changes reflected in the literature of the Victorian period. Authors may include Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT311 - Modern British Literature

Description

This course will explore the modernist movement in 20th century British fiction through the works of three of its most prominent practitioners - James Joyce, D.H. Lawrence, and Virginia Woolf - as well as selected works by other writers. The course will examine the birth of the modern aesthetic in literature not only as a response to the alienation and despair resulting from World War I but also as a reaction to the enormous impact made by the ideas of such thinkers as Darwin, Freud, Marx and Nietzsche. Various modernist writing techniques, including stream-of-consciousness, episodic narrative and radical experimentation with punctuation, will also be studied.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT312 - Early American Literature

Description

While the authors and texts studied in this course may vary, the readings will cover the historical period from 1620- with the settlement of Plymouth Plantation- through the Constitutional Convention of 1787 and the early days of the new Republic. Although there may be some attention to the literature of early discovery, the emphasis will be on literary texts of major historical interest and on authors who pursued the American Dream of economic, religious, political, and artistic freedom.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT313 - The American Renaissance

Description

While the authors and texts studied in this course may vary, this course examines literature from the early 1800s to 1965, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG121H - Honors College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

LIT314 - American Realism and Naturalism

Description

While the authors and texts studied in this course may vary, this course will focus on the American literature between 1865-1914, with the progression of literary culture from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and the new theories of evolution. Authors may include Twain, James, Chesnutt, London Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century.

Credits

3

Requisites

- 1 of the following:
 - ENG120 - College Composition I (3)
 - ENG200 - Sophomore Seminar (3)

LIT315 - Twentieth Century American Literature and Beyond

Description

The course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT317 - European Literature

Description

This course will trace the development of European literature. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature. Readings may include authors such as: Balzac, Pirandello, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Nabokov, Hess, and Camus.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT318 - World Literature

Description

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas. The material covered will vary, but readings will focus on a major theme such as the hero, the role of women, ethical values, views of nature or focus on an important common genre, such as epic or lyric poetry.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT319 - Shakespeare

Description

Students in LIT 319 study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT323 - Studies in Drama

Description

This course will focus on drama as a literary genre, examining the origins of the genre, its literary conventions and its current productions. In reading plays that may range from the Greeks to contemporary Broadway, students will not only see the changing dynamics of the genres form, but also experience the important role the genre has played in American, British, European, and global society and culture.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT325 - Studies in the Novel

Description

This course will focus on the novel as a literary genre tracing its intricate conventions, its historical origins, and its current manifestations. In reading novels from the 18th through 21st centuries, students will learn not only the complex dynamics of the genre's form but also the critical influence the novel has had on society, cultural and politics over the centuries.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT327 - Studies in Poetry

Description

This course will focus on poetry as a literary genre. Students will learn how to interpret and evaluate poetry, exploring the elements of poetic form as well as influence poetic responses to critical moments in history. Thus, we will read landmark works by major poets, learn about major movements and schools within poetry, and look at poetry written in response to historical events. Students will also read a volume of poetry by a poet of their choice, and present information on that poet's style, theme, and role within the field of poetry.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT328 - Multi-Ethnic Literature: Describing the Hyphen

Description

Since the beginnings of American literature, writers have been concerned with defining and creating American identity through their art. Since the 1960s, during and after the Civil Rights movement, numerous writers have defined their American identity in relation to specific ethnic identities, writing works that explore how dual or multiple cultural identities coexist within themselves and within American culture, sorting through the stories they've heard and created about who they are. In this course, we will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, Jewish, Latino and Chicano heritages. In addition to race and ethnicity, we will discuss how class, native language, religion, gender, sexuality, and history figures into these writers' images of an American self and community.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT335 - Major Author Studies

Description

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Additional Information

Offered every other year.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT335L1 - Major Authors - American

Description

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Additional Information

Course offered every fall term.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT335L2 - Major Authors - British

Description

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Additional Information

Course offered every other year.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT335L3 - Major Authors - Global Description

In this course, students will delve deeply into the literary works of a single or closely linked group of major authors. While the authors studied may vary, the focus will be on writers who have had a significant impact on American, British, European, and global literary culture throughout history. Examples of major authors might include: Jane Austen, Henry David Thoreau, F. Scott Fitzgerald and Ernest Hemingway, Virginia Woolf, Jack Kerouac and Allen Ginsberg, Gabriel Garcia Marquez, and Toni Morrison.

Additional Information

Offered every other year.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT345 - Postcolonial Encounters Description

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of colonial powers. This course will attempt to retrieve from the margins those voices that Gayatri Spivak (following Antonio Gramsci) has called "subaltern." As such, our task will be to theorize the notions of power and powerlessness, margin and periphery, first and third world, nationality, race, identity, and globalization via the close readings of various postcolonial texts.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT350 - The Black Literary Tradition

Description

This course offers an overview of African-American literature, with glimpses into African and Caribbean literature. Beginning around 1845 with Frederick Douglass' Narrative, students will read from various literary genres, including slave narratives, poetry, short stories, fiction and plays that illuminate both the history of African America and changing ideas of race. Students will conduct ongoing independent research, which they will present to the class, on the major literary and historical periods we cover, including the Harlem Renaissance in the 1920s and early 1930s, the civil rights movement(s), the Black Arts movement of the 1960s and early 1970s and the decades following. Reading works by Booker T. Washington, W.E.B. Dubois, Zora Neale Thurston, Ralph Ellison, Gwendolyn Brooks, Chinua Achebe, Toni Morrison and Ishmael Reed, among others, will enable us to analyze how sexuality, gender, class and nationality influence various writers' definitions of race and ethnicity.

Additional Information

Course offered every two to three years.

Credits

3

Requisites

- Complete:
 - ENG120 - College Composition I (3)

LIT450 - Seminar in American Literature

Description

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format. Writing Intensive Course.

Additional Information

Not available every semester.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Complete:
 - ENG200 - Sophomore Seminar (3)
 - 1 course(s) from subject(s):
 - LIT
 - Permission of instructor

LIT451 - Seminar in British Literature

Description

This course uses a thematic approach to explore works of British writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Additional Information

Not available every semester.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Complete:
 - ENG200 - Sophomore Seminar (3)
 - 1 course(s) from subject(s):
 - LIT
 - Permission of instructor

LIT452 - Seminar in Global Literature

Description

This course uses a thematic approach to explore works from any of the major literary traditions outside the British and American. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - Complete:
 - ENG200 - Sophomore Seminar (3)
 - 1 course(s) from subject(s):
 - LIT
 - Permission of instructor

LIT485 - Senior Thesis in Literature

Description

This course is an option for seniors of exceptional ability who are majoring in English language and literature and who wish to have a graduate-level research and writing experience in some chosen area of American, British or world literature. Students must petition to take the course. The following requirements are for undergraduate day campus students. Students who receive permission from the area coordinator/department chair and their academic advisors must proceed to formulate a written thesis proposal and assemble a three-person academic support committee, equipped with relevant expertise, no later than March 30th of the junior year. The proposal will then be submitted for approval to the individual's advisory committee. Assuming the project is universally approved, the student will meet with one or more members of the committee on a biweekly basis to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented as an academic paper in a public forum at least three weeks before graduation. Offered on an ongoing basis, as this is a yearlong course option. The following requirements are for undergraduate COCE students: Students who receive permission from their academic advisors must proceed to formulate a written thesis proposal to be submitted for approval to the selected instructor. If the project is approved, the student will collaborate with the instructor in the online course to review progress on research and written work. The final result will be a scholarly essay of 40 to 60 pages, to be presented to the instructor as a cohesive and polished academic paper with a supplemental essay that outlines plans to present/publish the paper after the course is complete. Offered on an ongoing basis, as this is, at a minimum, a two-term research and writing project.

Additional Information

Course by arrangement only.

Credits

3

Mandarin Language/Culture

LMN111 - Elementary Mandarin Language/Culture I

Description

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the mid-novice level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized.

Additional Information

Offered every fall term.

Credits

3

LMN112 - Elementary Mandarin Language/Culture II

Description

This course is a continuation of LMN 111.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LMN111 - Elementary Mandarin Language/Culture I (3)

LMN211 - Intermediate Mandarin Language and Culture

Description

A yearlong commitment, two classes per week. In this course, you will improve your Chinese skills in the areas of listening, speaking, reading, writing, and will make significant gains in the acquisition of vocabulary and grammar.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete 1 of the following
 - Complete:
 - LMN112 - Elementary Mandarin Language/Culture II (3)
 - Permission of instructor

LMN212 - Intermediate Mandarin Language and Culture II

Description

LMN 212 is an intermediate course designed as a continuation of LMN 211. It is also appropriate for those who have previous knowledge of the language acquired through a formal learning experience.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete 1 of the following
 - Complete:
 - LMN211 - Intermediate Mandarin Language and Culture (3)
 - Permission of instructor

Marketing

MKT105 - Foundations of Marketing

Description

Foundations of Marketing examines key concepts outlined in the American Marketing Association Professional Certified Marketing program. Concepts delivered in this class provide the foundation of marketing knowledge to apply to the client analyzed in the Application of Business Concepts courses. Learning outcomes for this course require each student to demonstrate marketing knowledge and application of that knowledge to client-related challenges.

Credits

2

MKT113 - Introduction to Marketing

Description

This course examines the organization's functions for creating, communicating, and delivering value to customers. These functions, designed to meet customers' needs and organizational goals, include marketing research, environmental monitoring, target market selection, product selection, promotion, distribution and pricing.

Credits

3

MKT212 - Marketing Foundations Experience

Description

The Marketing Foundation Integration Experience exposes students to a variety of learning opportunities that reinforce the core marketing curriculum delivered in Year-1 of their program and inspires them to apply that knowledge to industry challenges for a given client organization (for-profit OR not-for-profit).

Credits

1.5 - 3

Requisites

- Must be enrolled in the Degree in Three program

MKT225 - Digital Marketing

Description

This course is an introduction to business functions using Digital Marketing Technology such as the Internet, customer databases and information systems such as CRM and Demand Generation Systems. Topics focus on earned, paid, and owned media and the intersection on the three. There will be an emphasis on development of a digital marketing strategy and the impact on the business. Also, we will review the different types of channels.

Credits

3

MKT228 - Technology in Fashion and Retailing

Description

This course addresses web-based fashion and retailing business issues. On the one hand it explores the influence of technology on fashion products development. On the other hand it explores the role that technology plays at various levels of the retail business including supply chain development, retail channel management and consumer shopping experience.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT230 - Retail Sales Promotion

Description

This course focuses on sales promotion in the retail sector. The specific needs of retailers in the areas of advertising, visual merchandising, personal selling, and special events planning are among the topics addressed. The culminating project will be a sales promotion plan that will include a major special event. This project is designed to be flexible to support the range of retailing interests represented in the class.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT231 - Visual Merchandising

Description

Retail marketing is a highly charged, highly competitive component of the marketing discipline. Consumers everywhere and of every age and economic category, are well informed by internet sources. Driven by access and awareness, they are looking to be courted and enticed to buy one merchant's goods over another. Visual merchandising is the art and business of creating such attraction, using merchandise that is color coordinated, accessorized, sparkling, exciting, and causing shoppers to stop, take a closer look, and buy. Visual merchandising is retail theater at its best, complete with costumes, props, and sets. Like all marketing, however, visual merchandising has a clear purpose - sales- and therefore is strategic in nature, a component of a larger marketing picture. This course addresses the creative and strategic nature of visual merchandising, connecting students with both the flair and fancy of visual merchandising and the nitty-gritty of strategic planning, and clarifying the connection between them.

Additional Information

Offered every fall term.

Credits

3

MKT239 - Essentials of Retail Management

Description

Retail business involves making strategic decisions in order to generate profit and remain competitive. Consumer involvement in retailing entails making prudent buying decisions in order to maximize value. This course examines retail business concepts such as Store operations, human relations, information technology, shopping center management, merchandising policies and industry trend analysis as well as factors influencing consumer buying decisions such as social, environmental and multi channels .

Credits

3

MKT265 - Social Media & Marketing Communications

Description

This course is designed to give students an understanding of the concepts involved in integrated marketing communication (IMC) which includes a focus on social media and the role they play in advertising, public relations, branding, and corporate communication strategies. This course focuses on the planning, research and creative skills needed to reach promotional objectives.

Credits

3

MKT266 - Services Marketing

Description

Given the substantial shift in emphasis from a base in manufactured goods to a domestic economy based in services, as well as the interconnectedness of the global economy, comprehension of the service aspect of business is a necessity for every marketer, in every company, in every industry. Therefore, an understanding of the unique requirements of marketing services or service components has become a basic marketing skill. This course presents key concepts in the marketing of services through readings in current business publications and experiential opportunities. It addresses the global perspective of services, and both B2B and consumer service dimensions.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT270 - Professional Selling

Description

Selling is a real life skill that everyone uses every day no matter what the profession. The role of professional salespeople is to uncover the needs and wants of buyers in order to develop value-added relationships. This role is vital to the marketer as it entails creating value for and communicating value to the customer which positively impacts the success of an organization's marketing strategy. This introductory selling course focuses on the basic sales skills and tools necessary to become a successful professional salesperson. Although the topic of business-to-consumer (B2C) sales is addressed, the emphasis is placed on business-to-business (B2B) sales, the sales process and sales methodology.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT300 - Advanced Professional Selling

Description

The success of professional business-to-business (B2B) sales people is dependent upon their ability to ask the right questions, uncover companies' goals and pain points, and provide valuable solutions which will in turn generate sales. To accomplish this, salespeople must understand the current sales and buying processes at a deeper level. The course builds upon the foundational sales concepts and methodologies covered in the Professional Selling course. Topics include uncovering buyers' critical business issues, developing customized business solutions and effectively securing agreements. The use of role plays and critique by faculty and sales professionals provide students with the opportunity to build on key sales skills and gain experience necessary to launch a career in business-to-business (B2B) sales.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)
 - Complete:
 - MKT270 - Professional Selling (3)

MKT310 - Negotiation in Professional Sales

Description

Negotiation is an art and a science. We use it every day to settle differences in order to achieve beneficial outcomes. The fundamental skill of negotiation is used on a personal level for complex purchases such as in obtaining a position in a company or purchasing a car or a home. It is also used by business professionals to influence each other in order to meet their own goals as well as those of their organizations. While this course is intended for those preparing for a career in Professional Sales, it is also one which will benefit students regardless of their major. Students will learn the principles, strategies and tactics of effective negotiation and develop and enhance their own negotiation skills. Topics include negotiation fundamentals, the negotiation process, negotiation techniques, strategies and tactics, distributive bargaining, integrative bargaining, as well as individual and team negotiation.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MKT270 - Professional Selling (3)

MKT312 - Consumer Research Experience

Description

The Marketing Research Integration Experience exposes students beyond basic research and engages them in applied marketing research with community organizations and their consumers. Applied consumer research goals are to solve specific issues being encountered by an organization. The Applied consumer research experience would reinforce core Consumer Behavior (MKT 345) and Marketing Research (MKT 337) curricula delivered in Year-2 of the program and teaches students to apply that knowledge to industry challenges for a given client (for-profit OR not-for-profit consumer organization).

Credits

1.5 - 3

MKT320 - Sales Force Management

Description

Effective management of sales people directly impacts the success of a marketing strategy and of the company in general. Consequently, it is imperative that sales managers develop the basic competencies to effectively manage and lead a business-to-business (B2B) sales force in order to meet the overall goals of the organization. This course enables students to develop these valuable competencies as well as business-related decision making skills in the areas of a successful sales force program. Emphasis is placed on sales potential and forecasting, sales force investment and budget, ethical and legal issues, emotional intelligence, account relationship strategies, recruitment, training, motivation, and compensation.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)
 - Complete:
 - MKT270 - Professional Selling (3)

MKT322 - International Retailing

Description

This course compares and contrasts retail institutions in selected countries. Students examine the social, economic and political influences on the development of global retailers and consider how retailing trends spread from culture to culture. Students also examine the similarities and differences in merchandising, sales promotion, pricing, personal selling and electronic retailing policies of retailers around the globe. This course is cross-listed with INT 322.

Additional Information

Offered every fall term.

Credits

3

MKT326 - Global Consumer Culture

Description

Every day, everywhere in the world, people make decisions about what to wear and how to wear it. Daily dressing is about much more than clothing. It includes making choices of clothing, accessories and grooming. Its relationship to human nature is at once biological, social and aesthetic. As cultures and geography changes around the world, so too do the representations of that relationship become more diverse. Dressing thus represents a broad swath of widely differing actions and decisions. This course studies the way consumers worldwide choose their dress forms to represent who and what they are, and how they wish to express themselves those around them. It considers both commonalities and differences in global consumer cultures of dress.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT328 - Sales Competition Team

Description

Students invited into this course are those who have demonstrated an ability and strong desire to pursue the sales role of a hunter after graduation. Consequently, this course serves to sharpen the sales skills they have acquired in other sales courses by combining both classroom knowledge and practical, competitive sales experience. Sales professionals provide one-on-one coaching, face-to-face and/or via web live video, to prepare students for regional, national, or international sales competitions.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - MKT300 - Advanced Professional Selling (3)
 - Invitation from the Director of the Center for Professional Sales

MKT331 - Business to Business Marketing

Description

There are many key factors which make business-to-business (B2B) markets special and different from business-to-consumer (B2C) markets. Understanding these differences is not only beneficial but also critical for the Marketer's creation of successful, revenue-generating marketing strategies. This course helps students understand the complexity of business products, the buying dynamics of organizations, the level of professional selling required in the industrial environment, and the skills needed to meet the business target audience's needs. Students will develop the competencies to help drive business-to-business Marketing processes for growth. Topics include B2B markets, the business marketing mix, perceived value, supply chain, inter-organizational relationships and relationship marketing.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)
 - Complete:
 - MKT270 - Professional Selling (3)

MKT337 - Marketing Research

Description

This course compares and contrasts secondary and primary research with emphasis on the latter. Students explore different types of primary research as well as the basic research methods. It focuses primarily on the survey.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)
 - Complete:
 - MAT240 - Applied Statistics (3)

MKT343 - Consumer Misbehavior

Description

This course will explore current issues and problems that have been identified as culturally and/or legally unacceptable behaviors by consumers in the American society. The emphases will be on exploring the motivators of these behaviors, identifying the effects of these behaviors on various stakeholders, and analyzing current deterrent methods.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT345 - Consumer Behavior

Description

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products.

Additional Information

Offered every semester.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT350 - Ethical Issues in Marketing

Description

This course explores current ethical issues and problems in marketing. The emphasis is on identifying crucial issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

MKT355 - Social Media Marketing Strategy

Description

This course will develop the students' ability to effectively and successfully create, and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tool that will enable marketers to build high-value relationships with their constituencies. The course will focus on key elements such as determining and matching social media tactics with the appropriate target market and developing strategies to engage those markets using relevant social media channels.

Credits

3

Requisites

- 1 of the following:
 - COM310 - Social Media (3)
 - MKT265 - Social Media & Marketing Communications (3)

MKT360 - Direct Marketing

Description

This course explores the directing of goods and services through the consumer or business-to-business marketing channels where the desired consumer resources may be direct orders, lead generation and/or traffic generation. This course focuses on such topics as mailing list development, relationship marketing, database management, the development of an effective sales message and selection of media. The use of catalogs, direct mail letters and brochures, telemarketing and electronic marketing as ways to reach the consumer will be explored.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MKT265 - Social Media & Marketing Communications (3)

MKT365 - Social Media Marketing Analytics

Description

This course will develop the students' ability to analyze social media data to evaluate a company's efforts and provide informed decisions to the company. Intensive skill building will be placed on defining social media metrics, capturing social media data, and analyze social media data to provide informed decisions. Students will examine privacy concerns and ethical implications for capturing users' data. Students will have hands on experience with social media analytical tools and become certified in one of the tools.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - MAT240 - Applied Statistics (3)
 - 1 of the following:
 - MKT265 - Social Media & Marketing Communications (3)
 - COM310 - Social Media (3)

MKT378 - Brand Communications

Description

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential brand salience, performance and image creation and brand resonance when creating a brand, and as branding activities change over the life of a brand in response to changes in the expectations of consumers, and to the competitive conditions in the marketplace, is at the core of this course. It exposes students to the process of designing a brand, targeting a brand, and delivering a brand message through a range of media and marketing communication programs throughout the life of the brand.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)
 - Complete:
 - MKT345 - Consumer Behavior (3)

MKT432 - Strategic Marketing Planning (Capstone)

Description

This is the capstone course of the undergraduate marketing curriculum. It focuses primarily on the decisions required of marketing executives as they seek to develop, implement and control integrated marketing programs. Students will be asked to apply their understanding of marketing principles covered in other marketing courses to solve specific company problems. Topics include a diversity of product, market and industry environments. Writing Intensive Course.

Additional Information

Offered every semester.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)
 - Complete:
 - MKT265 - Social Media & Marketing Communications (3)
 - MKT270 - Professional Selling (3)
 - MKT337 - Marketing Research (3)
 - MKT345 - Consumer Behavior (3)

MKT433 - Multinational Marketing

Description

This course explores the development of international marketing programs from the determination of objectives and methods of organization through the execution of research, advertising, distribution and production activities. Students examine the international similarities and differences in marketing functions as related to the cultural, economic, political, social and physical dimensions of the environment. Students also consider the changes in marketing systems and the adoption of marketing philosophies and practices to fill conditions in different countries.

Credits

3

Requisites

- Complete 1 of the following
 - Complete all of the following
 - 1 of the following:
 - ECO202 - Macroeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)
 - 1 of the following:
 - INT105 - International Business: A Macro Perspective (2)
 - INT113 - Introduction to International Business (3)
 - 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - MKT113 - Introduction to Marketing (3)
 - Permission of instructor

MKT455 - Social Media Campaign

Description

This course will develop the students' ability to effectively and successfully create and implement a social media marketing campaign and evaluate as well as measure its success. Intensive skill building will be placed on creating, applying and integrating the appropriate social media tools to meet the marketing objectives of the organization. The course will focus on key elements such as, a) audience, b) campaign objectives, c) strategic plan, d) tactics, e) tools, and f) metrics to measure the campaign.

Credits

3

Requisites

- Complete:
 - MKT355 - Social Media Marketing Strategy (3)

MKT490 - Marketing Internship

Description

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - fall, spring or summer - completing a minimum of 150 hours on the job per 3 credits. Students can complete 0-15 hours of MKT 490 credit.

Credits

0 - 15

Requisites

- Complete all of the following
 - 15 credit(s).
 - Senior Internship only

MKT491 - Retailing Internship

Description

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand.

Additional Information

Offered every year.

Credits

0 - 15

MKT499 - Marketing Simulation (Capstone)

Description

Marketing Simulations is the capstone experience to your Marketing program. During this experience, you will be tested on your specialized marketing knowledge and will compete in a customized online marketing simulation. In your custom simulation, your strategic decisions on products, research and development, pricing, and promotion will be evaluated against your competition in the market. Simulation performance will be measured in terms profitability, brand equity, and other key metrics. Upon completion of the simulation, you will develop a reflection paper on your course experience and will be ready to be a marketing industry leader.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - MKT265 - Social Media & Marketing Communications (3)
 - MKT270 - Professional Selling (3)
 - MKT337 - Marketing Research (3)
 - MKT345 - Consumer Behavior (3)
 - MKT432 - Strategic Marketing Planning (Capstone) (3)
 - MKT433 - Multinational Marketing (3)
 - Placement in
 - Students must purchase the GoVenture Any Business Student Subscription Code

MKT500 - Marketing Strategies

Description

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.

Credits

3

MKT515 - Distinctive Concepts in Marketing

Description

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning.

Credits

3

MKT516 - Consulting Experience in Marketing

Description

The aim of this experience is for students to develop real world experiences in the many aspects of marketing and will involve corporate consulting in specific Marketing areas.

Credits

4

Requisites

- Complete:
 - MKT515 - Distinctive Concepts in Marketing (3)

MKT535 - Market Quantitative Analysis

Description

The role of marketing researchers is to establish a bridge between an organization internal resources and the external factors of the market in order to achieve consumer satisfaction. Existing data are available to understand consumers' attitude and predict their behaviors toward products and services. The objective of this course is to introduce students to techniques that allow them to analyze market data. Students will explore market segmentation, forecasting and comparison techniques including cluster analysis, data mining, multiple regression, and analysis of variance.

Credits

3

MKT545 - Global Marketing

Description

The characteristics and management of markets are described in topics that include the marketing environment, components of the marketing mix, market segmentation, and planning in international markets.

Credits

3

MKT565 - Product and Brand Management

Description

Strong brands and unique, targeted products are increasingly recognized as a company's most valuable assets. Brands and products create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of developing and honing products as well as creating, building brands, and managing both are critical success factors for a firm.

Credits

3

MKT577 - Building Customer Relationships

Description

Fundamental to the success of any organization is its relationship with customers. This course offers students the opportunity to become familiar with the theories and principles involved in the selling environment. A decision-making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying professional selling and sales management decision making in the business to business marketplace.

Credits

3

MKT605 - Integrated Marketing Communications

Description

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

Credits

3

Requisites

- Complete:
 - MKT500 - Marketing Strategies (3)

MKT618 - Marketing Analytics

Description

This course will look at a number of quantitative tools and techniques and their application in a marketing context. The course will focus on understanding the relationship among marketing factors, variables, and the consumer. Students will learn how to analyze data in order to guide and support marketing related decisions.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)

MKT620 - Consumer Behavior and Marketing

Description

This course focuses on the market's consumer behavior by investigating its psychological, sociological, economic, and anthropological influences, both theoretical and research based. Designing effective marketing strategies will be explored using the knowledge of these influences.

Credits

3

Requisites

- 1 of the following:
 - MKT500 - Marketing Strategies (3)
 - MBA560 - Marketing and Strategy (3)

MKT625 - Strategic Internet Marketing

Description

This course will introduce students to the Internet marketing landscape. Through exploring platforms, players and technology, the students will have a better understanding of the business models used in online marketing. Understanding consumer behavior in an online environment will help in creating integrated online strategies. All these, together with theories of online campaign development and management, with a hands-on approach to marketing automation and intelligence will provide the frame work for a comprehensive understanding of strategic internet marketing.

Credits

3

MKT646 - Promotional Strategies

Description

This course is concerned with the development, evaluation, and implementation of integrated marketing communication strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures, techniques and models in topics that include various communication functions, media alternatives and the integrated marketing communication concept.

Credits

3

MKT656 - Distribution Management

Description

The success in today's marketplace requires an effective and efficient supply chain system which in turn determine a firm productivity and performance. In this course students explore the strategic issue of order and market or planned demand. Students examine the relationship between logistics, product life cycle management and customers' needs.

Credits

3

MKT675 - Ethical and Legal Issues in Marketing

Description

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 international marketing, competitive intelligence, socially controversial products, privacy, and corporate policies are also examined. However, topics may change to reflect current business concerns. The course is taught using a seminar format utilizing cases and readings.

Credits

3

Requisites

- Complete:
 - MKT500 - Marketing Strategies (3)

MKT676 - Marketing Practicum

Description

The primary goal of the internship experience is to expose students to actual practices in the world of work outside of the classroom, to relate this experience to academic course work and to synthesize the two in a practical application of knowledge in an experiential setting. Secondly, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment.

Credits

3

MKT700 - Marketing Capstone

Description

This capstone course is the culminating experience for the M.S. in Marketing program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

Credits

3

Requisites

- Complete all of the following
 - 30 credit(s).
 - Complete:
 - MKT675 - Ethical and Legal Issues in Marketing (3)

Mathematics

MAT024 - Calculus I: Single-Variable Calculus Part A (STEM)

Description

This course is a developmental course for specified majors. Calculus is the mathematical study of change that has widespread applications in science, engineering, economics, and business. This course is the first half of a two-course series that provides a rigorous introduction to single-variable calculus with supporting materials from algebra and trigonometry. Calculus topics include limits, continuity, differentiation of algebraic and trigonometric functions, and applications of derivatives. This class will also include supporting topics from precalculus enforcing functions, transformations of functions, and families of functions. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

Credits

3

Requisites

- Determined by the placement exam

MAT050 - Fundamentals of Algebra

Description

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics may include: pre-algebra review; real numbers; algebraic expressions; linear equations/inequalities; quadratic equations; graphing; systems of equations; exponents, polynomials and rational expressions. (Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.)

Credits

3

MAT051 - Prerequisite Mathematical Knowledge for Teaching

Description

This course is a developmental preparatory course for those students who are not able to pass the placement exam for MAT 107: Mathematical Knowledge for Teaching Elementary School. This course explores the mathematics content in grades K- 8. Topics include: Base Ten System, Fractions, Addition, Subtraction, Multiplication, Division, Ratio and Proportion, Number Theory, and Algebra.

Credits

3

Requisites

- Determined by math placement exam

MAT101 - Culinary Mathematics

Description

This course reviews the fundamental computation skills required for accurate food service preparation, operation and management. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, inventories, food costs basic break-even analysis, financial statement content, and employee related expenses.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Culinary Students Only.

MAT106 - Math for Elementary Education I

Description

This is the first course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: problem solving; functions and graphs; and numbers and operations.

Credits

3

Requisites

- Placement in

MAT107 - Mathematical Knowledge for Teaching I

Description

This course explores the mathematics content in grades K- 8 from an advanced standpoint. Topics include: problem solving, the base-ten system, fractions, addition, subtraction, multiplication, decimals, negative numbers, division, and ratios and proportions.

Credits

3

Requisites

- Complete 1 of the following
 - Earned a grade of C or better in each of the following:
 - MAT051 - Prerequisite Mathematical Knowledge for Teaching (3)
 - Passing Score on Placement Exam

MAT108 - Mathematical Knowledge for Teaching II

Description

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: Number Theory, Algebra, Geometry, Measurement, Area, Solid Shapes, Geometry of Motion, Statistics and Probability.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT107 - Mathematical Knowledge for Teaching I (3)

MAT124 - Calculus I: Single-Variable Calculus Part A

Description

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics, and business. This course is the first half of a two-course series that provides a rigorous introduction to single-variable calculus with supporting materials from algebra and trigonometry. Calculus topics include limits, continuity, differentiation of algebraic and trigonometric functions, and applications of derivatives. This class will also include supporting topics from precalculus enforcing functions, transformations of functions, and families of functions. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

Credits

3

Requisites

- Determined by the placement exam

MAT130 - Applied Finite Mathematics

Description

This course is designed to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions in life after graduation. Topics include mathematics of finance, probability and counting, descriptive statistics and basic linear regression. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130).

Credits

3

MAT135 - The Heart of Mathematics

Description

The Heart of Mathematics considers the history, mathematical beauty, and real world applications of a wide variety of topics. This discussion-based course encourages "out-of-the-box" thinking to explore the connections between mathematics and the world around us. Topics may include: patterns in nature, infinity, topology, geometry, networking, fractals, and chaos theory, among others.

Credits

3

MAT138 - Descriptive Statistics with Algebra

Description

This is the first of a 2-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include surveys and sampling; organizing and describing data; probability; and an introduction to discrete and continuous probability distributions. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 138 and MAT 130 for credit.

Additional Information

Offered every fall term.

Credits

3

MAT140 - Precalculus

Description

This course emphasizes the algebra and concepts of functions. Students will learn the properties and graphing techniques for different types of functions including: linear, polynomial, rational, trigonometric, exponential, and logarithmic functions. Students will also learn to solve a variety of real world problems that rely on a number of different problem solving strategies and an understanding of these different types of functions. This course is intended for those students who wish to prepare for Calculus.

Credits

3

MAT160 - Introduction to Game Theory

Description

Want to learn how to cut a cake in the most "fair" manner? Or why doping in sports has more in common with cigarette advertisement techniques than you might think? Take a jaunt into the field of game theory, where mathematical techniques help solve these and many more problems facing the realms of economics, psychology, political science, mathematics, biology, and poker. This course introduces the concepts of graphs, matrices, and probability, amongst others, and uses games as a backdrop. So, next time you want a winning strategy for Rock, Paper, Scissors, look no further!

Credits

3

MAT206 - Math for Elementary Education II

Description

This is the second course of a two-semester sequence which explores the mathematics content in grades K-6 from an advanced standpoint. Topics include: descriptive statistics; probability; algebra; geometry and measurement.

Credits

3

Requisites

- Placement in

MAT210 - Applied Calculus I

Description

This is an introductory course in single-variable calculus. Topics include limits, continuity, derivatives, differentiation, integration and the Fundamental Theorem of Calculus. Students will gain experience solving real-world problems involving calculus, including problems in business, economics, natural sciences and social sciences.

Credits

3

MAT224 - Calculus I: Single-Variable Calculus Part B

Description

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics, and business. This course is the second half of a two-course series that provides a rigorous introduction to single-variable calculus with supporting materials from algebra and trigonometry. Topics include differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of derivatives, and integration, including the Fundamental Theorem of Calculus. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

Credits

3

Requisites

- Earned a minimum grade of C- in at least 1 of the following:
 - MAT024 - Calculus I: Single-Variable Calculus Part A (STEM) (3)
 - MAT124 - Calculus I: Single-Variable Calculus Part A (3)

MAT225 - Calculus I: Single-Variable Calculus

Description

Calculus is the mathematical study of change that has widespread applications in science, engineering, economics and business. This course provides a rigorous introduction to single-variable calculus. Topics include limits, continuity, differentiation and integration of algebraic, trigonometric, exponential, and logarithmic functions, applications of derivatives, and integration, including the Fundamental Theorem of Calculus. This course will encourage students to think beyond memorizing formulas and to work towards understanding concepts.

Credits

3

Requisites

- Passing Placement Exam Score

MAT225L - Calculus I: Single-Variable Calculus Lab

Credits

0 - 1

Requisites

- Complete or concurrently enroll in:
 - MAT225 - Calculus I: Single-Variable Calculus (3)

MAT230 - Discrete Mathematics

Description

Discrete mathematics is the study of mathematical structures that are fundamentally discrete rather than continuous. That is, in contrast to the real numbers that vary continuously, the objects of study in discrete mathematics take on distinct, separated values. Topics include operations on sets, logic, truth tables, counting, relations and digraphs, functions, trees and graph theory. A significant goal of this course is to improve students' critical-thinking and problem-solving skills.

Credits

3

MAT235 - Discrete Mathematics II

Description

Using the foundation of logic and set theory developed in MAT 230, this course explores theory and application in the areas of graph theory and enumeration. Topics include planarity, graph coloring, searching and sorting algorithms, network flows, generating functions, recurrence relations, and combinatorial games.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT230 - Discrete Mathematics (3)

MAT238 - Inferential Statistics with Algebra

Description

This is the second of a two-course sequence in introductory statistics and probability with a review of underlying algebra skills as needed. Students solve statistical problems and apply concepts to a variety of business and social science applications. Students learn how to solve statistical problems by hand and through the use of computer software. Topics include continuous probability distributions, sampling distributions, confidence intervals, sample size, hypothesis testing, and regression. Together the content of MAT 138 and MAT 238 covers the content of MAT 240. Students may not take both MAT 238 and MAT 240 for credit.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT138 - Descriptive Statistics with Algebra (3)

MAT240 - Applied Statistics

Description

This is a fundamental course in the application of statistics. In this course, students will learn to apply statistical techniques to a variety of applications in business and the social sciences. Students will learn how to solve statistical problems by hand and through the use of computer software. Topics include probability distribution functions, sampling distributions, estimation, hypothesis testing and linear regression.

Credits

3

MAT241 - Modern Statistics with Software

Description

This is a fundamental course in modern day data, data visualization, and the application of statistical techniques to analyze and make inferences from sample data. In a world where data is being constantly collected, it is necessary for individuals to be data literate, to have exposure to the power of data, and to understand and practice proper and ethical statistical analyses. In a world where data has become abundant, rather than scarce, statistical tools are evolving. This course looks at modern statistical techniques in the age of "Big-Data".

Credits

3

Requisites

- Not completed nor concurrently enrolled in:
 - MAT240 - Applied Statistics (3)
 - MAT138 - Descriptive Statistics with Algebra (3)
 - MAT238 - Inferential Statistics with Algebra (3)

MAT260 - Cryptology

Description

Cryptology is a mathematically rich subject that includes both cryptography - the science of making secret codes - and cryptanalysis - the science of breaking secret codes. Historically, cryptology has played a central role in military and government covert actions and modern-day data security. In this course, we develop a number of mathematical topics including modular arithmetic, statistics, probability, permutation functions, algorithms, binary numbers, base twenty-six, primes, factorization, the Euclidean algorithm, and Fermat's Little Theorem as they pertain to classical cryptographic techniques, symmetric computer-based cryptography, and public key cryptography. We also examine the historical backdrop of cryptology and examine legal issues concerning cryptology.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Earned a minimum grade of C in at least 1 of the following:
 - MAT140 - Precalculus (3)
 - MAT210 - Applied Calculus I (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - MAT230 - Discrete Mathematics (3)

MAT275 - Calculus II: Integration & Series

Description

This course is a continuation of MAT 225 that deepens a student's understanding of single-variable calculus. Students will learn new techniques of integration, including substitution, integration by parts, partial fractions, and integration tables. This course will also extend a student's knowledge of addition. That is, students already know how to add two, three, or n numbers together but, in this course they will learn how to add an infinitely many numbers together. This will enable students to represent differentiable functions-including exponential, trigonometric and logarithmic functions-as functions that look like polynomials with infinitely many terms. In doing so, students will enhance their abilities to evaluate and estimate integrals. Finally, students will also learn about parametric curves and polar coordinates-both useful tools for describing the motion of moving objects such as projectiles, planets, or satellites-in order to apply single-variable calculus skills in additional settings. Students may not take both MAT 211 and MAT 275 for credit.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT225 - Calculus I: Single-Variable Calculus (3)

MAT275L - Calculus II: Integration & Series Lab

Credits

0 - 1

Requisites

- Complete:
 - MAT275 - Calculus II: Integration & Series (3)

MAT299 - Mathematical Proof and Problem Solving

Description

This course introduces students to the language and methods used to create and write mathematical proofs and solve problems. Methods of proof will include: direct, contrapositive, contradiction, and induction. Methods of problem solving will be based on Polya's four steps for problem solving. Students will learn about and utilize the many functions of proof including: verification, explanation, communication, discovery, justification, and inquiry. The course will also explore the relationship between problem solving and the process of proving. Students will explore fundamental abstract concepts in mathematics including: functions and relations, set theory, number theory, and logic.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT230 - Discrete Mathematics (3)

MAT300 - Applied Statistics II: Regression Analysis

Description

This is a second course in statistics that builds upon knowledge gained in an introduction to statistics course. Students will learn to build statistical models and implement regression analysis in real-world problems from engineering, sociology, psychology, science, and business. Topics include multiple regression models (including first-order, second-order and interaction models with quantitative and qualitative variables), regression pitfalls, and residual analysis. Students will gain experience not only in the mechanics of regression analysis (often by means of a statistical software package) but also in deciding on appropriate models, selecting inferential techniques to answer a particular question, interpreting results, and diagnosing problems.

Credits

3

Requisites

- Earned a minimum grade of C or better in at least 1 of the following:
 - MAT238 - Inferential Statistics with Algebra (3)
 - MAT240 - Applied Statistics (3)
 - MAT241 - Modern Statistics with Software (3)

MAT310 - Number Theory

Description

This is an introductory course in Number Theory. The course will explore the properties of, and the relationship between, the natural numbers, integers, rational numbers, and irrational numbers. This course will explore and prove theorems related to topics in number theory such as: Pythagorean Triples, Divisibility, The Fundamental Theorem of Arithmetic, Congruences, the Chinese Remainder Theorem, Prime numbers, Modulo arithmetic, Pell's Equation, Diophantine's Approximation, and the Gaussian Integers.

Additional Information

Offered every third semester.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT299 - Mathematical Proof and Problem Solving (3)

MAT325 - Calculus III: Multivariable Calculus

Description

Many real-world applications of calculus in science, engineering, economics, and business employ functions with many variables. This course extends the basic concepts of single-variable calculus developed in MAT 225 and MAT 275 to functions of several variables. Topics include vectors, the geometry of space, vector-valued functions, motion in space, partial derivatives and multiple integrals.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT275 - Calculus II: Integration & Series (3)

MAT330 - Differential Equations

Description

Differential equations are useful in modeling real-world phenomenon involving rates of change such as the spread of disease, the change in a population, the free fall of an object, and the decay of a radioactive substance. This is a first course in differential equations. Topics include solving first- and higher-order differential equations and modeling with first- and higher-order differential equations.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Earned a minimum grade of C or better in at least 1 of the following:
 - MAT211 - Applied Calculus II (3)
 - MAT275 - Calculus II: Integration & Series (3)
 - Must earn a minimum grade of C in the following course(s):
 - MAT350 - Applied Linear Algebra (3)

MAT350 - Applied Linear Algebra

Description

This is a first course in linear algebra and matrices. Topics include systems of linear equations, linear independence, matrices of linear transformations, matrix algebra, determinants, vector spaces, eigenvalues and eigenvectors. After mastering the basic concepts and skills, students will use their knowledge of linear algebra to model a selection of applied mathematics problems in business, science, computer science and economics.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MAT210 - Applied Calculus I (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - NOTE: Students must earn a grade of C or better.

MAT350LC - Applied Linear Algebra-Computer Science Lab
Credits

1

Requisites

- Complete:
 - MAT350 - Applied Linear Algebra (3)

MAT350LE - Applied Linear Algebra-Engineering Lab
Credits

0 - 1

Requisites

- Complete:
 - MAT350 - Applied Linear Algebra (3)

MAT360 - Statistics and Probability for Teachers
Description

In this course students will study topics in data analysis including: descriptive statistics, probability, odds and fair games, probability distributions, normal distributions, estimation, and hypothesis testing. The course format will include: hands-on activities; computer-based simulations; creating and implementing student developed investigations; and actual middle school mathematics classroom activities. Throughout the course students will be given opportunities to relate the mathematical concepts studied in this course to the mathematical concepts they will be teaching. This course is not appropriate for students who have completed MAT-240, MAT-245 or MAT-250.

Additional Information

Offered every spring term.

Credits

3

MAT361 - Geometry for Teachers

Description

This course will examine concepts in Euclidean and non-Euclidean geometries. Course topics include: area and volume, congruence and similarity, properties of and relationships among geometric shapes and structures. The Pythagorean Theorem, and motion and symmetry. Students will engage with these concepts through proofs, problem solving, dynamic geometric software, and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT299 - Mathematical Proof and Problem Solving (3)

MAT362 - Algebra for Teachers

Description

This course will examine concepts in algebra including: Patterns, arithmetic sequences, geometric sequences, arithmetic and algebra of the integers, least common multiple and greatest common divisor, The Fundamental Theorem of Arithmetic, The Division Algorithm and Euclidean Algorithm, modular arithmetic and systems of numbers, properties of groups and fields, the field of complex numbers, polynomial arithmetic and algebra, The Fundamental Theorem of Algebra, linear equations, matrix algebra determinants, and vectors. Students will engage with these concepts through proofs, problem solving and through activities used in middle school mathematics. Throughout the course students will be given opportunities to relate the mathematical concepts studied to the mathematical concepts they will be teaching.

Additional Information

Offered every third semester.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT299 - Mathematical Proof and Problem Solving (3)

MAT370 - Numerical Analysis

Description

This course introduces basic techniques for the efficient numerical solution of problems in engineering, mathematics, and science. Topics covered may include: root finding methods, interpolation, numerical differentiation and integration, differential equations, and matrix theory concepts such as QR factorization and singular value decompositions. Students will utilize industry-standard software for simulations.

Credits

3

Requisites

- Complete 1 of the following
 - Must earn a minimum grade of C in the following course(s):
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT350 - Applied Linear Algebra (3)
 - Permission of instructor

MAT415 - Abstract Algebra

Description

Algebra is concerned with sets of objects and operations on these sets. This course will take students beyond the real number and polynomials to groups and other algebraic structures. In a modern, or abstract algebra course, one assumes a small number of basic properties as axioms and then proves many other properties from the axioms. This will assist the student in becoming more proficient at proof-writing.

Additional Information

Offered every third semester.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT299 - Mathematical Proof and Problem Solving (3)

MAT431 - Discrete-Time Mathematical Modeling

Description

This course is an introduction to discrete-time mathematical modeling with applications in biology, ecology, and epidemiology. This course consists of a rigorous introduction to the basic theory of linear and non-linear difference equations, as well as principles of model construction. Students will utilize industry-standard software for simulations.

Credits

3

Requisites

- Complete 1 of the following
 - Earned a grade of C or better or better in each of the following:
 - MAT350 - Applied Linear Algebra (3)
 - Permission of instructor

MAT433 - Optimization Modeling

Description

In the process of modeling "real-life" situations, verification and validation of the model is inherently necessary to strengthen the prediction power of the model. This course will explore optimization and dynamical models, focusing on topics which may include: one variable and multivariable optimization, sensitivity analysis, steady state analysis, continuous time dynamical systems, stability analysis, and phase portraits. Students will utilize industry-standard software for simulations.

Credits

3

Requisites

- Complete 1 of the following
 - Earned a grade of C or better or better in each of the following:
 - MAT330 - Differential Equations (3)
 - MAT350 - Applied Linear Algebra (3)
 - Permission of instructor

MAT434 - Statistical Learning and Classification

Description

Using the foundational knowledge built in MAT 241 and MAT 300, we continue our study of statistical models. This course moves beyond regression and into classification models, mixed models, and unsupervised learning. This course also emphasizes cross-validation as an important method for approximating test error and analyzing the utility of a model. This course covers discriminant analysis, k nearest neighbors, tree-based methods (bagging, boosting, and random forests), support vector machines, and neural networks.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT300 - Applied Statistics II: Regression Analysis (3)

MAT450 - History of Math and Math Education

Description

This course will look at the historical development of the disciplines of mathematics and mathematics education. Within the discipline of mathematics we will examine the development of number and number systems, geometry and measurement, algebra, probability and statistics, calculus, and discrete mathematics. Within the discipline of mathematics education we will examine the development of learning theories, theories of teaching mathematics, research trends, and mathematics curriculum. Throughout this course students will study the history of mathematics and mathematics education through readings, case studies, and problem sets.

Additional Information

Offered every third semester.

Credits

3

Requisites

- 60 credit(s).

MAT470 - Real Analysis

Description

This course provides a theoretical foundation for single-variable calculus concepts. Topics include the structure of the real numbers, sequences, continuity, differentiation and Riemann integration. This course will be run as a seminar that emphasize problem solving, proof writing and orally defending proofs.

Additional Information

Offered every third semester.

Credits

3

Requisites

- Must earn a minimum grade of C in the following course(s):
 - MAT275 - Calculus II: Integration & Series (3)
 - MAT299 - Mathematical Proof and Problem Solving (3)

MAT490 - Mathematics Internship

Additional Information

Course offered as needed.

Credits

0 - 15

MAT495 - Mathematics Education (Capstone)

Description

This course is the mathematics capstone course for Middle School and Secondary Mathematics Education majors. Students will spend time reflecting on the mathematics learned in previous courses through rich problems that draw on concepts from multiple disciplines in mathematics. The course will help students develop a deeper and more connected understanding of school mathematics content while continuing to develop their mathematical habits of mind and problem-solving strategies. Students will also spend time connecting their knowledge of mathematics education to national and state standards and policies regarding the mathematical education of students.

Additional Information

Course offered as needed.

Credits

3

Requisites

- Must earn a minimum grade of C or better in the following course(s):
 - MAT360 - Statistics and Probability for Teachers (3)
 - MAT361 - Geometry for Teachers (3)
 - MAT362 - Algebra for Teachers (3)

Military (NHCUC)

MILT101 - Leadership Laboratory I

Description

Open only to students taking another Military Science class, with different roles offered for students at different levels of the program. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training programs. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of supervisory positions. Specific events include a team-building leader reaction course, orientation to military weapons, basic tactical movement, and land navigation. Cr/F. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

0

MILT102 - Leadership Laboratory II

Description

Open only to students taking another Military Science class, with different roles offered for students at different levels of the program. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training programs. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of supervisory positions. Specific events include basic marksmanship, advanced tactical movement, orienteering and land navigation. Cr/F. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

0

MILT113 - Introduction to ROTC

Description

Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in physical fitness, rappelling, first aid, basic marksmanship, and basic drill. Learn fundamental concepts of leadership in both classroom and outdoor laboratory environments. One hour and a required leadership lab (MILT 101) plus optional (mandatory for scholarship cadets) participation in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is also required for all cadets. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

2

MILT114 - Introduction to ROTC II

Description

Learn and apply principles of effective leadership. Reinforce self-confidence through participation in physically and mentally challenging exercises with other ROTC cadets. Continued activities in basic drill, physical fitness, rappelling, first aid, and basic marksmanship. Develop communication skills to improve individual performance and group interaction. One hour and a required leadership lab (MILT 102) plus optional (mandatory for scholarship cadets) participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required for all cadets. Open to all college students; no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

2

MILT201 - Self/Team Development I

Description

Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, planning of events, advanced first aid, physical fitness, and land navigation. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab (MILT 101), plus optional participation (mandatory for scholarship cadets) in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is required. Additional weekend exercises may be offered for optional participation. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

2

Requisites

- Complete:
 - MILT101 - Leadership Laboratory I (0)

MILT202 - Individual/Team Military Tactics

Description

Introduces individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security, and methods of pre-execution checks. Practical exercises with other ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab (MILT 102), plus optional participation (mandatory for scholarship cadets) in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is required. Additional weekend exercises may be offered for optional participation. Open to all college students, no military commitment required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

2

Requisites

- Complete:
 - MILT102 - Leadership Laboratory II

MILT250 - Camp Challenge

Description

Five-week leadership training course at Fort Knox, Kentucky during the summer that exposes students to intensive leadership evaluation and development. Students learn fundamental military skills such as land navigation using a map and compass, principles of leadership, first aid, drill and ceremony, team building exercises, etc. in preparation for future training as ROTC cadets. Students gain professional knowledge in management and organization and experience group interaction and interpersonal communications through total immersion in a military type environment. Open only to students who have not completed all of the following: MILT 101, 102, 201, and 202. Airfare, lodging, and expenses are paid by the Army. Student incurs no military obligation; program offers opportunities to earn a two-year scholarship and qualifies students to take MILT 301. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

4

Requisites

- Not completed nor concurrently enrolled in:
 - MILT101 - Leadership Laboratory I (0)
 - MILT102 - Leadership Laboratory II
 - MILT201 - Self/Team Development I (2)
 - MILT202 - Individual/Team Military Tactics (2)

MILT301 - Leading Small Organizations I

Description

Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Plan and conduct training for other ROTC students in small unit offensive and defensive operations. Three hours and required leadership lab (MILT 101) plus required participation in three one-hour sessions of physical fitness per week. Participation in one weekend exercise is also required. Other weekend exercises are offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

4

Requisites

- Complete 1 of the following
 - Complete:
 - MILT250 - Camp Challenge (4)
 - Complete:
 - MILT113 - Introduction to ROTC (2)
 - MILT114 - Introduction to ROTC II (2)
 - MILT201 - Self/Team Development I (2)
 - MILT202 - Individual/Team Military Tactics (2)

MILT302 - Leading Small Organizations II

Description

Continues the methodology from MILT 301. Analyze tasks; prepare written and oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab (MILT 402L) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

4

MILT311 - Seminar on Leadership and Management I

Description

Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab (MILT 101) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

4

Requisites

- Complete:
 - MILT301 - Leading Small Organizations I (4)
 - MILT302 - Leading Small Organizations II (4)

MILT312 - Transition to Lieutenant

Description

Continues the methodology from MILT 311. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law as related to leading as an officer in the Army. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab (MILT 102) plus required participation in three one-hour sessions for physical fitness per week. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

4

Requisites

- Complete:
 - MILT311 - Seminar on Leadership and Management I (4)

MILT395 - Officer Internship

Description

Experiential learning through fieldwork in a military-type unit. Written analysis required. This course is offered in conjunction with UNH Durham through our New Hampshire College and University Council Consortium Agreement.

Credits

0 - 15

Requisites

- Complete all of the following
 - Concurrently enroll in:
 - MILT101 - Leadership Laboratory I (0)
 - Complete or concurrently enroll in:
 - MILT311 - Seminar on Leadership and Management I (4)

Music

MUS101 - Music and Meaning

Description

A skills-oriented introduction to an understanding of music. Through a thoughtful analysis of the nature of music and the boundaries of art, students will develop foundational academic skills: reading, writing, critical analysis, and creative problem solving. Students will learn how to handle a wide variety of sources, to evaluate varied and seemingly contradictory evidence, and to form precise and well-supported positions.

Credits

3

MUS130 - SNHU Choir

Description

MUS-130 provides students the opportunity to rehearse and perform as a member of the SNHU Choral program. There are two choirs at SNHU. Concert Choir is open to all students without an audition. Students will develop individual practice techniques and are expected to practice their music outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like. The SNHU Jazz Choir is a small choir focusing on learning the vocal jazz style. This is an auditioned group that is open to all students. Students in Jazz Choir must also be a member of the SNHU Concert Choir. To arrange an audition, please email SNHUMusic@snhu.edu.

Credits

0 - 3

MUS140 - Instrumental Music Ensemble

Description

Instrumental music provides students the opportunity to rehearse and perform with the SNHU Orchestra, the SNHU Concert Band, the SNHU Brass Choir, the SNHU Jazz Combos, and/or the SNHU Rock Bands. Students will develop group performance skills such as ensemble precision and group intonation. Students are expected to practice their instrument outside of rehearsal on a regular basis. Students may enroll in this course for credit as many times as they would like.

Credits

0 - 1

MUS211 - Music Theory and Aural Skills I

Description

Music Theory and Aural Skills I introduces students to the basic elements, materials, and structure of Western tonal music with an emphasis on harmony, voice leading, and counterpoint. Students will develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Additional Information

Course offered every fall term.

Credits

3

MUS212 - Music Theory and Aural Skills II

Description

Music Theory and Aural Skills II continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MUS211 - Music Theory and Aural Skills I (3)

MUS223 - Appreciation and History of Music

Description

This course introduces students to the scope and history of Western art music, with emphasis on music of the Baroque, Classical, Romantic and Modern periods. It provides vocabulary, concepts and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include composers, styles, instrumentation, form, texture and cultural contexts.

Credits

3

MUS250 - Private Music Lessons

Description

Students receive fifteen thirty minute private music lessons on their instrument or voice. Students may enroll in Private Music Lessons for credit as many times as they would like. Students enrolled in Private Music Lessons are encouraged to participate in an SNHU performing ensemble such as Concert Choir, Wind Symphony, Orchestra, Jazz Combos and Rock Band. Email SNHUMusic@snhu.edu for more info.

Credits

1

MUS270 - History of Jazz

Description

This course introduces students to the scope and history of Jazz Music, with emphasis on music from 1900-1960s. It provides vocabulary, concepts, and aural skills that allow listeners to hear with greater discernment and appreciation. Topics include artists, composers, styles, instrumentation, form, texture, and cultural contexts.

Additional Information

Offered every fall term.

Credits

3

MUS280 - History of Rock Music

Description

This course introduces students to the history of rock music from its American beginnings before WWII through its rich development up until contemporary times. Students will examine rock music from a musical and sociological viewpoint against a cultural and historical context. The course provides vocabulary, concepts, and aural skills that allow listeners to hear with greater discernment and appreciation.

Additional Information

Offered every spring term.

Credits

3

MUS311 - Music Theory and Aural Skills III

Description

Music Theory and Aural Skills III continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211 and MUS-212. Students continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MUS212 - Music Theory and Aural Skills II (3)

MUS312 - Music Theory and Aural Skills IV

Description

Music Theory and Aural Skills IV continues to expose students to the basic elements, materials, and structure of Western tonal music that were introduced in MUS-211, MUS-212 and MUS-311. Students will continue to develop aural skills through sight singing, ear training, rhythmic reading, dictation, and part-singing. Atonal music and jazz theory will be introduced.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:

MUS351 - Music History: Antiquity to 1750

Description

A study of the development of western music from its beginnings through the end of the Baroque period. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Additional Information

Offered every fall term.

Credits

3

MUS352 - Music History: 1750 to the Present

Description

A study of the development of Western music from the Baroque period to the present. Emphasis will be placed on developing a thorough knowledge of music literature. This course is intended for music majors.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MUS351 - Music History: Antiquity to 1750 (3)

MUS451 - Seminar: Music History and Theory

Description

Advanced topics in music history and/or theory taught in a seminar format. Topics are announced one year in advance. Students are expected to produce a substantial term project. This course is required for music education majors.

Additional Information

Course offered as needed.

Credits

3

Requisites

- 1 of the following:
 - MUS312 - Music Theory and Aural Skills IV (3)
 - MUS352 - Music History: 1750 to the Present (3)

Music Education

MUE100 - Introduction to Music Education

Description

This course is designed to provide the student with an overview of the principles and practices of music education in twenty-first century public schools. Students will observe and do fieldwork in music classrooms with instruction at all levels of Pre-K-12 education. This course is a prerequisite for all professional education courses in music education and includes the component of required pre-practicum fieldwork.

Additional Information

Offered every fall term.

Credits

3

MUE201 - Vocal Techniques

Description

This class teaches music education majors how to teach vocalists in a variety of settings. Students learn the basics of vocal pedagogy and develop individual performance skills. Students are expected to visit other music institutions to observe appropriate lessons and classes.

Additional Information

Offered every fall term.

Credits

1

MUE202 - Piano/Guitar Techniques

Description

Piano/Guitar Techniques instructs music education majors how to play the piano and guitar to accompany musical soloists and performing ensembles. Students also learn how to teach group classes of guitar and piano.

Additional Information

Offered every spring term.

Credits

1

MUE203 - Percussion Techniques

Description

Percussion Techniques instructs music education majors how to teach each of the percussion instruments in a variety of settings. Students are expected to learn how to play each instrument in the percussion family at a basic level.

Additional Information

Offered every fall term.

Credits

1

MUE204 - Brass Techniques

Description

This course is designed to prepare music education students for teaching brass students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/ pedagogy for all brass instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

Additional Information

Offered every spring term.

Credits

1

MUE205 - String Techniques

Description

String Techniques instructs music education majors how to teach each of the string instruments in a variety of settings. Students are expected to learn how to play each instrument in the string family at a basic level.

Additional Information

Offered every fall term.

Credits

1

MUE206 - Woodwind Techniques

Description

This course is designed to prepare music education students for teaching woodwind students from beginner through high school band. In this course, students will develop skills in performance and teaching technique/ pedagogy for all woodwind instruments. Instructional strategies used in this course will include lecture, discussion, demonstration, observation, performance, and cooperative learning.

Additional Information

Offered every spring term.

Credits

1

MUE262 - Elementary General Music Methods

Description

This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century K-5 classroom. Students will role-play pedagogical scenarios that will be encountered in elementary classrooms. Students will do fieldwork in an elementary music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

Additional Information

Offered every spring term.

Credits

3

MUE263 - Middle School General Music Methods

Description

This course is designed to provide the students with the basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons in the twenty-first century middle school classroom. Students will role-play pedagogical scenarios that will be encountered in middle school classrooms. Students will do fieldwork in a middle school music classroom, implementing strategies and lessons taught with a cooperating music specialist. This course includes the component of required pre-practicum fieldwork.

Additional Information

Offered every fall term.

Credits

3

MUE264 - Advanced Vocal Music Methods

Description

This course provides students with the skills necessary to teach middle/high school vocal music in public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school vocal music students, develop and execute appropriate lesson plans for middle/high school vocal music and develop and execute assessment rubrics for middle/high school vocal music instruction. Students will also learn about developing a quality choral music library appropriate for each level, including both the general choral program and the select choral program. Research of choral literature is a component of this course.

Additional Information

Offered every spring term.

Credits

1

MUE265 - Advanced Instrumental Music Methods

Description

This course provides students with the skills necessary to teach middle/high school instrumental music in the public schools. Students will gain the skills necessary to motivate and focus a class of middle/high school instrumental music students, develop and execute appropriate lesson plans for middle/high school instrumental music and develop and execute assessment rubrics for middle/high school instrumental music instruction.

Additional Information

Offered every fall term.

Credits

1

MUE300 - Secondary Music Methods

Description

This course is designed to prepare music education students for teaching in the twenty-first century high school classroom. Students will learn basic procedures, methods, and materials to manage, construct, implement, and assess model music lessons. Students will do fieldwork in a high school music classroom, implementing strategies and lessons taught with a cooperating music specialist. Students will be evaluated by the cooperating music specialist and the university professor. This course includes the component of required pre-practicum fieldwork.

Additional Information

Offered every spring term.

Credits

3

MUE301 - Conducting

Description

This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.

Additional Information

Offered every fall term.

Credits

3

MUE305 - Technology in the Music Classroom

Description

This required course for Music Education majors is intended to provide an introduction to music technology as it relates to music composition, performance, analysis, and teaching. Skills and concepts learned in this course will provide a foundation and basic understanding of music technology necessary for application in the music curriculum (i.e. theory, history, performance, and music education). This course provides a basic overview of digital audio, computer-generated notation and MIDI as well as using technology to create and enhance learning opportunities in the middle school music classroom.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MUS211 - Music Theory and Aural Skills I (3)
 - MUS212 - Music Theory and Aural Skills II (3)
 - MUE262 - Elementary General Music Methods (3)

MUE351 - Beginning Conducting

Description

This course is designed for music education majors but may be taken by any student having fulfilled the prerequisites. The course includes elements of baton technique and the development of essential skills common to instrumental and choral conducting. Primary emphasis will be on the development of sound gestural technique and score preparation skills. In addition to work in conducting patterns, cues, and releases, score study, error detection, and rehearsal management are also emphasized and will be evaluated during in-class conducting sessions.

Additional Information

Offered every spring term.

Credits

3

MUE352 - Advanced Conducting and Leadership

Description

This course builds upon the basic skills mastered in MUE 351 (Beginning Conducting) and develops advanced skills necessary for middle and high school instrumental and choral conducting. Primary emphasis will be on: Compound, Asymmetrical, and Changing Rhythm Patterns; Subdivision of Beat Patterns; Segmented Conducting; Phrasal Conducting. In addition, students will select a Grade 4 or 5 piece from Wind Band literature to prepare, rehearse and conduct with the SNHU Community Wind Symphony.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MUE351 - Beginning Conducting (3)

Organizational Leadership

OL105 - Organizational Fundamentals

Description

The Organizational Fundamentals Module will provide students with a foundational understanding of management concepts, the evolution of management and its relationship to today's work environment, as well as a greater awareness of the impact of people within organizations. Students will be introduced to managing diversity of human assets and interrelationships, effective communication strategies, and operating ethically all within a global environment.

Credits

2

OL110 - Introduction to Business

Description

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the other to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business.

Additional Information

Offered as needed

Credits

3

OL125 - Human Relations in Administration

Description

The human relations skills that managers need to develop interaction skills that contribute directly to effective human resource management and the development of higher productivity are studied. Skill areas include leadership, motivation, communications, group dynamics, organizational development, management by objectives, and stress and time management. Students learn techniques for becoming more effective managers, subordinates, peers and persons. Students are introduced to the international aspects of human relations.

Credits

3

OL200H - Honors Business Foundations

Description

Building upon the managerial competencies introduced in the management module, students will examine trends and directions in business, be introduced to the concepts of corporate social responsibility and ethical decision-making, and gain an international perspective of business. The learning approach will include short lectures, class discussions, examinations, individual presentations and group activities. Expectations of students include preparation, asking questions, expressing opinions, challenging ideas/concepts, and contributing fully to class discussions and activities.

Credits

3

Requisites

- Must be enrolled in 3Year Honors program

OL211 - Human Resource Management

Description

This course examines the fundamentals of policies and administration. Major tasks of procedures and developing, maintaining and utilizing an effective team are studied. Students are introduced to international human resource management.

Additional Information

Offered every semester.

Credits

3

OL215 - Principles of Management

Description

This course is designed to examine the fundamentals and principles of management in order to develop an understanding of management in any formal organization. Special attention is paid to planning and decision-making. International management is also covered. Writing Intensive Course.

Additional Information

Offered every semester.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENG120 - College Composition I (3)
 - Complete or concurrently enroll in:
 - ENG200 - Sophomore Seminar (3)

OL301 - Real Estate

Description

This comprehensive real estate course deals with all the aspects of real estate necessary to operate as a real estate salesperson or broker.

Additional Information

Offered as needed.

Credits

3

OL302 - Creativity and Innovation

Description

Foundations of Creative Collaboration and Innovation is a free elective course. The focus of the course is to develop individual competencies in the areas of collaboration, creative thinking and creative problem solving processes - the ingredients necessary for breakthroughs and innovations to take hold in any organization.

Additional Information

Offered as needed.

Credits

3

Requisites

- 45 credit(s).

OL303 - Decision Making: Employee Involvement and Ownership

Description

This course focuses on the fundamental concepts of employee decision-making, involvement and ownership. Students will learn how organizations and management empower employees to make effective judgments and ethical decisions. How delegation and trust can lead to ownership, rights and responsibilities of employees. This course will encompass decision-making models, management decision structures, strategic and risk decision-making strategies and problem-solving decisions tools.

Credits

2

OL308 - Innovative Business Approaches

Description

This course is a three credit hybrid course with a one week intensive trip. Students will partner with businesses and explore innovative business approaches (including but not limited to human resources, management, leadership, and strategy). Students will prepare and present a business case that analyses the innovative approaches used by the business. In addition, students will be given readings and assignments to complete prior to the trip. This course is research and writing intensive. There is a student lab fee associated with this course to cover the cost of transportation and accommodations.

Additional Information

Offered as needed.

Credits

3

Requisites

- Permission of instructor

OL317 - Small Business Management

Description

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. Junior standing or permission of instructor.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ACC205 - Foundations of Accounting II (2)
 - Students must have 30 credits.

OL318 - Employee and Labor Relations

Description

This course examines employee-management relationships in both the union and non-union environments with an emphasis on best practices. Junior standing or permission of instructor.

Credits

3

Requisites

- 60 credit(s).

OL320 - Entrepreneurship

Description

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship is also studied. Case studies, contemporary readings and simulations are used. International considerations are included.

Additional Information

Offered every year.

Credits

3

Requisites

- 30 credit(s).

OL321 - Business Plan Preparation

Description

Students will prepare, either individually or in teams, a comprehensive business plan for a new venture. Junior standing or permission of instructor.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - OL215 - Principles of Management (3)
 - OL320 - Entrepreneurship (3)
 - 1 of the following:
 - ACC202 - Managerial Accounting (3)
 - ACC205 - Foundations of Accounting II (2)
 - 60 credit(s).

OL322 - Managing Organizational Change

Description

This course focuses on the effective management of human resources during the process of change. It emphasizes change management as a tool for survival, growth, increased productivity and conflict management in the complex and volatile business environment of today and the future. Change in an international environment also is discussed. Team intensive course. Junior standing or permission of instructor.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete all of the following
 - 60 credit(s).
 - Complete:
 - OL215 - Principles of Management (3)

OL324 - Managing Quality

Description

Students study total quality management (TQM), which is crucial to efficient resource allocation and effective human resource management. Major factors affecting quality and strategies for effective total quality management are covered through the use of contemporary texts, reading, cases, exercises and simulations. International considerations also are studied. Team intensive course.

Additional Information

Offered every year.

Credits

3

OL325 - Total Rewards

Description

This course covers the development and administration of compensation and benefit programs for organizations. Wage theory, principles and practices, unemployment security, worker income security, group insurance, and disability and pension plans are investigated. Emphasis is placed on objectives, policies, organization, implementation and revision of compensation and benefit systems.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 60 credit(s).
 - Complete:
 - OL211 - Human Resource Management (3)

OL326 - Social Environment of Business

Description

This course examines the interrelationships among business, government and society and how these relationships evolve over time and shape our world. Through the use of readings, cases, and class discussions, students will examine a variety of important topics impacting the global business environment, including business power, corporate social responsibility, business ethics, regulation, multinational corporations, globalization, pollution and environmental quality. A key focus is on the historical origins of the tensions amongst wealth, virtue, and business and society in developed and developing nations and economies.

Credits

3

Requisites

- Complete 1 of the following
 - Permission of instructor

Degree in 4:

- 60 credit(s).

Degree in 3:

- 36 credit(s).

OL328 - Leadership

Description

This course examines leadership as an inter-personal and intra-organizational phenomenon with an emphasis on student leadership development. It includes leadership assessment, leadership development, the leadership process, the contagious nature of leadership, leadership and productivity, motivation, and effective leadership styles and theories. An international perspective is included. Current readings, research, simulations and exercises are used. Team intensive course.

Additional Information

Offered every year.

Credits

3

OL332 - Small Business Advising I

Description

This course is designed to provide students with the technical and intuitive skills to successfully consult with an entrepreneur who is in the beginning stages of starting a business. The student will utilize critical thinking during the advising process to effectively identify the root need that is being presented by the business owner. These advanced interpersonal skills can also be transferred to other professions.

Additional Information

Offered as needed.

Credits

2

OL333 - Small Business Advising II

Description

The students will actively advise small business owners under the supervision of faculty and a seasoned business advisor. Each student will be working on a variety of business issues with individuals who are at various stages of business ownership. Both technical and intuitive business skills will be utilized to assist the clients.

Additional Information

Offered as needed.

Credits

1

Requisites

- Complete:
 - OL332 - Small Business Advising I (2)

OL342 - Organizational Behavior

Description

This course focuses on the primary factors that influence behavior in organizations. Emphasis is placed on leadership, group dynamics, inter- group dynamics, organizational structure and design, change, culture, power and politics, environment and technology and organizational behavior in an international context. Offered every year. Writing and team intensive course. Junior standing or permission of instructor.

Credits

3

Requisites

- Complete all of the following
 - 60 credit(s).
 - Complete:
 - OL125 - Human Relations in Administration (3)

OL420 - Management Applications

Description

The basis of this course is for students to act in a management capacity to train staff, operate, and manage the business/project on campus

Credits

3

Requisites

- Permission of instructor

OL421 - Strategic Management and Policy (Capstone)

Description

Business School Capstone Course. This interdisciplinary approach to the study of the process of strategic management includes strategic analysis planning, implementation, evaluation and control from the perspective of top management in profit-making U.S. and international corporations, and public and non-profit organizations. Text and case studies are used extensively. Writing and team intensive course. Experience with Microsoft Office or equivalent is required.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ACC202 - Managerial Accounting (3)
 - ACC205 - Foundations of Accounting II (2)
 - 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - MKT113 - Introduction to Marketing (3)
 - Complete:
 - ENG200 - Sophomore Seminar (3)
 - 90 credit(s).

OL429H - Honors Applied Management: New Paradigm Design

Description

This course represents the fall portion of the 3-year business honors program senior experience. The senior experience is an academic consultancy, project management model tied to researching and developing a deliverable to address a business issue in an ongoing organization. The seniors reestablish the New Paradigm Design "NPD" consulting firm and entertain request for projects. Students will be assigned to specific project teams and work on completing the preliminary information and action plan for their project. At the end of the fall semester, the teams will present their findings and action plans that they will implement in the spring term.

Credits

3

Requisites

- Must be enrolled in 3 Year Honors program.

OL430H - Honors Applied Management: New Paradigm Design

Description

This course represents the spring portion of the 3-year business honors program senior experience. The senior experience is an academic consulting model tied to researching and developing a deliverable to address a business issue in an ongoing organization. Spring term is devoted to implementing the action plan and completing the process. At the end, a public presentation is made highlighting the salient points of the projects and the outcomes. Students submit the final deliverable to the facilitator and to the organization. The students are available to provide detailed explanation of the final product should the organization desire it beyond just the presentation of the deliverable.

Credits

6

Requisites

- Must be enrolled in 3 Year Honors program.

OL442 - Human Resource Strategy and Development

Description

This course provides an in-depth examination of human resource strategy and development. Students will gain an understanding of the importance of sound HR practices and the integral role they play in achieving organizational success. Students will examine the environment of HR management; the challenges of staffing organizations, locally and internationally; the relationship of a learning organization to training and development; the role compensation and benefit strategies play in motivating the developing employee; and the concerns and issues related to employee and labor relations. Senior standing or permission of instructor.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - OL211 - Human Resource Management (3)
 - OL325 - Total Rewards (3)
 - 90 credit(s).

OL462 - Year 1 Assembly and Knowledge Assurance

Description

In this academic experience (3 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 1 Business Administration courses, assembly meetings, team-based activities, and discussions. Additional insight will be gained in the areas of interrelationships of human assets, the organization, decision-making impact and personal time management techniques, which will assist in attaining the desired outcomes.

Credits

1.5

Requisites

- Must be enrolled in the Degree in Three program

OL463 - Year 2 Assembly and Knowledge Assurance

Description

In this academic experience (3 credits) students will demonstrate an understanding and knowledge of important organizational leadership concepts and terms, and their application that were introduced in Year 2 Business Administration courses, assembly meetings, team-based activities and discussions.

Credits

1.5

Requisites

- Must be enrolled in the Degree in Three program

OL465 - Fieldwork Experience & Final Project

Description

This course (3 credits) is designed to help students implement core learnings from past courses. Each student will design his/her fieldwork experience and along with a supervising faculty member will determine the parameters and format of the final project to ensure key learnings are met. Additional insight will be gained in the areas of organizational politics, leadership styles, and personal time management techniques. The students will submit a final deliverable based on the format and parameters agreed to with supervising faculty and deliver a formal presentation.

Credits

3

Requisites

- Complete:
 - OL462 - Year 1 Assembly and Knowledge Assurance (1.5)
 - OL463 - Year 2 Assembly and Knowledge Assurance (1.5)

OL480 - Independent Study

Description

This course allows the student to investigate any organizational leadership subject not incorporated into the curriculum.

Credits

0 - 3

OL481H - Honors Integrating Experience Year One

Description

Must be enrolled in the 3 Year Honors Program.

Credits

1.5 - 3

Requisites

- Must be enrolled in 3 Year Honors program.

OL482H - Honors Integrating Experience Year Two

Description

Experience is only offered to students in the 3 Year Honors Program.

Credits

1.5 - 3

Requisites

- Must be enrolled in 3 Year Honors program.

OL490 - Business Administration Internship

Description

This is a semester-long, supervised, career- related work experience. A final written analysis of the work program or a specific project report and monthly on-the-job reports aid the student in relating academics to practice.

Additional Information

Offered every year.

Credits

0 - 15

OL492 - Business Studies Internship

Additional Information

Offered every year.

Credits

0 - 15

OL500 - Human Behavior in Organizations

Description

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.

Credits

3

OL670 - Organizational Leadership

Description

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.

Credits

3

Personal and Professional Communication

PCC201 - Professional Communication and Career Planning

Description

This course is designed to help students develop an action plan with specific goals towards a post collegiate life. Students will choose from two tracks – either exploration or validation. Through the use of a variety of communication skills students will conduct industry research, attend career and industry events, and create an individualized career plan for the future.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ENG120 - College Composition I (3)
 - 30 credit(s).

Philosophy

PHL101 - Philosophical Reasoning

Description

The ultimate aim of this course is to give you a greater understanding of the history, methodology and purpose of philosophy in order that you may incorporate its analytical methods into your own chosen area of study, and perhaps your life more generally. This is a skill-focused philosophy course, devoted to the identification, evaluation and construction of arguments, but these skills will be refined in the process of learning to do philosophy: reading classic philosophical works, understanding their content, and evaluating their argumentative success. The hope is that having completed the course, you will have a richer sense of a few episodes in human intellectual history and will be better able to appreciate arguments, which are a pervasive phenomenon in contemporary society.

Credits

3

PHL111 - Introduction to Critical Thinking

Description

What makes a good argument? Are some beliefs better than others? Why should we believe in a certain view? This course is an introduction to critical thinking and reasoning, and demonstrates philosophy's practical value for effectively solving problems, communicating ideas, achieving goals, and uncovering truth. Students will challenge assumptions, evaluate arguments from different perspectives, and articulate positions on contemporary issues. This course draws from students' own experience, asking them to examine real-world situations and case studies in order to apply critical thinking to actual practice. Critical thinking skills and strategies in this course are foundational and directly applicable to a variety of future professional or personal endeavors.

Credits

3

PHL210 - Introduction to Philosophy

Description

This course provides a general introduction to the big questions of philosophy, including questions of existence, knowledge, freedom and meaning. The purpose of the course is to introduce students to great thinkers and theories while engaging them in the exploration of the same beginning questions applied to contemporary issues.

Additional Information

Course offered every fall term.

Credits

3

PHL212 - Introduction to Ethics

Description

This course introduces students to ethical theory or the study of how people make decisions about how to treat one another. It emphasizes the historical and theoretical development of answers to such questions as: What kind of a person do I want to be and How do we figure out what the right thing to do is

Credits

3

PHL214 - Formal Logic

Description

This course is a study of the fundamental principles of correct and incorrect argument, historical forms of deductive logic, and the significance of language and clear verbalization.

Additional Information

Offered as needed.

Credits

3

PHL220 - Death and the Meaning of Life

Description

This course focuses on a number of important philosophical questions about death and the meaning of life. The course has three parts: · The first part focuses on questions about the meaning of life: Is life meaningful? If so, what is the meaning of life? If not, is life absurd? Do we "create" meaning? What is the relationship, if any, between religion and the meaning of life? · The second part focuses on questions about death: Is it bad to die? Should we fear death? How should death inform the way we live our lives? Is there life after death? Is life valuable only if there is life after death? Should we want to live forever? · The third part focuses on miscellaneous questions about life and death: Is creating new people good or bad? Are suicide, euthanasia, and/or the death penalty ever morally permissible?

Credits

3

PHL222 - Happiness and the Good Life

Description

This course focuses on a number of important philosophical questions about happiness and the good life. The course has three parts: · The first part focuses on questions about the good life: Which things make a life go well? Which things are ultimately valuable in life? Is happiness the key to a good life? Is pleasure all that matters? Or is getting what you want sufficient for a good life? What is the connection, if any, between the good life and moral virtue? Is being religious or believing in God necessary for a good life? Are knowledge and/or accomplishments necessary for a good life? · The second part focuses on questions about happiness: What is happiness? Is happiness just a feeling? Can we define "happiness"? What is a happy life? Can you measure happiness? What is the connection between happiness and morality? · The third part focuses on one question about the art of living well: What concrete and practical advice is there in the history of philosophy (most notably in the traditions of Hedonism, Stoicism, Buddhism and Existentialism) about conducting our day-to-day lives?

Additional Information

Course offered every spring term.

Credits

3

PHL230 - Religions of the World

Description

This course reviews the emergence of various belief systems and their differences and similarities. Students explore the role of religious belief in the course of human history. Whenever possible, speakers representing various religions are invited to the class. Special emphasis is given to the five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam.

Credits

3

PHL305 - Animal Rights and Ethical Issues

Description

This course is designed for any student interested in understanding the difference between animal rights and animal welfare issues. Students will engage in debates over specific issues and case studies in animal rights, and will discuss major legislation and regulations used around the world. Topics will include animals in zoos and circuses, animals in research, the treatment of livestock, wildlife trade, and the rights of companion animals. Students will keep a personal journal, and will create a collective project that synthesizes the topics explored throughout the semester.

Additional Information

Offered every fall term.

Credits

3

PHL316 - Business Ethics

Description

This course is a philosophical study of moral issues in business. Topics include corporate responsibility, conflicts of interest, morality in advertising, preferential hiring (e.g., minorities and women), personal morality versus employer loyalty, and cultural theoretical issues and their impact on business decisions.

Additional Information

Course offered in the spring term of every even year.

Credits

3

PHL363 - Environmental Ethics

Description

This course analyzes the application of ethical theory to moral questions about the environment. A number of different traditions in environmental ethics will be discussed and their strengths and weaknesses evaluated by applying them to practical moral problems.

Credits

3

Physics / Atomic Physics

PHY101 - Principles of Physics

Description

Principles of Physics is an algebra based course that explores the major topics in physics, such as motion and forces, gravity and projectiles, energy and work, thermodynamics, vibrations and waves, electricity and magnetism, solids and fluids, light and optics, and atomic and nuclear physics.

Credits

3

PHY105 - Geology

Description

This course surveys the major themes in geology. Students will examine topics such as plate tectonics, the rock cycle, surface processes, and concept of geologic time.

Credits

3

PHY215 - Physics I

Description

This is a calculus-based course that covers introductory topics of physical science and strongly emphasizes problem solving and the use and further development of mathematical and scientific critical thinking. This course assumes that the student possesses a mathematical background compatible with introductory college calculus for majors in science and engineering. The course covers units of measurement, vector quantities, notation and operation, kinematics and dynamics in one and two dimensions, Newton's Laws of motion and gravitation, work, energy, power, impulse, momentum, simple harmonic motion, and angular harmonic motion. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in the area of mechanics.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - MAT210 - Applied Calculus I (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - Concurrently enroll in:
 - PHY215L - Physics I Lab (1)

PHY215L - Physics I Lab

Credits

1

Requisites

- Complete all of the following
 - 1 of the following:
 - MAT211 - Applied Calculus II (3)
 - MAT225 - Calculus I: Single-Variable Calculus (3)
 - Concurrently enroll in:
 - PHY215 - Physics I (3)

PHY216 - Physics II

Description

This is the continuation of PHY-215 with similar characteristics; i.e., it is a calculus based physics course and stresses problem-solving. Topics covered include temperature, thermal equilibrium, thermal expansion, calorimetry, periodic waves, mathematical descriptions of a wave, speed of transverse waves, sound waves in gases, electric charges, atomic structure, Coulomb's Law, Kirchhoff's rules, magnetic fields and flux, motion of charged particles in a magnetic field, reflection and refraction, total internal refraction, Fermat's Principles of Least Time, geometrical optics, refraction of spherical surfaces, lenses, and an introductory topic of modern physics. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in areas such as Thermophysics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - PHY215 - Physics I (3)
 - PHY215L - Physics I Lab (1)
 - MAT275 - Calculus II: Integration & Series (3)
 - Concurrently enroll in:
 - PHY216L - Physics II Lab (1)

PHY216L - Physics II Lab

Description

This is the continuation of PHY-215 with similar characteristics; i.e., it is a calculus based physics course and stresses problem-solving. Topics covered include temperature, thermal equilibrium, thermal expansion, calorimetry, periodic waves, mathematical descriptions of a wave, speed of transverse waves, sound waves in gases, electric charges, atomic structure, Coulomb's Law, Kirchhoff's rules, magnetic fields and flux, motion of charged particles in a magnetic field, reflection and refraction, total internal refraction, Fermat's Principles of Least Time, geometrical optics, refraction of spherical surfaces, lenses, and an introductory topic of modern physics. The required lab component of this course covers introductory methods and techniques of laboratory experimentation in topics covered in this course. Students learn about procedures for measuring physical quantities and methods for collecting and analyzing experimental data. Students are required to complete 12 experiments in areas such as Thermophysics, Sound and Waves, Electricity, Magnetism, Optics, or Atomic and Nuclear Physics.

Credits

1

Requisites

- Complete all of the following
 - Complete:
 - PHY215 - Physics I (3)
 - PHY215L - Physics I Lab (1)
 - MAT275 - Calculus II: Integration & Series (3)
 - Concurrently enroll in:
 - PHY216 - Physics II (3)

Pilot

PLT101 - Private Pilot Ground

Description

The student will fulfill 14 CFR Part 141 Private Pilot ground training. Taken in tandem with PLT 102, Private Pilot Flight, the course will enable the student to acquire all of the skills, as listed in the Practical Test Standards, needed to pass the Private Pilot check ride and to safely operate an airplane as Pilot in Command. The ground training syllabus consists of three stages divided into a total of 17 lessons, culminating in end of course exams to demonstrate student comprehension of all the academic material presented in the course.

Credits

3

Requisites

- Concurrently enroll in:
 - PLT102 - Private Pilot Flight (3)

PLT102 - Private Pilot Flight

Description

PLT102 represents the flight portion of the integrated ground and flight course that will provide the student with hands on flight training not only to master the knowledge, maneuvers, and procedures necessary to meet the stringent FAA Airman Certification Standards, but to master the challenge of real world flying. This immersive course develops the aeronautical knowledge required for certification as a Private Pilot with an Airplane Single Engine Land Rating and more importantly, forms the foundation for all future aviation training. Ground School topics are taught concurrently on a one on one basis with your Primary Flight Instructor, as well as in study and special subject groups. Some of these topics include regulations, safety, pre-solo and solo operations, cross-country planning, airspace, chart usage, communications, weather, performance, weight and balance, aerodynamics, Crew Resource Management and Aeronautical Decision Making. After the successful completion of this course, the student will have gained the aeronautical experience necessary to attain a Private Pilot Certificate with an Airplane Single Engine Land Rating and will have become a part of one of the most exciting and unique fraternities in the world.

Credits

3

Requisites

- Concurrently enroll in:
 - PLT101 - Private Pilot Ground (3)

PLT103 - Instrument Ground Training

Description

This course represents the ground portion of the integrated Ground and Flight Instrument course. This course develops the aeronautical knowledge required for addition of an Instrument Airplane rating to a Private Pilot Certificate. It introduces the student to the principles of instrument flight including the operation, use and limitations of flight instruments and instrument navigation systems, and how the air traffic control system operates. PLT 103 also introduces single-pilot resource management (SRM) and human factors concepts related to flight in the IFR environment.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - PLT101 - Private Pilot Ground (3)
 - PLT102 - Private Pilot Flight (3)
 - Concurrently enroll in:
 - PLT104 - Instrument Flight Training (3)

PLT104 - Instrument Flight Training

Description

This course represents the flight portion of the integrated Ground and Flight course. This course develops the aeronautical knowledge required for addition of an Instrument Airplane rating to a Private Pilot Certificate. The student will learn and practice precise airplane altitude control solely by instrument reference and by performing a variety of maneuvers common to each stage of flight in the IFR environment. The student must demonstrate proficiency in precision and non-precision instrument approaches and instrument navigation while maintaining situational awareness. Instrument approaches, including circling, course reversals, and missed approach procedures will be reviewed and practiced with both full and partial panel. A variety of Emergency Procedures will be introduced and practiced during flights. Student will master Cross Country procedures in IFR conditions.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - PLT101 - Private Pilot Ground (3)
 - PLT102 - Private Pilot Flight (3)
 - Concurrently enroll in:
 - PLT103 - Instrument Ground Training (3)

PLT105 - Commercial Pilot I

Description

This course is the first stage in developing the aeronautical knowledge and flight requirement required for certification as a Commercial Pilot with Single Engine Land rating. In this refamiliarization course, the student will become reacquainted with the requirements of VFR and Cross-Country flight, aircraft systems and visual scanning procedures, airport operations and entry, pattern work, and by utilizing the observational ability learned as a Private Pilot with the discipline emphasized in the Instrument Rating, maximizes flight safety and operation. All flight training from this point forward will be conducted from the Right Seat, as in almost every instance, the Commercial Pilot begins his or her career from that vantage point. Doing so prior to the CFI portion of the training program gives the student a great advantage in comfort and familiarity, allowing them to concentrate on the teaching, not just getting used to a new perspective when they begin training. Finally, in the event the student goes directly to a line aviation position, they will find the transition to being a copilot uneventful, as they are already completely familiar comfortable with both seats and respective responsibilities of a cockpit crew environment.

Credits

2

Requisites

- Complete:
 - PLT103 - Instrument Ground Training (3)
 - PLT104 - Instrument Flight Training (3)

PLT201 - Fundamentals of Instruction

Description

Whether you choose teaching as a profession or a stepping stone to the airlines, if conducted with professionalism and enthusiasm, flight instruction can help a beginning pilot strengthen and perfect their technique and deepen the understanding science of flight. The Fundamentals of Instruction class is designed to help guide you to become a good teacher, by working with current professional flight instructors and mentors who guide you to an understanding of human behavior and learning. Fundamentals of Instruction is designed to inspire future instructor pilots by teaching within the framework of an aviation career the application of human learning as it is applied to flight instruction.

Credits

3

Requisites

- Complete:
 - PLT103 - Instrument Ground Training (3)
 - PLT104 - Instrument Flight Training (3)

PLT202 - Certified Flight Instructor I

Description

This course is the first of two phases to prepare the student as a Certified Flight Instructor. CFI I will build on PLT 201, Principles of Instruction to indoctrinate the student in the discipline of in-flight instruction. Focus will be on in-flight error detection and correction. While it is true that the transition from Private Pilot to CFI marks the point at which your dedication and training reaps financial benefits, most veteran pilots say the real benefit of being able to teach is how much you learn in doing it. Through the Commercial 1 began a process of familiarization with the Right Seat, this course will build on that familiarity to support your teaching while flying from that seat. This process, in fact, is merely a more directed form of the real-world CRM and SRM you have practiced from your first flights, and not only requires an ability to talk through all your procedures, but to learn to observe and direct others to do the same. For many, obtaining the Commercial and CFI Certificates is the culmination of a journey, for most, it truly is the start of another. By combining the experience of both simultaneously, the maneuvers, procedures, and understanding garnered in the respective syllabi support each other and enhance your overall training regimen.

Credits

3

Requisites

- Complete:
 - PLT201 - Fundamentals of Instruction (3)

PLT203 - Certified Flight Instructor II

Description

Flying and teaching requires an understanding of how the art and science of flight become realized through training. The satisfaction of being able to not only to practice your craft but teach it to others can be both challenging and rewarding. This course was designed specifically to utilize not just the FOI and CFI 1 courses, but all previous flight and life experience to maximum advantage. Though designed primarily for those seeking a career aviation path, it can be equally valuable for those or simply looking to improve their personal pilot skills to professional levels. This is the culmination of the basics of Flight Instruction, but most of the maneuvers and procedures will be practiced and perfected throughout the Commercial Syllabus, reinforcing both the procedures and process of the commercial license. After the successful completion of this course the student will have gained the academic and aeronautical experience to complete the FOI, CFI and AGI aeronautical knowledge tests, and per FAR Part 141, will need to successfully pass the FAA Commercial Practical Test prior to FAA CFI Certification.

Credits

3

Requisites

- Complete:
 - PLT202 - Certified Flight Instructor I (3)

PLT205 - Commercial Pilot II

Description

In this course, the student develops proficiency in operating a complex aircraft and learns procedures to operate complex aircraft systems and manage equipment malfunctions and failures. In addition, the student gains skills to perform the flight maneuvers required for Commercial pilot certification. The student will receive training in the maneuvers and procedures necessary to meet the standards contained in the FAA Commercial Pilot Airman Certification Standards, as well as increasingly stringent requirements and leadership requirements of a professional pilot. In completing this portion of the curriculum, you will perfect the maneuvers you began in the CFI segments, review your cross-country planning and execution acumen, and strive toward completing your Commercial and AGI Written Tests. Importantly, all of the procedures will be described verbally in real time, and from the right seat, practicing both teaching and execution in preparation for both the Commercial and CFI Checkrides.

Credits

3

Requisites

- Complete:
 - PLT105 - Commercial Pilot I (2)

PLT305 - Commercial Pilot III

Description

In this final push for professional certification, both CFI and Commercial procedures will be reviewed in preparation for both CFI and Commercial Practical Tests. The Commercial CFI and AGI tests will be completed no later than this stage, and upon completion of the syllabus, the End of Course for both CFI and Commercial will be completed prior to approval to take the FAA Practical Tests for both. The culmination of the entire program comes to fruition here, and reviews of all previous maneuvers through every rating as well as any cross country, IFR, or other type training or makeup flight required for the ratings will be completed at during this time. Any required discrepancies will be dealt with and oral and written tests reviewed and understood completely.

Credits

3

Requisites

- Complete:
 - PLT205 - Commercial Pilot II (3)

PLT307 - Certified Flight Instructor Instrument

Description

This elective course provides the student the opportunity to gain certification as a CFII. It has been said that the best way to learn is to teach, and in this intensive course, the student will do just that, in what some consider the most challenging environments there are. The responsibility to teach others to fly effectively in less than ideal conditions requires a deep understanding of human nature and learning process that support management principles across many fields, and in completing this course, students will also receive training in the maneuvers and procedures necessary for them to meet the standards contained in the Instrument Flight Instructor practical test standards and Single-Engine Land with Instrument Airplane rating. It is ADAFA's policy to fly in real world conditions as often as possible, and so the additional training received in actual conditions is an excellent addition to a student's flying repertoire. Additionally, the student will receive extensive training in student/instructor cockpit resource management and safe flying practices, review and utilize practical teaching techniques and procedures, and develop decision making acumen in an instructional environment. At the conclusion of the course, the student will have completed all the requirements to meet the Practical Test Standards for Instrument Instructor and receive an Instrument add-on to his or her Certified Flight Instructor Certificate.

Credits

4

Requisites

- Complete:
 - PLT203 - Certified Flight Instructor II (3)

PLT308 - CFI-Multi Engine

Description

This elective course provides the opportunity for the student to acquire an additional rating as Certified Flight Instructor, Multi-Engine. Teaching in a multi-engine aircraft is challenging and exciting, and requires exceptional airmanship and communication skills. Ironically, the addition of a second engine can make an airplane safer, or more dangerous, depending on the pilot and the way he was taught. Again, as most of the aircraft flown commercially are multi-engine, learning how to effectively and safely teach them is an excellent way to build your aviation resume and aircraft acumen. Upon completion of the Multi-Engine Instruction Practical Test conducted according to the Practical Test Standards, you will be able to teach others competently and effectively and build ME PIC time and experience, saving thousands in your journey to the airlines.

Credits

2

Requisites

- Complete:
 - PLT203 - Certified Flight Instructor II (3)
 - PLT405 - Commercial Multi-Engine (2)

PLT405 - Commercial Multi-Engine

Description

The student will receive training in the areas necessary to meet the knowledge standards contained in the FAA Multi-Engine Commercial Airman Certification Standards. At the successful completion of this course, the student will have completed the ground and flight subject areas in the ADAFA Multi-Engine Syllabus and pass required Stage and End of Course test.

Credits

2

Requisites

- Complete:
 - PLT205 - Commercial Pilot II (3)

Political Science

POL210 - American Politics

Description

This course offers a broad introduction to the structure and function of the American political system at the national level, including the roles played by the president, Congress, the courts, the bureaucracy, political parties, interest groups and the mass media in the policy-making and electoral processes. This course places special emphasis on how the efforts of the framers of the Constitution to solve what they saw as the political problems of their day continue to shape American national politics in ours.

Credits

3

POL211 - International Relations

Description

This course offers a broad introduction to the study and practice of international relations, including the roles played by states and nations, non-state actors, national interests, power, morality and international law. This course places special emphasis on realism and idealism as alternative approaches to the study and practice of international relations and on their implications for ongoing efforts to construct a peaceful and prosperous global political system in the aftermath of the Cold War.

Credits

3

POL301 - U.S. Foreign Policy

Description

This course examines the tools, goals, and patterns of U.S. foreign policy. It evaluates how domestic actors, ideology, and the international system have shaped specific policies and political-military strategies, including isolationism, selective engagement, containment, and preemption. It assesses key U.S. foreign policy challenges, from geopolitical rivalries, terrorism, and the spread of weapons of mass destruction to global governance, climate change, and economic globalization.

Additional Information

Offered every even year during the fall term only.

Credits

3

Requisites

- Complete:
 - POL211 - International Relations (3)

POL305 - State and Local Government

Description

This course explores the structure and function of state and local governments in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. Students spend much of the course playing and critiquing their own performance in Camelot, a role-playing simulation game in which they assume the roles of civic leaders, representatives of organized interests, and other interested parties in a hypothetical city to try to resolve controversial policy dilemmas like the ones with which local communities are confronted routinely in the United States. This course is not offered online.

Additional Information

Offered every even year during the fall term only.

Credits

3

Requisites

- Complete:
 - POL210 - American Politics (3)

POL306 - The American Legal Tradition

Description

This course offers a broad introduction to the American legal tradition, including the structure and function of the courts, the legal profession, legal education, and the politics of judicial selection. As an introduction to what it means to "think like a lawyer" in the United States, students learn how to write parts of a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in selected judicial opinions to the facts of the clients' case.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - POL210 - American Politics (3)

POL314 - Political Theory

Description

This course explores the diversity of conceptions of the individual, the state, and "the good life" that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Writing intensive course.

Additional Information

Offered in the fall term of every odd year.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)
 - Complete:
 - POL210 - American Politics (3)

POL316 - Legal Reasoning and the Constitution

Description

This course explores the reasoning process by American courts in resolving constitutional disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated U.S. Supreme Court opinions in civil liberties and civil rights cases. Students learn how to write brief, formal summaries of these opinions of the type that first-year students in American law schools learn to write, and are expected to participate actively in the type of in-class Socratic dialogues that are the standard method of instruction in American law schools.

Credits

3

Requisites

- Complete:
 - POL306 - The American Legal Tradition (3)

POL317 - Campaigns and Elections

Description

Campaigns and elections are central features of the American democratic process. This course will provide students with a deeper appreciation of how campaigns and elections set the rhythm of American political life and shape the functioning of our governmental system. Students will develop an in-depth understanding of the mechanics of political campaigns, with a special emphasis on electoral strategy, media relations, and voter mobilization. Students will use these concepts to analyze key elections during pivotal moments in our nation's political history. The course will also include considerable discussion of the role that our own New Hampshire Primary plays in the electoral process.

Additional Information

Offered in the fall term of every odd year.

Credits

3

Requisites

- Complete:
 - POL210 - American Politics (3)

POL322 - Environment and Development

Description

This course focuses on the political economy of development and the related environmental issues. The purpose of the course is to introduce students to issues of political economy and the environment as they relate to development and globalization. Regional and cultural differences in the process of development will be scrutinized and the relevance of the development experience of one region to other regions will be questioned.

Credits

3

Requisites

- 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - ENV219 - Environmental Issues (3)

POL324 - Congress and the Legislative Process

Description

This course explores the structure and function of the Congress of the United States, with an emphasis on its role as a legislative body in a system of government characterized by the separation of powers and checks and balances. The topics covered include the congressional leadership structure, the committee system, major rules and procedures, legislative-executive relations, congressional elections, and representation, and may vary from semester to semester.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - POL210 - American Politics (3)

POL326 - World Legal Traditions

Description

This course explores the history and contemporary significance of the world's major legal traditions, including the common law, civil law, and other municipal legal traditions, and the international law tradition. Students compare and contrast the essential features of these traditions, and explore how they shape what it means to "think like a lawyer" in the United States, in many foreign countries, and internationally.

Additional Information

Offered every even year during the spring term only.

Credits

3

Requisites

- Complete:
 - POL211 - International Relations (3)
 - POL306 - The American Legal Tradition (3)

POL336 - Advocacy and the Law

Description

This course aims to dispel some of the myths about lawyers as advocates that are perpetuated by popular culture and the mass media in the United States. Students spend much of the course exploring case studies that illustrate the ethical dilemmas faced by lawyers as advocates in the American legal system, the ethical rules that govern their behavior as a condition of their license to practice law, and the fates that befall them when they fail to fulfill their ethical obligations. In addition, students learn how to write parts of an appellate legal brief of the type that first-year law students in American law schools learn how to write, and how to make an appellate oral argument on behalf of hypothetical clients in a moot court setting.

Additional Information

Offered every even year during the fall term only.

Credits

3

Requisites

- Complete:
 - POL306 - The American Legal Tradition (3)

POL348 - U.S. Environmental Law and Politics

Description

How can businesses, governments, and public interest groups achieve environmental sustainability goals in legal and political contexts that were designed with other goals in mind? This interdisciplinary course explores the options in the United States, and provides a comprehensive point of comparison for topics explored in POL 349. Students spend about half of the course learning how to spot facts that give rise to compliance issues for businesses and other private parties under a full spectrum of federal environmental laws, and to identify opportunities for achieving broader sustainability goals within the constraints imposed by the law. In the other half, students learn both how to predict environmental law and policy outcomes and how to shape them adaptively in pursuit of sustainability goals in a fragmented system of governance that was designed to privilege special interests and to favor the status quo.

Additional Information

Offered every other year.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - Complete 1 of the following
 - Complete:
 - POL210 - American Politics (3)
 - 45 credit(s).

POL349 - Comparative Environmental Law and Sustainable Development

Description

How effective is environmental law as a strategy for achieving sustainable development? How does its diversity across countries and cultures constrain the ability of businesses, governments, and civil society organizations to achieve environmental sustainability goals in an increasingly globalized world? This interdisciplinary course examines the many legal, political, cultural, and other factors that shape the answer to these questions, using China, India, Russia, and the United States as illustrative examples. Students explore the implications of these factors not only for businesses, governments, and civil society organizations pursuing sustainability goals within their own countries, but also for their counterparts in other countries to whom the former are linked through bilateral trade relationships and global supply chains.

Additional Information

Offered every even year during the spring term only.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV101 - Environmental Science (3)
 - SCI219 - Environmental Issues (3)
 - Complete 1 of the following
 - Complete:
 - POL210 - American Politics (3)
 - 45 credit(s).

POL362 - The American Presidency

Description

This course highlights central themes in the historical development, organization, and functioning of the American presidency. From the origins of our Constitution through two centuries of institutional development and up to the present day, this course will provide students with an in-depth understanding of the dynamics of presidential behavior. Special emphasis will be placed on the growth of presidential power in both foreign and domestic policy and on the central role that presidential elections play in our national politics. Students will learn to view the American presidency as a complex institution, one that requires the president to simultaneously play multiple political roles, including commander-in-chief, legislator, communicator, civic leader and candidate.

Additional Information

Offered in the spring term of every odd year.

Credits

3

Requisites

- Complete:
 - POL210 - American Politics (3)

POL375 - Weapons of Mass Destruction

Description

This course will explore the significance of nuclear, chemical, and biological weapons to US foreign policy and world politics, including the nuclear rivalry between the US and USSR during the Cold War and more recent international security threats related to the spread of these so-called weapons of mass destruction (WMD). Special attention will be paid to the complex policy and technical challenges concerning these weapons. This course will also examine the politics of arms control and disarmament as they relate to WMD.

Additional Information

Offered in the spring term of every odd year.

Credits

3

POL376 - Genocide and International Justice

Description

This course is a comparative study of genocide. It is divided into three parts. The first part examines the definition, causes, typologies, and antecedents of modern genocide. The second part analyzes six cases of modern genocide, including the Armenian genocide, the Holocaust, the Cambodian genocide, ethnic cleansing in Bosnia, the Rwandan genocide, and the Darfur (Sudan) genocide. The third and last part evaluates efforts by the international community to punish genocide's perpetrators and to prevent future mass atrocities.

Additional Information

Offered in the spring term of every odd year.

Credits

3

POL377 - Intelligence and National Security

Description

This course examines the role of intelligence in U.S. national security policy making and implementation. It defines key intelligence concepts, agencies and actors; and explores the evolving forms and functions of intelligence. Emphasis is placed on how effectively the intelligence community addresses specific national security challenges, including terrorism, the spread of weapons of mass destruction, and cyber espionage and warfare. Students will evaluate the success and failure of various intelligence operations and debate what the proper role of intelligence should be in a liberal democracy.

Additional Information

Offered in the fall term of every odd year.

Credits

3

POL410A - Semester in Washington, D.C.: Politics Field Experience

Description

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 410B.

Additional Information

Course by arrangement only.

Credits

12

Requisites

- Complete all of the following
 - Complete:
 - POL410B - Seminar in Washington, D.C.: Politics Seminar (3)
 - Complete 1 of the following
 - Complete:
 - POL210 - American Politics (3)
 - Complete:
 - POL211 - International Relations (3)
 - Complete all of the following
 - 60 credit(s).
 - Permission of department chair or program coordinator

POL410B - Seminar in Washington, D.C.: Politics Seminar
Description

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C., in the field of politics. The Seminar in Washington is hosted by the Washington Center for Internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL-410A.

Additional Information

Course by arrangement only.

Credits

3

Requisites

- Complete all of the following
 - Complete 1 of the following
 - Complete:
 - POL210 - American Politics (3)
 - Complete:
 - POL211 - International Relations (3)
 - Complete all of the following
 - 60 credit(s).
 - Permission of department chair or program coordinator

POL413A - Semester in Washington, D.C.: Pre-Law Field Experience
Description

This course is the vehicle through which students receive POL course credit for participation in all but the seminar component of SNHU's Semester in Washington, D.C., in the field of pre-law. The program promotes experiential learning through civic engagement and other activities. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. Space in the program is limited, so students must notify the SNHU law and politics program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information about the program, see the Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL 413B.

Additional Information

Course by arrangement only.

Credits

12

Requisites

- Complete all of the following
 - Complete:
 - POL413B - Semester in Washington, D.C.: Pre-Law Seminar (3)
 - POL306 - The American Legal Tradition (3)
 - 60 credit(s).
 - Permission of department chair or program coordinator

POL413B - Semester in Washington, D.C.: Pre-Law Seminar
Description

This course is the vehicle through which students receive POL course credit for the seminar component of SNHU's Semester in Washington, D.C. in the field of pre-law. The Semester in Washington is hosted by the Washington Center for internships and Academic Seminars. Space in the program is limited, so students must notify the department chair or program coordinator of their intention to enroll a year in advance of SNHU course registration for the relevant semester. For more information, see The Washington Center's web site (www.twc.edu) and the SNHU law and politics program coordinator. This course is taken concurrently with POL0413A.

Additional Information

Course by arrangement only.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - POL306 - The American Legal Tradition (3)
 - 60 credit(s).
 - Permission of department chair or program coordinator

POL490 - Political Science Internship
Description

See an academic advisor for requirements and details.

Additional Information

Course offered as needed.

Credits

0 - 15

Psychology

PSY108 - Introduction to Psychology

Description

This course provides students an introduction to the scientific study of behavior and mental processes. Students prepare for more advanced concepts in upper-level Psychology courses by learning the basics of how to evaluate research and exploring various areas of specialization within the discipline.

Additional Information

Offered every semester.

Credits

3

PSY201 - Educational Psychology

Description

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement in relation to the learning process. Consideration of the psychological principles of testing and learning technology are also emphasized. Writing intensive course.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY205 - Forensic Psychology

Description

Students will learn how psychology, as a science and a practice, applies to questions and issues relating to law and the legal system. Emphasis will be placed on witness testimony and the social psychology of the courtroom. Topics will include recovered memories, adolescent violence and murder, strategies for interviewing witnesses, expert testimony, and factors influencing the credibility of witnesses, victims and offenders.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY211 - Lifespan Development

Description

The purpose of this course is to engage students in meaningful exploration of theories, basic concepts, and research methodologies in psychological development. Students will gain an understanding of patterns of human development from conception through death, including the biological, cognitive, and social-emotional development and the interplay between these areas. This course will also explore the roles of environmental and genetic factors, culture and history, continuity and change in development.

Additional Information

Offered every semester.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY215 - Abnormal Psychology

Description

This course offers students an opportunity to better understand human behavior. It also studies the similarities and differences between normal and abnormal reactions to environmental stimuli.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY216 - Psychology of Personality

Description

Personality is studied using theories, applications, and individual and group patterns of behavior formation.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY223 - Research I: Statistics for Psychology

Description

How do psychologists organize, summarize, and interpret information Students in this course study applications of statistical methods in psychological research and practice. The emphasis of the course is on the conceptual understanding of statistics so that students can read and conduct psychological research; those skills will be applied to students' original projects in PSY224 - Research II: Scientific Investigations. Computation of tests will be conducted on the computer. Students will build upon statistical knowledge and develop an in-depth conceptual and practical understanding of hypothesis testing, tests of significance, standardization, correlation, and analysis of variance in a wide variety of psychological uses. Students will learn the theory of statistical decisions, practical application of statistical software, and how to analyze journal articles. This course typically should be completed during the first semester of the sophomore year.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

PSY224 - Research II: Scientific Investigations

Description

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, correlation and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Writing intensive course.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY223 - Research I: Statistics for Psychology (3)

PSY225 - Health Psychology

Description

This course introduces students to the field of health psychology through an exploration of ways in which the biopsychosocial (holistic) model is applied to promote health and improve coping with illness. Topics include health beliefs and behaviors, delay in seeking medical care, factors influencing individuals' responses to the health care system and practitioners, acute and chronic illness, treatment adherence, pain and pain management, stress and coping, social support and psychoneuroimmunology.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY257 - Social Psychology

Description

Social psychology is an interesting, dynamic study of how people's thoughts, feelings and actions are affected by others. Issues discussed include prejudice, conformity, interpersonal attraction and violence. The scientific methods of studying such phenomena are emphasized.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY258 - Industrial Organizational Psychology

Description

Industrial/Organizational Psychology is an applied field in psychology focused to improve the effectiveness of the workplace through research, assessment and interventions allowing for enhancement of the office climate, improvement of group and individual performance and overall organizational goals. I/O psychologists work in a wide variety of organizational settings including human resource agencies, professional administration, marketing, consulting, training and development, and university teaching.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY291 - Experiential Learning

Description

This course is an entry-level, experience-based course that focuses on community psychology, career opportunities, and academic direction. Through a minimum of 60 volunteer hours to be completed during the term and 8-10 hours of coursework per week, students deepen their understanding of mental health and community-based human services. Application for placement must be completed before the end of the previous semester/term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - PSY108 - Introduction to Psychology (3)
 - Placement in

PSY300 - Biopsychology

Description

This course explores how the brain influences our behaviors, thoughts, and feelings. Topics include: evolution, genetics, anatomy and function of the nervous system, psychopharmacology, brain dysfunction, neuropsychological testing, sleep and circadian rhythms, neuroplasticity, emotions, and mental illness.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY305 - Cognitive Psychology

Description

Cognitive psychology focuses on mental processes; we explore research and theory relating to memory, thinking, problem-solving, and language. Applied topics will include learning skills to help improve memory, accommodating memory/language disorders, such as Alzheimer's disease and dyslexia, and understanding how brain scanning techniques can be used to understand memory.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY307 - Sensation and Perception

Description

This course will be an exploration of how we come to know the world through our visual experiences and how those experiences are shaped by prior knowledge, context, and ideas. As such we will cover neurobiological aspects of sensation pertaining to the eye and the brain, and we will cover aspects of higher-order perceptual phenomena, such as object-perception, color, motion, illusions, and representation and art. Students should gain an appreciation for and conversance in the empirical and philosophical complexity of visual experience.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY310 - Criminal Psychology

Description

This course will provide the student with insights about crime from a psychological perspective. Specifically, the course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment. This course examines and evaluates the role of psychological factors in understanding the motives behind antisocial acts. Throughout the course, students will acquire knowledge and practice in the application of psychological methods to understanding criminal behavior.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY314 - Disorders of Childhood and Adolescence

Description

This course focuses specifically on an introduction to the classification of disorders of childhood and adolescence and the treatment approaches that currently are available. Knowledge students obtain in PSY 314 is essential for understanding the etiology and manifestation of these disorders, as well as the impact on the individual, family and society. Current field research and case studies will be used.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY211 - Lifespan Development (3)

PSY315 - Counseling Process and Techniques

Description

This course examines the history and philosophy of specific helping professions in the fields of psychology, sociology and human services. Several broad theoretical perspectives will be studied and applied in role-play situations.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY216 - Psychology of Personality (3)

PSY316 - Adult Development

Description

The adjustments that most adults must make based on normative age-graded influences and social clock are studied throughout the adult life span. A biopsychological perspective is maintained. Topics include: physical health and well being; love and relationships; parenting; career development; human sexuality; role in society; retirement; adjusting to anticipated and unanticipated loss; and death.

Credits

3

Requisites

- Complete:
 - PSY211 - Lifespan Development (3)

PSY317 - Reading and Research in Psychology

Description

This course allows students to pursue a supervised psychology research project with a full-time psychology faculty member. This course consists of a seminar and/or individual meetings, and the topic is to be arranged by the student and instructor. May be repeated for credit; three repetitions count as one psychology elective.

Additional Information

Course by arrangement only.

Credits

1

PSY319 - Social Development: Child and Adolescent **Description**

The purpose of this course is to expose students to theory and research concerning infants', children's, and adolescents' social and personality development. This course will focus on how individuals become members of their social world, including how we conceptualize the social world, interact with parents and caretakers, develop social relationships with peers, and interpret, analyze, and respond to cultural messages and ideologies. We will discuss these issues through analysis of the theoretical and research literature.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY211 - Lifespan Development (3)

PSY321 - Child Development **Description**

This course focuses on psychological development from infancy through late childhood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to childhood development, including: biological, cognitive, and social-emotional characteristics of development and the interplay between them.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY211 - Lifespan Development (3)

PSY322 - Adolescent Development

Description

Adolescence is a fascinating time of life because of the many psychological and physical changes that occur, as well as the cultural and historical issues surrounding these changes. This course focuses on psychological development from pre-adolescence through adolescence and into emerging adulthood. Research and theoretical perspectives will be used to help students understand contemporary issues and themes central to adolescent development, including: puberty, cognition, morality, identity, relationships, sexuality, school, work, culture, and challenges faced by adolescents and emerging adults. Adolescence will be discussed both as a distinct stage of life, and as an integral component of development across the life span.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY211 - Lifespan Development (3)

PSY331 - Human Sexuality

Description

This course deals with sex as it relates to the individual, family, group and society. While this is a psychology course, some techniques and knowledge from the biological and social sciences and the humanities are used. Academic achievement and the development of personal insights are the expected results of this course.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - PSY108 - Introduction to Psychology (3)

PSY335 - Assessment and Testing

Description

Students in this course will become aware of the use and abuse of psychometric techniques. Specific techniques that currently are used will be introduced and understood. While knowledge about specific tests may be somewhat limited, students will obtain knowledge and the types of tests and techniques available.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)
 - PSY108 - Introduction to Psychology (3)

PSY443 - Psychology Internship

Description

Students participate in a supervised, career-related work experience in an area of psychology, encompassing a minimum of 150 hours during the term/semester. Students also complete coursework that gives them the opportunity to apply psychological concepts learned throughout undergraduate study and reflect on their internship experience.

Credits

3 - 15

Requisites

- Complete all of the following
 - Complete:
 - PSY108 - Introduction to Psychology (3)
 - PSY211 - Lifespan Development (3)
 - PSY216 - Psychology of Personality (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY224 - Research II: Scientific Investigations (3)
 - Placement in
 - Permission of instructor

PSY444 - Senior Seminar in Psychology (Capstone)

Description

This capstone course integrates previous classroom and practical experience with a focus on current issues in psychology. This course likely will include cross-cultural aspects of psychology, ethics, recent career trends in psychology and other topics dictated by current events in psychology. Coverage may change over time, but the basic focus on integrating the past and anticipating the future for psychology seniors will be the major concern. Writing Intensive Course.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - PSY224 - Research II: Scientific Investigations (3)
 - 3 of the following:
 - PSY211 - Lifespan Development (3)
 - PSY215 - Abnormal Psychology (3)
 - PSY216 - Psychology of Personality (3)
 - PSY257 - Social Psychology (3)
 - PSY300 - Biopsychology (3)
 - PSY305 - Cognitive Psychology (3)

Public Administration

PAD330 - Public Administration

Description

This course is designed to introduce students to the basics of public administration and set context around contemporary political, social, economic, and administrative realities. It explores public service organizations, governance, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values and issues important to public policy at the local, state, national and international levels.

Credits

3

PAD630 - Foundations of Public Administration

Description

This course is designed to introduce students to the foundations and constraints that form the environment of the public administration. It will encourage and enable the view of governance issues through the eyes of a public administrator. The course is structured to provide basic skills and set the context of contemporary political, social, economic, and administrative realities. It explores responsive, equitable, effective, efficient, and accountable governance processes, public policies, and institutional-based programs. It also examines, from a multidisciplinary perspective, those essential competencies, values, and issues important to public service organizations and the importance of public policy at the local, state, national and international levels.

Credits

3

PAD631 - Strategic Management in Public Service

Description

This course is designed to provide an academic foundation to applied strategic management in public service. Identifying the factors that differentiate public service from the private sector, strategic planning and the implications those differences have for managers. Emphasis is placed on applied strategic planning and management including how to create a mission statement, conduct a SWOT analysis, conduct a stakeholder analysis, writing goals and objectives, and how to design and implement a performance measurement and management system. Current approaches to strategic management used by federal, state, local, and non-profit organizations are emphasized.

Credits

3

Quantitative Studies & Operations Management

QSO205 - Business Operations Management

Description

This course teaches management of operations which involve production and delivery of goods and services. Students will learn the concepts and techniques used in managing operations in various business functions of both manufacturing and service organizations. Topics include productivity ratios, process strategy, process improvement, project management, statistical process control, process capacity, lean operations, supply chain management, inventory control, resource planning, and operations scheduling.

Credits

2

QS0250 - Business Analytics

Description

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QS0251 - Experience in Business Analytics

Description

The aim of this experience is to give the students opportunities to explore the world of Business Analytics and learn about several career options in Business Analytics.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QS0260 - Descriptive Analytics

Description

You will learn how to analyze historical business data to uncover relationships that can be used to guide predictions about the future and business decision making. JMP statistical and data visualization software will be used to apply tools for analyzing business data.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - QS0250 - Business Analytics (3)

QSO281 - Experience in Descriptive Analytics

Description

This course will provide students an opportunity to apply the concepts and techniques of Descriptive Analytics.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO282 - Experience in Predictive Analytics

Description

This course will provide students an opportunity to apply the concepts and techniques of Predictive Analytics.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - QSO250 - Business Analytics (3)

QSO291 - Experience in Operation Management

Description

The aim of this experience is to give the students opportunities to explore a number of career options in the fields of operations management and project management.

Additional Information

Offered as needed.

Credits

3

QSO300 - Operations Management

Description

This course is an introduction to the operations function, which is responsible for the creation of goods and services of the organization. Students will learn the concepts and techniques used in managing operations in manufacturing and service organizations.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO310 - Management of Service Operations

Description

This course is an introduction to the concepts, principles, problems, and practices of successful service operations management. Emphasis is focused on preparing students to identify and apply appropriate management processes to ensure efficient, effective, and quality oriented service operations, while achieving operational excellence. Topics covered include: the role of services in the economy, strategic positioning and internet strategies, environmental strategies, new service development process, managing service expectations, front-office and back-office interface, service quality, yield management, waiting time management, and site selection.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO320 - Management Science through Spreadsheets

Description

This course introduces the student to mathematical techniques that may be used to aid decision-making. Topics may include linear programming, PERT, CPM, network analysis and others.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO330 - Supply Chain Management

Description

This course focuses on effective supply chain strategies for companies that operate globally with emphasis on how to plan and integrate supply chain components into a coordinated system. Students are exposed to concepts and models important in supply chain planning with emphasis on key tradeoffs and phenomena. The course introduces and utilizes key tactics such as risk pooling and inventory placement, integrated planning and collaboration, and information sharing.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO340 - Project Management

Description

As modern organizations have become more complex, they have also become more project-driven. This course uses a basic project management framework in which the project life-cycle is broken into organizing, planning, monitoring and controlling the project. You will learn the methodologies and tools necessary at each stage for managing the projects effectively in terms of time, cost, quality, risk and resources.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO345 - Project Management for CAPM® Certification

Description

This course teaches the five process groups and nine knowledge areas described in the Project Management Body of Knowledge (PMBOK®) of the Project Management Institute (PMI®). The course is designed to help students prepare for the Certified Associate in Project Management (CAPM®) certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking the CAPM® certification exam nor ensures success on the CAPM® certification exam.

Additional Information

Offered every spring term.

Credits

3

QSO349 - Project Contracting and Procurement

Description

This course addresses the process of acquiring products, resources, services, or results from outside the project team. How to plan procurement management, conduct procurements, control procurements, and close procurements is covered.

Credits

3

Requisites

- Complete:
 - QSO340 - Project Management (3)

QS0355 - Resource Estimating and Scheduling

Description

Project managers are responsible for keeping projects on time, on budget, and within scope. This course reviews the critical processes of activity definition, resource estimating, and scheduling.

Credits

3

Requisites

- Complete:
 - QS0340 - Project Management (3)

QS0360 - Six Sigma Quality Management

Description

This course teaches the fundamental tools and techniques used to improve service and manufacturing processes through the Define-Measure-Analyze-Improve-Control (DMAIC) methodology of Six Sigma quality management. Statistical process control, design and analysis of statistical experiments, process mapping, cause-and-effect diagram, 5S methodology, and process waste identification via lean techniques, are the major topics of this course.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

QSO370 - Predictive Analytics

Description

This course introduces the techniques of predictive modeling and analytics in a data - rich business environment in order to predict future business outcomes and associated risks. It covers multivariate and other techniques to implement predictive models for a variety of practical business applications.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - QSO250 - Business Analytics (3)

QSO381 - Experience in Prescriptive Analytics

Description

This course will provide students an opportunity to apply the concepts and techniques of Prescriptive Analytics.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - QSO250 - Business Analytics (3)

QSO382 - Integrating Experience in Business Analytics

Description

This course will provide students an integrative experience of Business Analytics.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - QSO250 - Business Analytics (3)

QSO391 - Experience in Supply Chain Management

Description

The aim of this experience is to give the students an opportunity to plan for and execute a real-world Six Sigma project.

Credits

3

Requisites

- Complete:
 - QSO205 - Business Operations Management (2)

QSO420 - Integrated Cost and Schedule Control

Description

This course reviews cost and schedule control techniques that are integrated with project scope as well as overseeing a cost and schedule plan aligned to that scope. The importance of measuring a project's performance using Earned Value Management (EVM) is reviewed.

Credits

3

Requisites

- Complete:
 - QSO340 - Project Management (3)

QSO435 - Adaptive Project Management

Description

Adaptive project management recognizes the nature of changing business processes and goals and the need for iterative techniques to ensure business results are achieved. Agile frameworks including Scrum are reviewed.

Credits

3

Requisites

- Complete:
 - QSO340 - Project Management (3)

QSO440 - Topics in Project Management

Description

This course covers advanced topics in project management such as project risk, project integration, project quality, and project procurement. Advanced project selection, planning, and control methods of project management are taught with hands-on-applications of Oracle Crystal Ball and MS Project. Students will learn the knowledge and skills of an experienced project manager by creating a detailed project plan for a real-world project.

Credits

3

Requisites

- Complete:
 - QSO340 - Project Management (3)

QSO460 - Topics in Operations and Project Management

Description

This is a capstone course that provides an integrative experience in managing operations and projects in manufacturing and service organizations. This course draws upon a combination of the following to achieve its intended purpose: advanced topics, tools and techniques, case studies and projects.

Additional Information

Offered as needed.

Credits

3

Requisites

- Complete:
 - QSO340 - Project Management (3)

QSO490 - Operations/Project Management Internship

Description

This course will enable the School of Business undergraduate students to gain valuable work experience within the operations or project environment. The objective is to give the students an opportunity for practical application of operations/project management concepts and techniques learned in the classes and complement the course work. The student must complete a minimum of 150 hours on the internship per 3 credits. Students may complete 0 - 15 credit hours of QSO 490.

Credits

0 - 15

QSO491 - Experience in Project Management

Description

The aim of this experience is to give the students an opportunity to develop real-world plans for managing operations and/or projects.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - QSO205 - Business Operations Management (2)

QSO492 - Integrating Experience in Operations and Project Management

Description

The aim of this experience is to give the students an opportunity to develop real-world plans for managing operations and/or projects. The student deliverables in this experience will be different from those in QSO 491.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - QSO205 - Business Operations Management (2)

QSO495 - Internship in Business Analytics

Description

This course will enable students to gain valuable work experience in the field of business analytics. It will give them an opportunity for practical application of business analytics concepts and techniques learned in the classes and complement the course work.

Credits

0 - 15

Requisites

- Complete:
 - QSO250 - Business Analytics (3)

QSO510 - Quantitative Analysis for Decision Making

Description

This is a survey of the mathematical, probabilistic and statistical tools available for assisting in the operation and management of industrial organizations.

Credits

3

Requisites

- Complete:
 - MBA501 - Mathematics and Statistics for Business (3)

QS0511 - Business Analytics

Description

This course will provide you with the fundamental concepts and tools needed to understand the emerging role of business analytics in organizations. You will learn how to apply basic business analytics tools in a spreadsheet environment, and how to communicate with analytics professionals to effectively use and interpret analytic models and results for making better business decisions.

Credits

4

QS0520 - Management Science through Spreadsheets

Description

This is an application-oriented course that will provide students with a working knowledge of 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.

Credits

3

QS0521 - Decision Science

Description

This is a required course for the new +1 program in MS in Operations and Project Management.

Credits

4

QS0530 - Applied Statistics for Managers

Description

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.

Credits

3

Requisites

- Complete or concurrently enroll in:
 - MBA501 - Mathematics and Statistics for Business (3)

QSO531 - Business Data Analysis

Description

This course will expose students to practical data analysis tools and techniques and help sharpen their problem-solving and analytical skills. It will be realistically oriented and numerous business examples and cases will be analyzed.

Credits

4

QSO550 - Applied Business Research

Description

This course presents an overview of the various types of research design for business. In addition, the application of basic statistics to business research is utilized. The major project of the course is the design and execution of a practical business research project.

Credits

4

Requisites

- 1 of the following:
 - QSO511 - Business Analytics (4)
 - QSO531 - Business Data Analysis (4)

QSO600 - Operations Management

Description

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

Credits

3

Requisites

- Complete:
 - QSO510 - Quantitative Analysis for Decision Making (3)

QSO601 - Operations and Innovation Management

Description

The activities of a manufacturing or service organization are classified into three basic functions: marketing, operations, and finance. While the marketing function induces demand for products and the finance function provides capital, the operations function produces and delivers products. Operations management can be defined as the systematic transformation of inputs into outputs. The inputs include materials, machinery, work force, buildings, systems, and procedures, and the outputs are products that are produced to satisfy customers and clients. This course provides a survey of the concepts and the analytical methods, which are useful in understanding the management of an organization's operations. It also covers the TRIZ approach to innovative problem solving in operations.

Credits

4

QSO620 - Six Sigma Quality Management

Description

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.

Credits

3

Requisites

- 1 of the following:
 - QSO510 - Quantitative Analysis for Decision Making (3)
 - QSO530 - Applied Statistics for Managers (3)

QS0621 - Lean Six Sigma Quality Management

Description

Cut-throat competition is forcing firms to eliminate (i) non-value added work and (ii) output inconsistency. While the concept of Lean addresses the former problem by removing process waste, the Six Sigma methodology solves the latter problem by minimizing process variation. This comprehensive course on all aspects of Lean and Six Sigma, gives you hands-on experience with essential quality improvement tools and techniques.

Credits

4

Requisites

- 1 of the following:
 - QS0511 - Business Analytics (4)
 - QS0531 - Business Data Analysis (4)

QS0630 - Supply Chain Management

Description

This course analyses 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.

Credits

3

Requisites

- Complete:
 - QS0510 - Quantitative Analysis for Decision Making (3)

QS0631 - Global Supply Chain Management

Description

Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation, and retailers to provide the right product at the right time in the right quantity to meet customer requirements. This course explores key variables in global supply chains, the enabling role of the Internet, matching supply chain strategies to market needs, how to cope with uncertainties in supply chains, managing information flows for supply chains, diagnostics for supply chain performance, inventory/service tradeoffs, distribution strategies, sourcing and supplier management.

Credits

4

QS0640 - Project Management

Description

This course includes the study of concepts, tools, and practices of project management. The course adopts 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 are utilized to integrate the learning in the course and provide decision- making experience for the student.

Credits

3

QS0641 - Practical Project Management

Description

This course will include the study of the concepts, tools, and practices of project management. The course will adopt a managerial process approach to Project Management, which consists of initiating, planning, executing, controlling and closing the Project. Major topics will include project scope, project time, project cost, project quality, project risk, project resources, project communications and how to be an effective project manager. Cases will be utilized to integrate the learning in the course and provide decision-making experience for the student.

Credits

4

QS0645 - Project Management for PMP® Certification

Description

Learn the five process groups and ten knowledge areas that guide project management using A Guide to the Project Management Body of Knowledge, (PMBOK Guide) - Sixth Edition, Project Management Institute, Inc., 2017. Utilize process inputs and outputs, as well as tools and techniques, to effectively plan and manage projects. Explore the professional and social responsibilities of project management. The course is designed to help students prepare for the Project Management Professional (PMP) exam. The course satisfies the educational requirement of 35 hours of project management education for the PMP exam. However, it does not guarantee success on the PMP exam (PMP and PMBOK are registered marks of the Project Management Institute, Inc.)

Credits

3

QS0680 - Seminar in Project Management

Description

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. Through this course, the students will learn advanced methods to initiate, plan and control projects. They will gain experience planning complex projects using both manual and PC-based tools.

Credits

3

Requisites

- Complete:
 - QS0640 - Project Management (3)

QS0690 - Topics in Operations Management

Description

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.

Credits

3

Requisites

- Complete:
 - QS0600 - Operations Management (3)

QS0691 - Integrating Experience in OPM I

Description

The aim of this integrating experience is to provide students opportunities to analyze and discuss cases in operations and project management, go on field trips to companies, and attend guest speeches by industry experts.

Credits

4

Reading

RDG503C - Emerging and Early Literacy Development K-4

Description

This course will examine several major theoretical perspectives on literacy development from Kindergarten through 4th grade. Students will explore literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content.

Credits

3

RDG504C - Content Area Literacy Grades 4-8

Description

In this course, students study effective practices that support the development of reading comprehension and writing strategies for content area subjects in grades 4-8. The course focuses on the strategies that enable students read and write about non-fiction. Students will also examine ways to address the particular needs of students with diverse language, cultural and learning requirements.

Credits

3

RDG531C - Literature for Children Pre-K-8

Description

This course will include an in-depth study of literary genre and categories found in children's literature, preschool through intermediate levels. Students will read and analyze literature according to a set of established criteria; explore the work of noteworthy authors, poets and illustrators; and be introduced to a variety of strategies for integrating literature into the curriculum and for encouraging students to become lifelong readers.

Credits

3

School Business

SB100 - Integration & Application of Business I

Description

This course is a seminar, which provides students with a broad based introduction to the field of global business and reinforces information learned through introductory business course(s) with a focus on international and the technology driven business environment. Topics include accounting, marketing, economics, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations. This course is the first of four Integration and Application of Business courses to be completed by each student majoring in a business program. Must be enrolled in Degree in Three program.

Credits

2

Requisites

- Complete or concurrently enroll in 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - OL105 - Organizational Fundamentals (2)
 - ACC105 - Foundations of Accounting I (2)
 - ECO205 - Foundations of Macroeconomics (2)

SB101 - Business Tools I

Description

This course prepares students to be effective members of the business community through effective communication. Students gain knowledge and aptitude with the communication and collaboration tools needed to be successful in both their academic and professional careers as they pursue internship and employment opportunities. Students must demonstrate proficiency with each tool before completing a final project that provides each student with the opportunity to apply their knowledge and ability to a business-related scenario. Students are supported by on-campus faculty throughout their course experience and can progress at their own pace within the semester.

Credits

3

SB105 - Integration & Application of Business II

Description

This course is a seminar, which builds on knowledge from SB 100 and provides students with a broad based introduction to the field of global business and reinforces information learned through introductory business course(s) with a focus on international and the technology driven business environment. Topics include accounting, marketing, economics, control, organizational design, human behavior, and communications. Students present individual written analyses and engage in group oral presentations. This course is the second of two which represent the first year of the business core for business majors. Must be enrolled in Degree in Three program.

Credits

2

Requisites

- Complete all of the following
 - Complete:
 - SB100 - Integration & Application of Business I (2)
 - Complete or concurrently enroll in 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - ACC105 - Foundations of Accounting I (2)
 - OL105 - Organizational Fundamentals (2)
 - ECO205 - Foundations of Macroeconomics (2)

SB202 - Business Tools II

Description

This course prepares students to be effective members of a simulated business community. To be effective members of the community, students are introduced to a Request for Proposal (RFP) that requires to them to work with their boss to complete business-related tasks in a self-paced simulated business environment. Students conduct research using multiple information sources to evaluate a business question in their field of study and identify factors that contribute to international market attractiveness and entry. Students must work with their simulated boss throughout the course to complete all required tasks in the RFP. Students are supported by on-campus faculty throughout their course experience and can progress through the simulation at their own pace within the semester.

Credits

3

Requisites

- Complete:
 - SB101 - Business Tools I (3)

SB205 - Integration & Application Business III

Description

This course is designed to provide opportunities to students for integrating and applying the knowledge gained in the school of business core courses they take in Year 2 of their respective programs. The course integrates the second year foundation courses through the topic of sustainability. Topics covered include the triple bottom line, development of sustainability metrics, the interconnectivity of business operations, and tradeoffs among stakeholders. Students demonstrate these skills by developing proposals for implementing sustainability related projects that incorporate the primary topics of the course.

Credits

2

Requisites

- Complete all of the following
 - Complete:
 - SB105 - Integration & Application of Business II (2)
 - Concurrently enroll in at least 1 of the following:
 - ECO205 - Foundations of Macroeconomics (2)
 - QSO205 - Business Operations Management (2)
 - BUS205 - Foundations of Business Law (2)
 - FIN305 - Foundations of Finance (2)

SB250 - Global Executive Management

Description

This course is designed for students enrolled in the School of Business as a preparatory experience for the Global Executive Management Program at Universidad Vina Del Mar in Chile. Students will become familiar with the Chilean culture, international business practices, and research methods to assist with a case study project to be delivered abroad. Upon registration, students will be billed the additional trip fee of \$3,100.

Credits

3

SB300 - Di3: Civic Engagement/Citizenship I

Description

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Additional Information

Offered every fall term.

Credits

1.5 - 3

Requisites

- Complete all of the following
 - Must be enrolled in the Degree in Three program
 - Complete:
 - SB210 - Di3: Broad Integrative Knowledge II (1.5 - 3)

SB303 - Business Tools III

Description

This course prepares students to be effective members of a simulated business community. To be effective members of the community, students are introduced to a Request for Proposal (RFP) that requires to them to work with their boss to complete business-related tasks in a self-paced simulated business environment. Students gain knowledge and aptitude with the communication and collaboration tools needed to be successful in both their academic and professional careers as they pursue internship and employment opportunities. Students must demonstrate proficiency with each tool before completing a final project that provides each student with the opportunity to apply their knowledge and ability to a business-related scenario. Students are supported by on-campus faculty throughout their course experience and can progress through the simulation at their own pace within the semester.

Credits

3

Requisites

- Complete:
 - SB202 - Business Tools II (3)

SB310 - Di3: Civic Engagement/Citizenship II

Description

This course is designed to introduce students to the importance of civic engagement and citizenship; the role it plays in society and the overall wellbeing of communities and individuals. Special attention is given to personal goals, life plan and the exploration of the various dimensions that comprise citizenship and civic engagement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Junior standing and must be enrolled in Degree in Three program.

Additional Information

Offered every spring term.

Credits

1.5 - 3

Requisites

- Complete all of the following
 - Must be enrolled in the Degree in Three program
 - Complete:
 - SB300 - Di3: Civic Engagement/Citizenship I (1.5 - 3)

SB400 - Di3: Problem Solving, Interpersonal & Team

Description

This course is designed to assist students preparing to enter the work environment by further developing interpersonal abilities, problem solving, teamwork, leadership, responsibility and accountability. Special attention is given to developing action plans to address areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Additional Information

Offered every fall term.

Credits

1.5 - 3

Requisites

- Complete all of the following
 - Must be enrolled in the Degree in Three program
 - Complete:
 - SB310 - Di3: Civic Engagement/Citizenship II (1.5 - 3)

SB405 - Integration and Application of Business IV

Description

In this course students will apply a systems approach of solving organizational problems. Key topics include the application of business policy and decision making. By integrating these academic theories with those from the business core, students will learn to think holistically about how organizations operate and impact society and individuals. Students will generate their own ideas about concepts within business that they desire to further explore. At the end of this course, students will be able to deconstruct problems and connect the solutions to other courses in their curriculum.

Credits

2 - 5

Requisites

- Complete all of the following
 - Students in a Four Year program must have 75 credits.
 - Students in a Three Year program must have 60 credits.
 - Complete or concurrently enroll in:
 - ACC205 - Foundations of Accounting II (2)
 - BUS205 - Foundations of Business Law (2)
 - ECO205 - Foundations of Macroeconomics (2)
 - FIN305 - Foundations of Finance (2)
 - QSO205 - Business Operations Management (2)
 - SB205 - Integration & Application Business III (2)

SB410 - Di3: Problem Solving Interpersonal and Team II

Description

This course is designed to assist students in preparation of entering the work environment by further development of interpersonal abilities, team membership, strategic approach, responsibility and accountability. Special attention is given to the power of reflection and identifying areas for improvement. This is a writing intensive course. As such, students are expected to submit assignments free of spelling, typing and grammatical errors. Senior standing and must be enrolled in Degree in Three program.

Additional Information

Offered every spring term.

Credits

1.5 - 3

Requisites

- Complete all of the following
 - Must be enrolled in the Degree in Three program
 - Complete:
 - SB400 - Di3: Problem Solving, Interpersonal & Team (1.5 - 3)

SB420 - IBC Capstone Experience

Description

This capstone course requires students to apply the systems approach within global business enterprises. By integrating core business concepts, students will demonstrate their ability to think holistically about how organizations compete and ways in which these ideas impact the future. Key topics include business policy and strategic decision making.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ACC105 - Foundations of Accounting I (2)
 - MKT105 - Foundations of Marketing (2)
 - OL105 - Organizational Fundamentals (2)
 - IT105 - Business Information Technology (2)
 - INT105 - International Business: A Macro Perspective (2)
 - ECO205 - Foundations of Macroeconomics (2)
 - ACC205 - Foundations of Accounting II (2)
 - BUS205 - Foundations of Business Law (2)
 - FIN305 - Foundations of Finance (2)
 - QSO205 - Business Operations Management (2)
 - SB100 - Integration & Application of Business I (2)
 - SB105 - Integration & Application of Business II (2)
 - SB205 - Integration & Application Business III (2)
 - Must be enrolled in Degree in Three program

SB510 - Corporate Consulting Preparation

Description

Corporate Consulting Preparation requires students to focus on the integration of successful management practices and clear communication patterns in preparation for working with clients external to Southern New Hampshire University. The course provides an overview of interpersonal and critical thinking skills in addition to how to craft clear and professional correspondence. Students will develop appropriate interpersonal skills, lead team meetings, write appropriate documents including both internal and external correspondence, and apply appropriate professional standards and etiquette to all activities.

Credits

4

SB515 - Google Analytics

Description

Google analytics is designed to introduce students to a systematized way of collecting and integrating web-based data into organizational decision-making. The course specifically covers the analytics software built by Google to track online interactions with a company's webpage, email, mobile apps, and advertising platforms. Students will identify key business objectives, design data collection, analyze the data, and make business recommendations based on the results. Upon completion of the class, students will have an official certification from passing the Google Analytics exam, as well as experience utilizing these skills with a company website.

Credits

2

SB520 - Corporate Consulting I

Description

Consulting assignments are intended as a work experience for business students. These experiences provide students with the opportunity to apply theories in a workplace settings and to translate classroom learning into practice. The consultancy project is a "job", that is unpaid.

Credits

4

Requisites

- Complete:
 - SB510 - Corporate Consulting Preparation (4)

SB525 - Advanced Business Analysis

Description

Studies will analyze current events in business relating to their core curriculum experiences. These business-related challenges will be delivered as current business events, case studies, and personal experiences presented by featured speakers from select industries in addition to alumni leaders in the business community. Analysis of these events will challenge students to use concepts delivered in their core curriculum to discuss and solve non-routine business management problems. This course also serves as a culminating professional development experience that allows each student to assess and revise their professional development and employment strategies.

Credits

1

SB705 - Business Management Capstone

Description

As the final stop in the students' journey toward earning their Master of Business Management credential, this capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Rather than introducing new concepts, students will synthesize and integrate prior learning to design or develop a capstone project as a culmination of their studies.

Credits

3

Requisites

- Complete:
 - ACC515 - Accounting for Managers (2)
 - QSO511 - Business Analytics (4)
 - SB525 - Advanced Business Analysis (1)
 - QSO550 - Applied Business Research (4)

SB740 - Business Management Thesis

Description

Students develop and complete a two-stage process when selecting the thesis option. The first stage is to organize a thesis committee, develop a proposal, and successfully defend the proposal. Under the guidance of your thesis committee, the second stage is completing the thesis and defending it to your committee. It is recommended to enroll in this course over two terms to complete this six-credit requirement.

Credits

3 - 6

Science

SCI215 - Contemporary Health

Description

This course exposes students to the three major dimensions of health -- physical, emotional and social. Health, nutrition, substance abuse, infectious diseases and stress management are among the issues that will be discussed. Students will learn to intelligently relate health knowledge to the social issues of our day. For students on program plans/catalogs prior to 2012-13; this course does not satisfy the university core science requirement.

Additional Information

Offered every spring term.

Credits

3

SCI218 - Natural Resources

Description

This class will introduce the concept of natural resources by studying topics such as land, soil, rangeland, forest, water, atmosphere, minerals, and energy. The management, use, and environmental impacts associated with these resources will also be studied. Emphasis will be placed on the United States within the context of the global environment.

Additional Information

Offered every fall term.

Credits

3

SCI219 - Environmental Issues

Description

This course covers a variety of environmental topics in a manner specifically designed for the non-science major. It provides a fundamental understanding of the various processes necessary to support life on Earth and examines how human activities and attitudes (individual, traditional, cultural and others) generate environmental issues that threaten these processes. Topics include ecology, populations, agriculture, desertification and deforestation, water and ocean pollution, air pollution including ozone depletion and acid rain, global climate change, natural resource depletion, solid and hazardous wastes, energy including fossil fuels and nuclear power, economics and sustainability.

Credits

3

SCI220 - Energy and Society

Description

This course surveys the various forms of energy available to our industrial society. The environmental impact and depletion of each energy form is discussed with emphasis on the development of clean and inexhaustible alternative sources for the home and business. Topics include traditional and renewable energy sources, greenhouse effects, transpiration, nuclear power, and economies.

Additional Information

Offered every spring term.

Credits

3

SCI251 - Natural Sciences I

Description

Natural Sciences I is an interdisciplinary physical science course specifically designed for non-science majors. It explores three basic themes: cosmology and relativity, the Earth sciences, and astronomy. Under cosmology and relativity the topics include the origin, evolution and fate of the universe, space and time, creation of galaxies and solar systems, black holes and time travel. Under Earth sciences the topics include the Precambrian Earth, plate tectonics, earthquakes and volcanoes, the rock cycle, and weather and climate. Under astronomy the topics include ancient and modern astronomy, gravity, the solar system, and solar and lunar eclipses.

Credits

3

SCI252 - Natural Sciences II

Description

Natural Sciences II is an interdisciplinary biological science course for non-science majors. It explores the creation of the solar system and Earth and the origin and evolution of life on Earth. It traces the evolution of life from single cells to complex organisms and focuses on the evolution of modern humans. It discusses the cellular and genetic mechanisms of evolution together with fundamental aspects of ecology and theories of mass extinctions. Finally, it explores topics in exobiology and compares life on Earth to possible life elsewhere in the galaxy.

Credits

3

SCI333 - Waste: Sources, Reduction, & Remediation

Description

Waste is a major issue in nearly all aspects of society and understanding it is essential when considering the environment and sustainability. This class will focus on how waste is produced, how to reduce this pollution and how to clean it up once it is released. In addition to the physical science, we will examine the impact of waste on the economy, society and public health.

Additional Information

Offered in the fall term of every odd year.

Credits

3

Requisites

- 1 of the following:
 - BIO101 - Principles of Biology (3)
 - SCI212 - Principles of Physical Science I (3)
 - SCI219 - Environmental Issues (3)

SCI373 - Regional Sustainability Field Study

Description

The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: channeled scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Permission of instructor

Social Science

SCS224 - Social Science Research Methods

Description

This course offers a broad introduction to research methods in the social sciences, including surveys, case studies, experiments, and quasi-experiments. Students learn to spot design flaws in research intended to generate scientifically sound conclusions about social phenomena, and to evaluate critically the interpretations of social science research results by third-party observers, such as reporters. Students also learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional social scientists.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - MAT240 - Applied Statistics (3)

SCS444 - Capstone Colloquium

Description

This colloquium serves as the capstone course for students in the sociology, law and politics, and environmental management majors. Students learn from their instructor and from each other as they apply the knowledge and skills acquired in their other course work to a directed research project in the appropriate discipline or field. Prerequisite: Senior standing in the sociology, law and politics, or environmental management major.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 90 credit(s) from:

SCS490 - Social Science Internship

Additional Information

Offered every year.

Credits

0 - 15

Society Human Resources Management

SHRM500 - Society for Human Resource Management Certification

Preparation

Description

Southern New Hampshire University, in partnership with the Society for Human Resource Management (SHRM), offers a non-credit SHRM Learning System Course designed to assist human resource professionals in preparing for the PHR and SPHR certification exams. Available online in an 8-week format as well as an executive on campus workshop series, HR executives and training professionals will be taught by faculty who are also human resource practitioners and subject matter experts. This course is appropriate for undergraduates as well as graduate students employed in the HR and Training fields seeking HR Management certification.

Credits

0

Sociology

SOC112 - Introduction to Sociology

Description

Is one's identity individually or socially constructed Are all stereotypes invalid or can there be value in generalizations Is globalization widening the gaps or homogenizing the world In this course, students will grapple with these essential questions in examining the world through the lens of a sociologist. Sociology offers an empirically-based methodology for critically evaluating society-from issues of individual agency to the roots of global institutions. Culture, norm stratification, systems, structure, social institutions, social change, the organization of social behavior and its relationship to society and social conditions are emphasized. Students will challenge their own preconceived notions and evaluate these constructs in terms of their relevancy to contemporary issues and problems.

Credits

3

SOC199 - International Cultural Engagement III

Description

This course will provide the students the opportunity to engage with the local community through their participation in structured social projects, in one of the NGO or non-profit organizations associated with a foreign university. Through a service-learning component, students will contribute to the development of the local community while discussing, reflecting and debating about the different socioeconomic and cultural contexts of their service site.

Additional Information

Course offered as needed.

Credits

3

SOC207 - Exploring Racial and Cultural Identity

Description

This course will provide students the opportunity to study race at the individual level. Students will be asked to consider their own life experiences in relationship to the course material. We will explore several complex topics that include: What does it mean to embrace equality for all people but feel more comfortable in communities that closely resemble us? What is the appropriate response when we observe racism or discrimination of others? The course will familiarize students with the concept of what being white means in our society. By the end, students should possess an enhanced understanding of how race, particularly the concept of "whiteness," is expressed in literary texts, historical studies, and popular media. Learning is not simply a process of acquiring more information but of being open to adjusting how we think about the world in face of new information. This class requires that students take emotional as well as intellectual risks; we will cultivate discussions based on honesty, respect, and kindness.

Additional Information

Offered every spring term.

Credits

3

SOC213 - Sociology of Social Problems

Description

Students in this course analyze contemporary social problems in America and other societies. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, ageism, and environmental and population concerns.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC214 - International Social Problems

Description

Students in this course analyze contemporary international and global social problems. Issues include economic limitations, class and poverty, race and ethnic relations, sexism, environmental and population concerns.

Additional Information

Offered every year.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC250 - Sociological Analysis of Current Media

Description

This course takes a current media topic such as Cinema or a specific Television program and analyzes it using sociological methods and theories that apply to the content such as deviance, crime, or moral development. The topic analyzed may change from year to year to stay current.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC291 - Experiential Learning

Description

A course designed to explore community services to individuals and groups through a volunteer experience that involves observation and participation in activities. Classroom experiences are geared to giving the student both exposure to and an understanding of services available in the field today.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - SOC112 - Introduction to Sociology (3)
 - Placement in
 - Permission of instructor
 - NOTE: This course may only be taken for up to six (6) credits.

SOC303 - Sociology of Wealth and Poverty

Description

This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC310 - Sociology of Globalization

Description

The world is becoming increasingly interconnected. Our clothes come from Asia, our computers and phones from China. How can we make sense of how this is affecting our lives at a personal, community, national and global level? This course will take students through a study of what globalization is. The readings and class discussions will develop key themes for looking critically at how global restructuring is occurring. We will examine the key themes and major debates about our place in the global society. The course will explore questions such as how popular culture and consumer goods are becoming homogenized; how global restructuring is impacting social equality/inequality and social justice; and what these changes mean in terms of corporate and transnational power relationships.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC312 - Biosociology

Description

The questions of biological influences on culture and cultural influences on biology are explored from the sociological perspective. "We enter this world with a fundamental human nature - a set of behavioral dispositions-rooted in the design systems of our species and its long evolutionary history" (Walsh 2014). Genes and culture are co-evolutionary partners - we are, in effect, born unfinished; to be finished through culture and our interactions within it (Geertz). There is a biological framework that calls for culture and cultural responses that complete biological development. This continues to be a controversial but evolving field of inquiry.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 1 of the following:
 - SOC112 - Introduction to Sociology (3)
 - PSY108 - Introduction to Psychology (3)

SOC317 - Sociology of the Family

Description

This course is a sociological examination of the family institution in America and other societies. Traditional and nontraditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC318 - Sustainable Communities

Description

How do we build a society fit for living This course looks to the field of environmentally sustainable community development (ESCD) for answers to this question. Students explore the principles and practices of ESCD using pattern-mapping of community needs, site visits, and other experiential learning tools that turn communities into classrooms, and bring the challenge of building environmentally sustainable communities to life. In the process, students identify assumptions that lead to unsustainable social practices, and develop the skills necessary to help create livable local landscapes and sustainable local futures through individual and community action.

Additional Information

Offered every fall term.

Credits

3

Requisites

- 1 of the following:
 - ENV100 - Introduction to Sustainability (3)
 - ENV219 - Environmental Issues (3)
 - SCI219 - Environmental Issues (3)
 - SOC112 - Introduction to Sociology (3)

SOC320 - Sociology of Gender

Description

The examination of gender in society. Students will explore the social construction of gender, gender identity development, sexuality and power, and other aspects concerning the meanings and implications of being 'male', 'female', or 'transgendered'.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC324 - Sociology of Crime and Violence

Description

The course examines the nature, causes, and consequences of crime and violence to a society. Applying a legal and sociological perspective, the course examines: 1) the structure of the law and the criminal justice system; 2) the nature and causation of criminal behavior; and 3) the various types of crime and criminality.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC325 - Sociological Perspectives

Description

Sociology is the study of social life and behavior. Sociologists study societies by researching social groups, patterns, interactions, and institutions. We are interested in how they work, how they change, and their connection to people's lives. This course will build on what students learned in SOC-112 Introduction to Sociology. It will engage students in a discussion of what we know theoretically in the discipline of sociology through the work of key "voices" in the sociological tradition. The course intends to cultivate your ability to see social things with the hope that, as Peter Berger states, "things are not what they seem". In other words, in this class students will learn to rethink assumptions about social facets of society that are commonly taken for granted.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC326 - Sociology of Deviant Behavior

Description

This course is a sociological analysis of the nature, cause, and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - SOC112 - Introduction to Sociology (3)

SOC333 - Sport and Society

Description

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life.

Credits

3

Requisites

- 1 of the following:
 - COM212 - Public Speaking (3)
 - ENG200 - Sophomore Seminar (3)

SOC335 - Technology and Society

Description

This course examines how technology and science impact society and how they influence our lives and our thinking, such as the economy, ethics, religion and the arts. Topics include the positive and negative aspects of technology, the role of technology in historical change, how technology changes what we do as a society and as individuals and appreciating the limits of technology. Topics range from television and airplanes to organ transplants and cloning.

Additional Information

Offered every fall term.

Credits

3

Requisites

- One science course or permission of instructor

SOC373 - Regional Sustainability Field Study

Description

The class is designed to be a two week intensive field based class in the Pacific Northwest. Students will travel throughout Washington, Oregon, and Idaho studying the interactions between humans and the environment. Unlike a traditional classroom setting, students will be actually experiencing the topics covered first hand. Some places that will be covered and experienced on the trip are as follows: Channeled Scablands, Mt. Rainer National Park, Grand Coulee Dam, Mount St. Helens National Volcanic Monument, Pacific Ocean, Columbia River Gorge National Scenic Area, John Day Fossil Beds National Monument, and the Oregon Trail. This course can be taken more than once.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Permission of instructor

SOC490 - Community Sociology Internship

Description

A course designed to give the student a working experience in the social services. The student will find a site that is of interest and career potential, work out a schedule of no less than 150 hours, and fulfills the learning outcomes of the course. This is an experiential course in which the student works closely with a site supervisor, the instructor of the course, as well as engages in some productive function within the agency.

Credits

0 - 15

Requisites

- Complete all of the following
 - Complete:
 - SOC112 - Introduction to Sociology (3)
 - Placement in
 - Permission of instructor

Southern New Hampshire University

SNHU101 - SNHU 101: First-Year Seminar

Description

SNHU 101: First-Year Seminar is a discussion based course designed to challenge and support you and your classmates as you explore identities, values, ideas, and positions relevant not only to college, but also to informed citizenship. With the help of every students' full participation, our First-Year Seminar will teach you how to understand and value the perspectives and stories of others, as foundations for continuous personal and professional growth. *This course provides important foundations in your General Education requirements and should be taken during the first semester of your first-year at SNHU.

Credits

1

SNHU202 - SNHU Experience: Transition to SNHU

Description

SNHU 202: Transition to SNHU will help transfer students make the most successful, least stressful transition possible. This is a course in the 3-course sequence of SNHU Experience courses (SNHU-101/202, 303, 404) designed to support your academic, personal, and professional development. The goal of class discussions and outside work for SNHU-202 will be to help you develop and refine the knowledge and skills you will need to manage and get the most out of academic and personal opportunities, as well as integrate them with your previous and future academic and personal experiences. Remember that these opportunities may be challenging, but challenges allow us all to grow and change.

Credits

1

SNHU303 - SNHU Experience: Life after SNHU

Description

This is the second general education course of a 3-course sequence of SNHU Experience courses (SNHU 101/202, 303, 404). The course will build upon the SNHU 101 experience focusing students on preparing for their post collegiate life. Topics include: Goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, and topics of personal finance.

Credits

2

Requisites

- Complete all of the following
 - 1 of the following:
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - SNHU202 - SNHU Experience: Transition to SNHU (1)
 - 45 credit(s).

SNHU404 - SNHU Experience: Gen Ed Capstone

Description

This capstone course enables all SNHU learners to apply and reflect upon their general education experiences. This process culminates with the presentation of a professional portfolio that highlights and demonstrates their academic, personal and professional development throughout the SNHU 3-course sequence of SNHU Experience courses.

Credits

1

Requisites

- Complete all of the following
 - 1 of the following:
 - SNHU101 - SNHU 101: First-Year Seminar (1)
 - SNHU202 - SNHU Experience: Transition to SNHU (1)
 - Complete:
 - SNHU303 - SNHU Experience: Life after SNHU (2)

SNHU405 - SNHU Experience: Gen Ed Capstone Abroad

Description

This capstone course focuses students on preparing for their post collegiate life. Topics include: goal setting, career and graduate school exploration, resume and cover letter writing, interviewing techniques, topics of personal finance, lifelong learning opportunities and reflection on their general education experiences. This process culminates with the presentation of professional and personal development e-portfolios that highlight and demonstrate their academic, personal, and professional development throughout their SNHU experience. For students enrolled at SNHU international sites.

Credits

3

SNHU490 - General Education Internship

Description

SNHU 490 is a credit-bearing internship for students who have already taken two courses in their General Education cluster and choose to complete their third course in their cluster as an approved General Education Internship. Students will work with the Career Development Center (CDC) to secure an internship and will then work with an assigned internship advisor to establish related academic requirements and specific assignments. The Internship, as well as the related academic component, will allow students to apply knowledge from their General Education cluster to real-world experience as well as reflect on how such real-world experience integrates back into the classroom.

Credits

0 - 15

Spanish

LSP111 - Beginning Spanish I

Description

Designed for students with no previous knowledge of Spanish; acquisition of first-semester, first- year proficiency in speaking, understanding, reading and writing Spanish with use of appropriate cultural and social contexts.

Additional Information

Offered every fall term.

Credits

3

LSP112 - Beginning Spanish II

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LSP111 - Beginning Spanish I (3)

LSP211 - Intermediate Spanish I

Description

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete:
 - LSP112 - Beginning Spanish II (3)

LSP212 - Intermediate Spanish II

Description

Continuation of LSP 211.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - LSP211 - Intermediate Spanish I (3)

LSP311 - Hispanic Cultures

Description

In this course students will explore the cultural, social, political, and artistic phenomena that have created the civilization and culture of the Spanish-speaking people, the fourth largest cultural group in the world. Major influences in the development of Hispanic cultures are highlighted. An emphasis is given to contemporary culture. Conducted in Spanish; readings in Spanish and English.

Additional Information

Course by arrangement only.

Credits

3

Requisites

- Complete:
 - LSP112 - Beginning Spanish II (3)

Special Education

SPED106 - Children with Exceptionalities

Description

This course provides students with deep understanding of children with disabilities and specific characteristics of disabilities and how they impact learning in the general curriculum. Students will examine and be prepared to define ways in which such disabilities are diagnosed and possible strategies and techniques (to include assistive technology) to assist the student in the general classroom to the extent possible. Tiered Support Systems will be discussed as a general education initiative that can serve the needs of all students. Students will research resources available for families and schools to support the needs of disabled children. The role of the family and school as partners will be developed as a critical technique to serve the needs of students, as well as facilitating effective meetings and communication efforts that must be part of the role of special educator.

Credits

3

SPED206 - Interventions in Early Childhood

Description

This course will study typical and atypical development of young children birth through age eight, with a focus on disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning. Various assessment tools used within early childhood will be reviewed and discussed in relationship to developmental outcomes, interpretation, planning for intervention and curriculum and legal requirements and responsibilities for providing education to students with special needs.

Credits

3

Requisites

- Complete:
 - SPED106 - Children with Exceptionalities (3)

SPED210 - Early Childhood Issues/Disabilities

Description

This course will explore types of disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning of children birth to grade 3. Additional topics include the identification and evaluation of children with exceptional learning needs, as well as instructional methodology and strategies for selecting and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual strengths and challenges. Legal requirements and responsibilities for providing education to students with special needs will be addressed. Students will become familiar with the purposes and procedures for developing and implementing Individual Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs).

Credits

3

SPED230 - Strategies for Engaging Diverse Learners

Description

Students will examine the personal, physical, social and academic issues related to programming for children with disabilities. An emphasis is placed on practical aspects of behaviors associated with a child's disability and the importance of the classroom environment. This course also addresses the history of Special Education, as well as current trends and research. This is the foundation course for certification or licensure as a General Special Education Teacher Grades K-12. Federal and state legislation will be reviewed, including NH State Standards for Children with Disabilities, the Individuals with Disabilities Education Act (IDEA), the Every Student Succeeds Act (ESSA) and the Americans with Disabilities Act (ADA).

Credits

3

Requisites

- 1 of the following:
 - SPED106 - Children with Exceptionalities (3)
 - SPED206 - Interventions in Early Childhood (3)
 - SPED210 - Early Childhood Issues/Disabilities (3)

SPED250 - Special Education Assessment

Description

This course focuses on formative and summative assessments used within the general education classroom, as well as specialized assessments and observations for children with disabilities. Students will complete this course with an understanding of assessment terminology, test interpretation, and implications regarding access to the general education curriculum.

Credits

3

Requisites

- 1 of the following:
 - SPED106 - Children with Exceptionalities (3)
 - SPED206 - Interventions in Early Childhood (3)
 - SPED210 - Early Childhood Issues/Disabilities (3)

SPED314 - Consultation and Collaboration

Description

This course presents the IEP process from referral to completion. Student will be expected to clearly define roles and responsibilities within the school for the special education teacher, the general education teacher, paraprofessionals, and other personnel within the school. Additionally, students will examine and develop a process to meaningfully engage parents in the process preschool through age 21.

Credits

3

Requisites

- Complete all of the following
 - Must be enrolled in the Teacher Certification program.
 - Complete:
 - SPED230 - Strategies for Engaging Diverse Learners (3)
 - SPED250 - Special Education Assessment (3)
 - 1 of the following:
 - SPED106 - Children with Exceptionalities (3)
 - SPED210 - Early Childhood Issues/Disabilities (3)

SPED333 - Collaboration in Special Education

Description

Students will describe the similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional, and physical areas. Students will become familiar with the purposes and procedures for developing and implementing Individualized Education Programs (IEPs) from referral to completion. Students will be expected to clearly define roles and responsibilities of personnel with the school as well as identify strategies engaging parents in the IEP process.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - SPED230 - Strategies for Engaging Diverse Learners (3)
 - SPED250 - Special Education Assessment (3)
 - 1 of the following:
 - SPED106 - Children with Exceptionalities (3)
 - SPED206 - Interventions in Early Childhood (3)
 - Acceptance to TCP.

SPED420 - Accessing Curriculum

Description

This course is designed to help educators become more knowledgeable about why research-based, structured instructional strategies are necessary for teaching students of diverse abilities. The overall goals are to introduce the scientific rationales and specific instructional methods to ensure students with special needs have access to the core curriculum in all settings. Special emphasis will be on developing accommodations and modifications to access the science and social studies curriculum.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - SPED106 - Children with Exceptionalities (3)
 - SPED230 - Strategies for Engaging Diverse Learners (3)
 - SPED250 - Special Education Assessment (3)
 - SPED333 - Collaboration in Special Education (3)
 - TCP acceptance

SPED499 - Internship
Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Additional Information

Course offered as needed.

Credits

0 - 15

SPED499A - Internship
Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Additional Information

Course offered as needed.

Credits

0 - 15

SPED499B - Internship
Description

The Internship is a culmination of a student's field experiences. It consists of a minimum of 75 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

Additional Information

Course offered as needed.

Credits

0 - 15

Requisites

- Acceptance into Teacher Certification Program

SPED501C - Students with Exceptionalities

Description

Students will be introduced to the issues related to children with disabilities and the educational implications for participation within the general education classroom will be examined. The course includes the history of Special Education, as well as current trends and research. Federal and state legislation will be reviewed as well as the NH State Standards for Children with Disabilities. Students will review the Individuals with Disabilities Act as it relates to the Elementary Secondary Education Act (ESEA) reauthorized as No Child Left Behind (NCLB), the Americans with Disabilities Act (ADA) including title II of the ADA and section 504 and The Rehabilitation Act Amendments of 1973, as amended.

Credits

3

SPED520 - Assessment of Student Performance

Description

This course is designed to provide an overview of practical performance assessments that can be used to measure student progress in the general education setting. Learners will become familiar with a repertoire of authentic assessments and knowledge of progress monitoring tools including but not limited to formative and summative assessments, diagnostic tools, performance tasks, criteria checklists, rubrics, student portfolios and the use of multiple sources of data in measuring student performance. The course will examine a variety of accountability measures including standardized tests, observation, curriculum based measures, utilization of Response to Intervention (RTI) as a system for planning, instruction, progress monitoring and interventions. The role Professional Learning Community Models (PLC's) in targeting both behavioral and academic achievement will be explored. The overall goal of the course is to prepare educators to utilize assessment data in the design of classroom instruction and monitoring of student progress for a broad range of students.

Credits

3

Requisites

- Complete:
 - EDU503 - Methods of Teaching Elementary Math (3)
 - EDU543 - Learning Theories and Instruction (3)
 - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)
 - SPED501 - Students with Exceptionalities (3)

SPED526C - Multisensory Literacy Strategies

Description

This course is designed to help educators become more knowledgeable about how literacy develops and to understand why research-based, structured language strategies are necessary for teaching reading to students of diverse abilities. The course will demonstrate that reading is not an intuitive skill and that educators need to develop appropriate multisensory instructional strategies for the student who is either at risk or is a struggling reader. The overall goals are to introduce the scientific rationales and specific instructional methods for teaching the major components of literacy: phonological awareness, phonics, decoding and fluency, vocabulary, comprehension and writing.

Credits

3

Requisites

- Complete:
 - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

SPED540C - Classroom and Behavior Management

Description

This course focuses on the principles and approaches that foster a positive learning environment and help to reduce the challenging behaviors that often confront teachers in the classroom. The course will provide both the theoretical foundations of behavior as well as the evidence-based strategies that have proved most effective for classroom management. The concept of positive behavioral interventions and supports will be explored, including the preventive steps that can be used to avert behaviors from escalating. Educators will also become knowledgeable about the federal requirements and guidelines for the discipline of students with disabilities under I.D.E.A. In addition, the course will emphasize the critical connection between student behavior, classroom management and well-designed instructional practices.

Credits

3

SPED580C - Special Education Assessment

Description

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.

Credits

3

Requisites

- Complete:
 - SPED520 - Assessment of Student Performance (3)

SPED580NC - Special Education Assessment

Description

Students will gain an awareness of procedures involved in the evaluation of students to determine eligibility for special education services. Students will be introduced to a variety of assessment tools and gain an understanding of what the tests measure and how they are used in the identification of specific disability categories. The course includes theoretical and legal foundations, the characteristics of learners with and without disabilities across cognitive, social, emotional and sensory areas. Students will recognize the impact of family and cultural backgrounds on classroom and test performance. Students will become familiar with the administration, scoring, interpretation and reporting of selected diagnostic testing used in special education evaluations.

Credits

3

Requisites

- Complete:
 - SPED520 - Assessment of Student Performance (3)

SPED616 - Intervention in Mathematics

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach mathematics to special education students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of students with disabilities and will include the following: (a) contextualizing learners and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing mathematical concepts, methods and strategies; and (e) linking student learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching mathematics.

Credits

4

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

SPED618 - Intervention in Literacy

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach literacy to special education students. This course will provide evidence-based research and teaching opportunities that will be developed, implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills and abilities needed to meet the needs of students with disabilities and will include the following: (a) contextualizing learners and learning; (b) assessing student learning; (c) planning and preparation; (d) addressing literacy models, concepts, methods and strategies; and (e) linking student learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate. With the support of the college faculty and the cooperating practitioner, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of teaching literacy.

Credits

4

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

SPED624C - Professional Collaboration

Description

This course has been designed to assist special education teachers in examining their consultative roles and responsibilities when working in inclusive settings. Students will be introduced to, and examine the nature of collaboration, developing relationships between general and special educators, and paraprofessionals. The focus of the course will be on practical application and establishing strong relationships between general and special educators. The course also includes facilitating engagement of parents, and families as well as appropriate community agencies. The purpose of the course is to prepare special educators to interact and collaborate with a variety of stakeholders that are typically associated with students placed in inclusive settings. In order for special education teachers to be successful they must have the skills and ability to support students in the general education setting which means collaborative interaction, decision making, accountability and teamwork. Knowledge of general education curriculum requirements, related assessments, researched based interventions and use of data are all topics that will be covered as part of this course.

Credits

3

Requisites

- Complete:
 - SPED501C - Students with Exceptionalities (3)

SPED632 - Clinical Experience II

Description

This competency-based course will focus on the knowledge, skills, abilities and dispositions teachers need to teach students with disabilities. This clinical experience will provide evidence-based research, and clinical opportunities that will be implemented, analyzed, evaluated and refined during the 16 weeks of clinical experience. This iterative process facilitates the development of skills that promotes the learning of all students, especially students with disabilities, in the following: (a) Learner development; (b) Learning differences; (c) Learning environment; (d) Content knowledge; (d) Assessment; (e) Planning and learning facilitation; and (f) Reflection and continuous growth. With the support of the college faculty and the cooperating practitioners, the teacher candidate will actively engage in on-going self-assessment, focusing on the refinement of instructing students, supporting student learning and linking their learning progress to the knowledge, skills, abilities and dispositions of the teacher candidate.

Credits

4

Requisites

- Must be enrolled into the Teacher Certification Program (TCP).

Sport Management

SPT111 - Introduction to Sport Management

Description

This introductory course emphasizes the management principles related to the business of sports. It includes personnel, programs, marketing, media, financial management and an overview of career possibilities in this growing field.

Additional Information

Offered every semester.

Credits

3

SPT201 - Governance/Management of Sport Organizations

Description

This course is designed to provide students with a basic understanding of the role of governance structures and management in sport organizations. The primary aim is to familiarize students with a basic understanding of organizational structures used in the management and governance of sport. Topics and issues discussed will involve organizational theory, behavior, and governance structures used in amateur, professional, and international sport organizations; and to provide students with an overview of the sport industry, and the issues encountered by managers of sport organizations and how management techniques can be applied to effectively address these issues.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - SPT111 - Introduction to Sport Management (3)
 - 1 of the following:
 - ENG121 - College Composition II (3)
 - ENG200 - Sophomore Seminar (3)

SPT208 - Sport Marketing

Description

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Writing Intensive Course.

Additional Information

Offered every semester.

Credits

3

Requisites

- 1 of the following:
 - MKT113 - Introduction to Marketing (3)
 - MKT105 - Foundations of Marketing (2)

SPT307 - Sport Law

Description

This course examines the legal issues prominent in the world of sport. The legal liability and responsibilities of coaches, athletic administrators, and sport managers at the professional, college and community levels will be discussed.

Credits

3

Requisites

- 1 of the following:
 - BUS206 - Business Law I (3)
 - BUS205 - Foundations of Business Law (2)

SPT310 - Sport Sponsorship

Description

This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Through actively participating in the learning process, students will enhance their experience and understanding of the corporate sponsorship sales process specifically in the areas of proposal development, research and analysis, solicitation/sales, contracts, evaluation and servicing/managing.

Additional Information

Offered every fall term.

Credits

3

SPT319 - Sport Sales and Promotions

Description

This course provides a cross-disciplinary approach to a variety of marketing, sales and promotions issues that confront sport managers.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - SPT208 - Sport Marketing (3)
 - ENG200 - Sophomore Seminar (3)

SPT320 - Media/Public Relations in Sport

Description

This course is designed to provide students with an understanding of the role of media and public relations in the sport industry. The primary aim is to familiarize students with media relations, public relations, and community relations in sport organizations and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Permission of instructor
 - Complete:
 - ENG200 - Sophomore Seminar (3)

SPT321 - Fitness Management

Description

This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. A \$25 lab fee is required to cover CPR certification.

Additional Information

Offered every fall term.

Credits

3

SPT323 - Golf Club Management

Description

Golf Management will prepare students for a career in one of the most rapidly growing industries in the United States. Golf and business are intertwined. Golf is a business comprised of equipment, apparel, golf courses, travel, real estate development and many other aspects. The combination of classroom instruction, outside speakers and on-site visits will prepare a student to enter this growing field.

Additional Information

Offered every spring term.

Credits

3

Requisites

- 60 credit(s).

SPT333 - Sport, Society, and Ethics

Description

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts; and a basic understanding of the theories and principles related to socio-cultural issues and ethics and morality in the sport industry.

Credits

3

Requisites

- 1 of the following:
 - ENG200 - Sophomore Seminar (3)
 - COM212 - Public Speaking (3)

SPT340 - Practicum in Sport Management

Description

This seminar combined with field experience will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service, and to develop as a future professional in the field. Students are required to complete satisfactory work under the direct supervision of a qualified professional and attend scheduled practicum seminars.

Credits

3 - 6

Requisites

- Complete all of the following
 - 30 credit(s).
 - Permission of instructor

SPT401 - Sport Facilities Management

Description

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course.

Additional Information

Offered every semester.

Credits

3

Requisites

- Complete:
 - SPT111 - Introduction to Sport Management (3)

SPT402 - Sport Revenue

Description

This course provides students with a comprehensive understanding of the many traditional and innovative revenue acquisition methods available to sport organizations. Students will be exposed to conventional income sources, including tax support, ticket sales, concessions and fund raising, and will examine more recent innovations related to licensing sport products, media sales and corporate sponsorship.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - ECO201 - Microeconomics (3)
 - 1 of the following:
 - ECO202 - Macroeconomics (3)
 - ECO205 - Foundations of Macroeconomics (2)
 - 1 of the following:
 - FIN320 - Principles of Finance (3)
 - FIN305 - Foundations of Finance (2)

SPT404 - Sport Agency

Description

The basic goal of this course is to provide the student with an overview of the business of sport agencies. As the sport industry has become more diverse, generating hundreds of billions of dollars per year in economic activity, the need has grown for player and brand representation to navigate the complexities and nuances of specific properties and contracts. This class is designed to highlight some of the challenges in representing athletes and assist students in developing negotiating, marketing, and business strategy.

Additional Information

Offered every spring term.

Credits

3

SPT415 - Event Management and Marketing

Description

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events.

Additional Information

Offered every spring term.

Credits

3 - 6

SPT425 - Sport Licensing/Strategic Alliances

Description

This course will explore why and how sport licensing is used effectively in the global business of sport. Both theoretical and applied perspectives will be used. The course will examine the strategic rational and different forms of sports licensing and how sport managers can use sport licensing to lead their companies to achieve growth and other key objectives. Course content will include examining US and international sport leagues and how they administer their licensing programs. The course will cover the process of identification of licensing opportunities, selection of business partners, process of establishing a license agreement, international licensing and the management of licensing relationships. In addition, students will be introduced to strategic alliances with an emphasis on why and how domestic and international alliances may be used to achieve sport enterprise objectives.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete:
 - SPT208 - Sport Marketing (3)

SPT430 - Front Office Management

Description

This course will provide an overall understanding of the operation of a professional sports franchise from a practical real-world perspective. The course will emphasize the various business disciplines of operating a professional sports team with a special emphasis on marketing functions.

Additional Information

Offered as needed.

Credits

3

SPT461 - Seminar in Sport Management (Capstone)

Description

This course serves as the capstone course for the sport management major and concentration. Students will apply the knowledge and skills obtained from courses in order to solve problems that a sport manager is likely to encounter. Instructor permission required.

Credits

3

Requisites

- 90 credit(s).

SPT465 - Global Sport Business

Description

This course develops a basic theoretical and applied understanding of international business principles as applied to the global sport industry. Several key areas of international business, as they relate to sport business, are explored including the scale, scope and organization of global sport, globalization, internationalization, cultural aspects, international marketing, financial/political/economic risk, human rights, ethical dimensions, role of media, technology/products, professional sport leagues and governance. The course will be delivered from an entrepreneurial and business development perspective encouraging students to think and act strategically when considering sport business in a global context. Class discussions and exercises will focus on assisting the student in establishing a conceptual and applied understanding of these major content areas using relevant text, multi-media. The outcomes will be to develop the skills necessary to function as a professional manager in the international sport business market place. In addition, the student will be exposed to a team working environment in order to foster authentic management interaction skills.

Credits

3

Requisites

- 1 of the following:
 - MKT105 - Foundations of Marketing (2)
 - MKT113 - Introduction to Marketing (3)

SPT491 - Sport Management Internship

Description

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management practices and principles can be learned firsthand.

Credits

0 - 15

SPT525 - Sport Licensing and Strategic Alliances

Description

The goal of this course is to develop a deep, working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will fully explore the process of identifying and developing a sports licensing and/or strategic alliance strategy so the student will be enabled to apply this knowledge in a real business setting. By doing so a student as a future manager will better recognize opportunities that sports licensing and strategic alliances can potentially offer to their sport business. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value.

Credits

3

Requisites

- Complete:
 - SPT608 - Sport Marketing and Media (3)

SPT565 - Internationalization of Sport Business

Description

The Internationalization of Sport Business course will help to prepare the sport business manager for the exciting world of global sports. The course is designed to thoroughly introduce the graduate student to the many facets of conducting sport business in the international marketplace. By using real life international sport business examples, students will garner a deeper understanding of the various complexities associated with conducting sport business in an international context. Some of the key areas include culture, international marketing, financial/political/economic risk, ethical dimensions, role of media, technology/products, professional sport leagues and governance.

Credits

3

SPT605 - Sport Business Cases

Description

This course covers the development of case method learning as applied to sport management business situations. Students will learn how to analyze sport business cases, develop recommended solutions to case problems and demonstrate evidence based arguments for their positions. A seminar and hybrid format are used to advance learned material and concepts from previous courses and allow students to focus on their areas of sport business interest.

Credits

3

SPT608 - Sport Marketing and Media

Description

This course examines the concepts and processes used in marketing and communications of a sport organization, at the college, professional or community level. Students will utilize the case study approach to analyze current marketing problems and techniques to develop an effective sport marketing and communications plan; with special emphasis placed on the unique aspect of sport products, markets, consumers, and media relations.

Credits

3

SPT608L - Sport Agency Lab 1

Description

This course covers the direct application of sport marketing principles (from SPT 608) through analysis of specific marketing issues and problems for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. General Agency Lab Description: Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

Credits

1 - 4

Requisites

- Complete or concurrently enroll in:
 - SPT608 - Sport Marketing and Media (3)

SPT622 - Sport Business Analytics

Description

Sport Analytics (SPT 622) has been crafted to provide the graduate student with a substantive understanding of analytical tools used by organizations involved in sports. Upon completion, a student will be able to develop and apply analytical tools to assist in business decision making. This includes an overview of database management, data collection, statistical methods, and data presentation. Focusing on the application of data within sport organizations, this class examines analytics involving player evaluation, consumer behavior, ticket pricing, and in-game strategies. A significant part of this class is experiential and requires collaboration with other students and selected sport organizations.

Credits

3

SPT622L - Sport Agency Lab 2

Description

This course covers the direct application of sport analytic principles (from SPT 622) through analysis for a sport business. Students work with cross functional teams to develop strategies and solutions to address the company's needs and specific project. A hands on and possibly on site format is used. The lab is designed to run concurrently with and are part of the SPT 622 (Sport Analytics) 8-week courses. They cannot be taken as separate courses. The Labs are non-seat time based learning experiences consistent with the Degree in Three Program. General Agency Lab Description: Specifically, the Agency model is designed to provide students with projects similar to consulting engagements, matched with just-in-time instruction to teach content related to the project. As such, current graduate classes (such as Sport Analytics and Sport Marketing) are integrated into the project and allow students to practice and apply the material as it is learned. Faculty from across the Sport Management department and potentially other Departments will collaborate with students based on their expertise and the demands of the project. Sport students may also work with students from other programs (MBA) to collaborate in cross-functional teams and communicate directly with companies. The final deliverables will include a report and presentation to the company and faculty.

Credits

1 - 4

Requisites

- Complete or concurrently enroll in:
 - SPT622 - Sport Business Analytics (3)

SPT702 - Sport Business Development

Description

Sport Business Development examines the nature and process of identifying and developing new sport business opportunities in the market place. Student may approach this discovery process from the perspective of a new start up or a corporate business development environment. The learning experience will be applied in nature and utilize relevant digital tools that help students take problem solving sport product ideas and transform them into potential real business organizations or growth opportunities. This experiential process will also require students to formulate necessary business strategies to pursue the market opportunity and effectively communicate their ideas and plans to potential stakeholders.

Credits

3

Requisites

- Complete:
 - SPT525 - Sport Licensing and Strategic Alliances (3)

Taxation

TAX655 - Federal Income Tax of Corporations and Partnerships

Description

This course studies the theories and practices of income taxation of corporations and partnerships and excise tax on estates and gifts.

Credits

3

Requisites

- Placement in

The Culinary Institute

TCI109 - Food Purchasing

Description

This course uses student research, lectures and guest speakers to examine the various grades, types and varieties of fresh and processed fruits, vegetables, meats, fish, shellfish, poultry, dairy products and various sundry items, and the methodology of purchasing food in large quantities. This course integrates student research with applied learning activities conducted through the Hospitality Center receiving department and Hospitality Center special events. Students will acquire in-depth knowledge of centralized procurement, writing specifications, product identification, packaging and pricing.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI110 - Culinary Skills and Procedures

Description

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. A typical class consists of a classroom lecture and demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place;" correct cooking procedures; and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI110CO - Culinary Skills & Procedures Colloquium (0)
 - Must be enrolled in the Culinary program

TCI110CO - Culinary Skills & Procedures Colloquium

Description

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. A typical class consists of a classroom lecture and demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place;" correct cooking procedures; and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation.

Additional Information

Offered every fall term.

Credits

0

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI110 - Culinary Skills and Procedures (3)
 - Must be enrolled in the Culinary program

TCI111 - Progressive Culinary Techniques

Description

Food Production continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Sauce production and meat fabrication will be studied in more detail. Students also produce multicourse American menus. Appropriate readings and written assignments are included.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI111CO - Progressive Culinary Techniques Colloquium (0)
 - TCI110 - Culinary Skills and Procedures (3)
 - Must be enrolled in the Culinary program

TCI111CO - Progressive Culinary Techniques Colloquium

Description

Food Production continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Sauce production and meat fabrication will be studied in more detail. Students also produce multicourse American menus. Appropriate readings and written assignments are included.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI111 - Progressive Culinary Techniques (3)
 - Must be enrolled in the Culinary program

TCI113 - Fundamentals of Baking

Description

This course defines basic baking terminology, ingredients and methods. Techniques discussed in each class session are applied to the actual production of baked items, including yeast breads, puff pastry, Danish dough, quick breads, éclair paste, tarts and pies. Students will be asked to analyze the components of each baked good and will learn how to evaluate the finished product. Proper sanitation and safety techniques in the bakery will be emphasized.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI113CO - Fundamentals of Baking Colloquium (0)
 - Must be enrolled in the Culinary program

TCI113CO - Fundamentals of Baking Colloquium

Description

This course defines basic baking terminology, ingredients and methods. Techniques discussed in each class session are applied to the actual production of baked items, including yeast breads, puff pastry, Danish dough, quick breads, éclair paste, tarts and pies. Students will be asked to analyze the components of each baked good and will learn how to evaluate the finished product. Proper sanitation and safety techniques in the bakery will be emphasized.

Additional Information

Offered every fall term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI113 - Fundamentals of Baking (3)
 - Must be enrolled in the Culinary program

TCI114 - Intermediate Baking

Description

This course is a continuation of TCI 113. A lecture and lab format is used to introduce students to techniques used in the production of chiffon, Bavarian creams, mousses, pastry cream and other fillings, phyllo dough products, cakes and icings. Basic cake decorating techniques also are introduced.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI114CO - Intermediate Baking Colloquium (0)
 - TCI113 - Fundamentals of Baking (3)
 - Must be enrolled in the Culinary program

TCI114CO - Intermediate Baking Colloquium

Description

This course is a continuation of TCI 113. A lecture and lab format is used to introduce students to techniques used in the production of chiffon, Bavarian creams, mousses, pastry cream and other fillings, phyllo dough products, cakes and icings. Basic cake decorating techniques also are introduced.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI114 - Intermediate Baking (3)
 - Must be enrolled in the Culinary program

TCI116 - Safety and Sanitation

Description

This course examines the fundamentals of sanitation in foodservice operations. Techniques of proper sanitation and safety will be studied and practiced. Students will become familiar with HACCP, Federal, State, and Local sanitation and safety requirements. Topics studied include the importance of proper sanitation procedures, purchasing and receiving of safe food. Emphasis is placed on the elimination of cross-contamination and harmful pathogens. Management strategies demonstrate the importance of the integration of pest management, employee sanitation and safety training and proper safety and security measures. The NRA Serve Safe Sanitation Exam, a degree requirement, is given to students during the course.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI167 - Nutritional Cooking

Description

Through this course, the student will develop knowledge toward a cohesive concept of health. Because the majority of all diseases and illnesses is directly related to lifestyle, emphasis is on day-to-day living and the individual's responsibility to and for himself or herself. Contemporary nutritional theories are applied in the production lab, where students practice various dietary menus.

Additional Information

Offered once a year.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI167CO - Nutritional Cooking Colloquium (0)
 - Must be enrolled in the Culinary program

TCI167CO - Nutritional Cooking Colloquium

Description

Through this course, the student will develop knowledge toward a cohesive concept of health. Because the majority of all diseases and illnesses is directly related to lifestyle, emphasis is on day-to-day living and the individual's responsibility to and for himself or herself. Contemporary nutritional theories are applied in the production lab, where students practice various dietary menus.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI167 - Nutritional Cooking (3)
 - Must be enrolled in the Culinary program

TCI202 - Voting With Your Fork

Description

A vision for the future is one of abundance, health, and justice, yet we're up against big odds. America's food system is in crisis. Industrial agriculture has caused environmental degradation on a massive scale, and corporations pushing processed foods have encouraged widespread sickness and obesity in children and adults. Society needs to transform our mainstream processes to grow a strong local food system that benefits us all. Fork Choices will help you become knowledgeable of the impacts on our planet's natural resources generated by your daily eating choices. Realizing Legal, Economic, Social and Environmental influences will help you make informed decisions whether you are eating out or purchasing groceries for home. This course is open to all students on campus - all majors. Everyone eats and should understand how to become socially responsible citizens for our fork choices! - An interactive course taught by two specialists in Food Sustainability - Meets General Education learning outcomes and provides Coming of Age Experiences This course will examine a variety of food topics including our fresh water supply, freerange livestock, food coloring, food packaging and governmental policies relating to food regulations. In class experimentation, guest lecturers, field trips and field experiences will enrich student comprehension of the impacts that individual Fork Choices create. Food offerings will be provided occasionally throughout the semester to analyze consumer awareness. Methods to prevent planet destruction and waste to increase sustainability will be discussed. This is not a lab course. No Culinary background required. Open to all majors to encourage a diversity of thought and discussion. Everyone eats and makes fork choices daily.

Credits

3

TCI208 - New American Cuisine

Description

This course is designed for students to gain knowledge of the properties of the new American cuisine and to create lighter, healthier foods for consumption and home preparation.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI111 - Progressive Culinary Techniques (3)
 - Must be enrolled in the Culinary program

TCI211 - Italian Cuisine

Description

Students will strengthen their cooking skills and techniques by producing food to be served in the public restaurant and banquet facilities. Students will rotate through each station of the kitchen, practicing the skills and techniques learned in TCI 110 and TCI 111. In addition to the strongly emphasizing classical cooking techniques, the course will provide students with production experience in breakfast cookery, salads and dressings, hot and cold hors d'oeuvres, canapes, sandwiches, cheeses and a la carte desserts. The development of production techniques, timing and organizational skills are emphasized.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI211CO - Italian Cuisine Colloquium (0)
 - TCI111 - Progressive Culinary Techniques (3)
 - Must be enrolled in the Culinary program

TCI211CO - Italian Cuisine Colloquium

Description

Students will strengthen their cooking skills and techniques by producing food to be served in the public restaurant and banquet facilities. Students will rotate through each station of the kitchen, practicing the skills and techniques learned in TCI 110 and TCI 111. In addition to the strongly emphasizing classical cooking techniques, the course will provide students with production experience in breakfast cookery, salads and dressings, hot and cold hors d'oeuvres, canapes, sandwiches, cheeses and a la carte desserts. The development of production techniques, timing and organizational skills are emphasized.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI211 - Italian Cuisine (3)
 - Must be enrolled in the Culinary program

TCI217 - Classical Cuisine

Description

Students prepare products using classic recipes from specific regions in France. They learn the cooking techniques that have been proven over time and how regional influences have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the public dining room of the Hospitality Center.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI217CO - Classical Cuisine Colloquium (0)
 - Must be enrolled in the Culinary program

TCI217CO - Classical Cuisine Colloquium

Description

Students prepare products using classic recipes from specific regions in France. They learn the cooking techniques that have been proven over time and how regional influences have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the public dining room of the Hospitality Center.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI217 - Classical Cuisine (3)
 - Must be enrolled in the Culinary program

TCI218 - International Cuisine and Service

Description

In this production class, students prepare the cuisine of six different nationalities. Middle Eastern, Latin, Bavarian, Italian, Chinese and Asian cuisines are practiced and a set menu is provided for service in the culinary dining room. All facets of a country's cuisine, from appetizers through desserts, are studied.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI218CO - International Cuisine and Service Colloquium (0)
 - Must be enrolled in the Culinary program

TCI218CO - International Cuisine and Service Colloquium

Description

In this production class, students prepare the cuisine of six different nationalities. Middle Eastern, Latin, Bavarian, Italian, Chinese and Asian cuisines are practiced and a set menu is provided for service in the culinary dining room. All facets of a country's cuisine, from appetizers through desserts, are studied.

Additional Information

Offered every fall term.

Credits

0

Requisites

- Complete all of the following
 - 1 of the following:
 - TCI218 - International Cuisine and Service (3)
 - TCI280 - International Baking and Desserts (3)
 - Must be enrolled in the Culinary program

TCI220 - Charcuterie

Description

This course introduces students to all aspects of the cold kitchen. The course begins with an overview of the history of garde manger and the proper selection, care and handling of ingredients. Students are encouraged through their lab work to demonstrate an understanding of classical garde manger techniques. Each lab begins with a class lecture on the day's topic followed by an instructor's demonstration. Students then work on projects based on the lecture and demonstration. Content area includes: cured and smoked foods, charcuterie, terrines and pates, aspic and chaud froid, cheese, hors d'oeuvres, appetizers, cold sauces and condiments. Basic ice carving and buffet layout are covered. Required outside study will include French and English terminology associated with garde manger and readings in the textbook. This course is designed to study purchasing, receiving, evaluating and proper storage procedures of meats. Emphasis is placed on primal and subprimal cuts, federal inspections, grading yields, and the classifications of meats, poultry and game. Laboratory activities include hands-on fabrication of pork, beef, poultry, lamb and veal.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI111 - Progressive Culinary Techniques (3)
 - Must be enrolled in the Culinary program

TCI230 - Retail Baking

Description

This lab and service course provides students with the opportunity to produce and merchandise bakery products for sale to the public. Students will research, develop and produce products to augment the basic menu of the public coffee and pastry shop.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI230CO - Retail Baking Colloquium (0)
 - TCI114 - Intermediate Baking (3)
 - Must be enrolled in the Culinary program

TCI230CO - Retail Baking Colloquium

Description

This lab and service course provides students with the opportunity to produce and merchandise bakery products for sale to the public. Students will research, develop and produce products to augment the basic menu of the public coffee and pastry shop.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI230 - Retail Baking (3)
 - Must be enrolled in the Culinary program

TCI233 - Classical Baking and Plate Composition

Description

Students in this course will expand on the baking knowledge they attained in the previous two courses. Students will become more proficient in baking techniques through lectures, demonstrations and participation in baking labs. More emphasis is placed on classical terms, desserts, terminology, equipment and techniques. Particular emphasis is given to decorative projects.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI114 - Intermediate Baking (3)
 - Must be enrolled in the Culinary program

TCI235 - American Regional Cuisine

Description

This course explores the historical implications of the development of regional American cuisines and their effects. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus that encompass cuisine from a region's earliest beginnings to a variety of food that is prepared today.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI235CO - American Regional Cuisine Colloquium (0)
 - TCI111 - Progressive Culinary Techniques (3)
 - Must be enrolled in the Culinary program

TCI235CO - American Regional Cuisine Colloquium

Description

This course explores the historical implications of the development of regional American cuisines and their effects. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus that encompass cuisine from a region's earliest beginnings to a variety of food that is prepared today.

Additional Information

Offered every fall term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI235 - American Regional Cuisine (3)
 - Must be enrolled in the Culinary program

TCI238 - Cake Decorating

Description

This course builds on the introduction of cake preparation and icing technique instruction delivered in TCI-114 Intermediate Baking. Through weekly lecture and lab sessions, students will reinforce cake mixing and baking skills. Basic tiered construction and support devices will be discussed and applied to multi-tiered cake projects. Buttercream, royal icing and rolled fondant application, and decorating techniques using the pastry bag and icing tips, stencils, color-flow transfer, fondant decoration, and an introduction to gumpaste flowers will be covered.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI114 - Intermediate Baking (3)
 - Must be enrolled in the Culinary program

TCI240 - Advanced Pastry

Description

This practical lab course introduces students with an interest in baking to more advanced mediums used for decorative pastry items. Each class session begins with a discussion of a specific medium and the scientific principles governing its manipulation. Students are presented with a basic recipe and technique and are given lab time to develop their skills with each medium. Ways to incorporate the item of the day into a more elaborate showpiece also are taught.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI114 - Intermediate Baking (3)
 - Must be enrolled in the Culinary program

TCI250 - Dining Room Management

Description

This course will focus on the basic principles of supervising a food service operation. Management theories will be explored in the context of a changing service industry. Hiring, training, motivating, directing, delegating and solving problems as a chef-manager will be emphasized.

Additional Information

Offered as needed.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI256 - Food and Beverage Cost Control

Description

This course reviews the computational arithmetic skills required for accurate food service preparation, operation and management. The methods used to solve mathematical problems that relate to food service operations are stressed. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversion, menu pricing, food cost, inventories, break-even analysis and financial statements. Use of a calculator is stressed.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI275 - Etruscan Culture and Cuisine

Description

A submersion into the Etruscan Culture with the emphasis on the foods. It will be a learning experience based on the food, culture and history of the Etruscans in Italy. The course will explore the region and food. It will look at the farming, production and sales of Foods made in the region. Specializing in the cheeses, meats and wines of Tuscany: The course will visit Perugia for its chocolate, Parma for its Prosciutto, Parmigianino, Olive old and Balsamic Vinegar and other regions that align with the learning outcomes of the course. Baking and Culinary labs in the Zeppelin restaurant with Chef Lorenzo Polegri and 5 wine seminars and vineyard visits will also be included in this course.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Permission of instructor

TCI280 - International Baking and Desserts

Description

Students will research and learn how different baking techniques have been applied around the world historically, and how they have evolved into the signature desserts and confections that are identified regionally. There will be lecture and classroom discussion around how immigration, emigration and world colonization have impacted cuisine development globally. Students will explore how climate, terrain, colonization and religion can affect the development and evolutions of cuisines through desserts. The chef will lecture on and demonstrate different international products and techniques and on their use in the appropriate cuisines.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI218CO - International Cuisine and Service Colloquium (0)
 - Must be enrolled in the Culinary program

TCI311 - Pizza to Pizzerias

Description

In this course student will prepare and evaluate different styles of pizza making. They will then plan and execute different styles of Pizzerias menus for the Quill Restaurant, serve the menu, and evaluate cost viability. Students will research the cost and acquisition of new and used equipment and other resources needed to open a pizzeria. They will explore costing, menu diversification, inventory, and beverage pairing, and staffing requirements. Students will be exposed to how a pizzeria can be a gateway business that can grow into full-service restaurant service. In this class students will work in small groups planning and executing pizzeria style menus. They will then track costing of food, labor and other expenses.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 60 credit(s).
 - Complete 1 of the following
 - Complete:
 - TCI217 - Classical Cuisine (3)
 - TCI218 - International Cuisine and Service (3)
 - Complete:
 - TCI233 - Classical Baking and Plate Composition (3)
 - TCI280 - International Baking and Desserts (3)
 - Permission of instructor

TCI320 - Baking for the Restricted Diet

Description

The cause, effect and current research attributed to diabetes, heart disease, gluten and other food allergies, Crohn's disease, colitis and IBS will be the focus of lectures. Students will then prepare and evaluate baked goods and desserts in the baking lab that fulfill each restrictive diet criteria. Emphasis is placed on a thorough understanding of the underlying disease and its relationship to diet, and the development of satisfying products that maintain the constraints of a restricted eating plan.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI320CO - Baking for the Restricted Diet Colloquium (0)
 - TCI114 - Intermediate Baking (3)
 - TCI167 - Nutritional Cooking (3)
 - Must be enrolled in the Culinary program

TCI320CO - Baking for the Restricted Diet Colloquium

Description

The cause, effect and current research attributed to diabetes, heart disease, gluten and other food allergies, Crohn's disease, colitis and IBS will be the focus of lectures. Students will then prepare and evaluate baked goods and desserts in the baking lab that fulfill each restrictive diet criteria. Emphasis is placed on a thorough understanding of the underlying disease and its relationship to diet, and the development of satisfying products that maintain the constraints of a restricted eating plan.

Additional Information

Offered every fall term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI320 - Baking for the Restricted Diet (3)
 - Must be enrolled in the Culinary program

TCI325 - Artisan Breads

Description

This course defines the terminology and techniques utilized in the production of a variety of yeast breads. Emphasis will be placed upon proper mixing, proofing, finishing, and baking techniques. Students will be required to analyze the components of the bread dough at its various stages, and to evaluate the finished product. The sequential steps that are essential to successful bread making will be discussed in lecture and applied in daily production. The course will provide the information, tools and instruction necessary to gain proficiency in the preparation of a variety of rustic breads including; Rustic Black Olive and Pepper Rounds, Country Sourdough Boule, Ciabatta, Crusty Italian, Parisian Baguettes and Vienna Bread.

Additional Information

Offered every spring term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI114 - Intermediate Baking (3)
 - Must be enrolled in Culinary program

TCI335 - The Sustainable Kitchen: Farm to Table

Description

Students will explore and research the viability of working within a framework of sustainability in the restaurant industry. We will be working in the classroom, in the kitchen and visiting local farms and purveyors to establish practices that can be beneficial for both the environment and the restaurant. We will be exploring ways of building relationships with growers/purveyors, setting up personal goals for sustainability, methods for implementing those goals. We will be creating seasonal menus, exploring ways to negotiate and work with farmers/purveyors to create mutually beneficial relationships, and how to extend the Farm to Table principles in a cold weather region. Students will explore the integral part a restaurant plays within the community and aspects of social responsibility - be those to the environment, the customers, employees and the basic need for profit for the restaurant to remain sustainable for itself. This course will utilize classroom lecture and discussion, visits to and from local farmers/purveyor, and kitchen lab time for preparing foods.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI335CO - The Sustainable Kitchen: Farm to Table Colloquium

Description

Students will explore and research the viability of working within a framework of sustainability in the restaurant industry. We will be working in the classroom, in the kitchen and visiting local farms and purveyors to establish practices that can be beneficial for both the environment and the restaurant. We will be exploring ways of building relationships with growers/purveyors, setting up personal goals for sustainability, methods for implementing those goals. We will be creating seasonal menus, exploring ways to negotiate and work with farmers/purveyors to create mutually beneficial relationships, and how to extend the Farm to Table principles in a cold weather region. Students will explore the integral part a restaurant plays within the community and aspects of social responsibility - be those to the environment, the customers, employees and the basic need for profit for the restaurant to remain sustainable for itself. This course will utilize classroom lecture and discussion, visits to and from local farmers/purveyor, and kitchen lab time for preparing foods.

Additional Information

Offered every spring term.

Credits

0

Requisites

- Complete all of the following
 - Complete:
 - TCI335 - The Sustainable Kitchen: Farm to Table (3)
 - Must be enrolled in Culinary program

TCI340 - Spirits and Mixology Management

Description

This course is designed to teach students the skills of making, pricing, and making a profit from alcoholic beverages. This class has a lab component that emphasizes the importance of the skills of bartending to food service operations. Throughout history alcoholic beverages have played an important role in most cultures. As civilization developed, the inns, alehouses, and taverns were central to the growth of towns, travel, and the communication of ideas. This course is designed to give the student an overview of these topics and also cover mixology and bartending.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - Complete:
 - TCI256 - Food and Beverage Cost Control (3)
 - Must be enrolled in Culinary program

TCI371 - Food Styling and Presentation

Description

This course is designed to study the trends of food presentations and plating techniques. The course examines the fundamentals of food styling with a modern influence of art and design.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI390 - Culinary Cooperative Education

Description

This is a guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 150 hours over a pre-determined length of time with specified starting and ending dates (usually a three- to four-month summer season) working at an approved food service operation.

Additional Information

Offered every year.

Credits

0 - 3

Requisites

- Complete all of the following
 - Complete 1 of the following
 - Complete:
 - TCI111 - Progressive Culinary Techniques (3)
 - TCI114 - Intermediate Baking (3)
 - TCI116 - Safety and Sanitation (3)
 - Permission of instructor
 - Must be enrolled in the Culinary program

TCI410 - Cooking Without Recipes

Description

This course is a production and hands on course. Students will be faced with a mystery basket style experience on a weekly basis. This will test their creativity, organization and teamwork abilities. The class will come together to evaluate the product given, look at menu restrictions given for the day by the professor, and create lunch or dinner style dish. Students are encouraged to enhance their skills of cooking techniques like grilling/broiling, roasting, sauteing and deep-frying.

Credits

3

Requisites

- Must be enrolled in the Culinary program

TCI420 - Sugarcraft and Cake Design

Description

This course allows students to further develop their ability in creating realistic flowers, leaves, and decorative elements using a variety of sugar pastes, food color painting techniques, and floral arranging concepts. A review of the various types of sugar mediums and their application in cake design will be discussed. The unique tools of the trade will be introduced, and lab time will afford students the opportunity to create a range of floral sprays and practice of decorative techniques on sugar paste. Students will create a finished cake for their final project, incorporating a floral design of their choosing.

Additional Information

Offered every fall term.

Credits

3

Requisites

- Complete all of the following
 - 1 of the following:
 - TCI217 - Classical Cuisine (3)
 - TCI233 - Classical Baking and Plate Composition (3)
 - Must be enrolled in the Culinary program

TCI430 - Dietetics and Spa Cuisine

Description

This course introduces students to the world of spa, taking a comprehensive look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. The course takes students through a typical day from a spa director's perspective, examines the qualities of outstanding service, and discusses industry trends and future directions. It is also intended to build a greater awareness and understanding of today's health conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumer.

Credits

3

Requisites

- Complete all of the following
 - Complete or concurrently enroll in:
 - TCI430CO - Dietetics and Spa Cuisine Colloquium (0)
 - TCI167 - Nutritional Cooking (3)
 - TCI256 - Food and Beverage Cost Control (3)
 - Must be enrolled in the Culinary program

TCI430CO - Dietetics and Spa Cuisine Colloquium

Description

This course introduces students to the world of spa, taking a comprehensive look at subjects ranging from the history and cultural development of spas to spa terminology and financial realities. The course takes students through a typical day from a spa director's perspective, examines the qualities of outstanding service, and discusses industry trends and future directions. It is also intended to build a greater awareness and understanding of today's health conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumer.

Additional Information

Offered every fall term.

Credits

0

Requisites

- Must be enrolled in the Culinary program
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