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academic  
catalog

Southern New Hampshire University

2017  
2018

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# 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 LeBlond", enclosed in a thin black rectangular border.

Sincerely,  
Paul J. LeBlanc  
President

## **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.

## Special Programs

### Online Consortium

Southern New Hampshire University is a member of the Online Consortium of Independent Colleges and Universities (OCICU). The intent of this consortium is to offer students the opportunity to supplement their academic program with courses not offered by Southern New Hampshire University. Students' advisors must approve all course selections. Please note that these offerings are for COCE students only. For additional information, visit <http://ocicu.org> or reach out to [seacoast@snhu.edu](mailto:seacoast@snhu.edu).

### SNHU Advantage

The SNHU Advantage program is a full-time undergraduate program offered exclusively at our Salem Center. This program is offered as a morning cohort model, allowing students to earn up to 72 credits towards a bachelor degree in more than 40 majors, without giving up a job, or paying full-time tuition rates. At the SNHU Advantage program students pay a tuition price that is under \$11,000.00 a year. Students can earn up to 36 credits per year, leading to an Associate of Arts degree in Liberal Arts. Each student works closely with an advisor and a dedicated team of faculty to support their success, with an eye on transitioning to a bachelor's degree program. If students do not find a program within COCE or UC that meets their individual needs for a bachelor's degree option, students are given the option to remain in the Advantage Program and enroll in a BS in Business Studies to finish their final two years.

SNHU Advantage features three terms a year, in which students are registered for only 4 classes. The small class size – no more than 24 students, and a more manageable class load, make for an ideal situation for students to achieve academic success! Services and opportunities included in the program are on-site academic advising, daily office hours with faculty members and online access to the library. The Advantage Program offers an onsite Academic Support Center staffed with an Academic Coach that offers individual and peer tutoring, as well as study skills and academic guidance. For more detailed information about the program, please go to <http://www.snhu.edu/7212.asp?vdir=advantage>, or contact Nicole Monahan, Program Director at 603.893.9600, or at [advantage@snhu.edu](mailto:advantage@snhu.edu).

**Virtual Learning Academy (VLACS)**

Southern New Hampshire University's College of Online and Continuing Education has partnered with New Hampshire's Virtual Learning Academy (VLACS) to offer a dual enrollment college program for high school students. The VLACS early college program, called Learning through College (or LTCollge), offers students the opportunity to earn college credit and potentially an Associate degree. Students have the option of completing one or more college courses or completing an entire associate degree program while in high school. Students who earn an Associate degree through this program will be invited to participate at Southern New Hampshire University's commencement ceremony. The mission of VLACS is communicated on its public website (<http://vlacs.org>) and aligns to the SNHU COCE mission of making high-quality education accessible and affordable and empowering students to transform their lives and the lives of those around them. For more information please contact VLACS at [info@vlacs.org](mailto:info@vlacs.org) or (603) 778-2500.

**Executive Directors and Associate Deans 2017-2018**

<b>Business Programs</b>		
Bruce Stetar, DBA	Senior Executive Director of Business Programs	603-314-7543
Joseph Cappa, DBA	Executive Director of Business Programs	603-314-7530
Bernice Bain, MS	Associate Dean of Faculty, Business	Remote
Kim Blanchette, EdD	Senior Associate Dean of Programs, Business and Advantage	603-314-7944
Michelle Caron, PhD	Associate Dean of Faculty, Business	603-314-7721
Christina Dumeng, MS	Associate Dean of Faculty, Business	603-314-7983
Keely Griffith, MBA	Associate Dean of Faculty, Business	Remote
Mark Hobson, PhD	Associate Dean of Programs, Business	603-314-7538
Sherry Kollman, PhD	Senior Associate Dean of Programs, Business	603-314-7934
Ann Leary, MS	Associate Dean of Faculty, Business	603-314-7511
Ruth Ann Murray, PhD	Associate Dean of Programs, Business	603-314-4817
Eide Nesmith, MSM	Associate Dean of Faculty, Business	603-314-7623
Kimberly Salgado, MBA	Associate Dean of Faculty, Business	Remote
Jen Varney, PhD	Senior Associate Dean of Faculty, Business	603-314-1418
<b>Counseling</b>		
Marc Wilson, PhD	Executive Director of Counseling Programs	603-629-3465
Franc Hudspeth, PhD	Associate Dean of Counseling Programs	603-314-1412
<b>Education</b>		
Jan Wyatt, PhD	Senior Executive Director of Nursing & Health Professions, Social Sciences, and Education Programs	603-629-3477
Daniel Tanguay, PhD	Associate Dean of Programs, Education	603-314-7636
<b>First Year Experience</b>		
Matthew Belanger, MS	AVP of Academic Operations and First Year Experience	603-314-7979
Jamie Holcomb, MM	Associate Dean of Faculty, First Year Experience	Remote
Jasmeial Jackson, EdD	Associate Dean of First Year Experience and Retention Programs	603-629-3421

<b>Nursing &amp; Healthcare Programs</b>		
Jan Wyatt, PhD	Senior Executive Director of Nursing & Health Professions, Social Sciences, and Education Programs	603-629-3477
Sherrie Palmieri, DNP	Chief Nurse Administrator, Nursing & Health Professions	603-314-7870
Denise Bisailon, EdD	Associate Dean of Programs, Nursing & Health Professions	603-314-7869
Toni Clayton, PhD	Associate Dean of Faculty, Graduate Health Professions	Remote
Willem Brooke-Debock, MISM	Associate Dean of Faculty, Undergraduate Health Professions	603-314-4845
Jennifer Johnson, DNP	Associate Dean of Programs, Graduate Nursing	603-314-7484
Peggy Moriarty-Litz, MS, RN, CNE	Associate Dean of Programs, Undergraduate Nursing	603-629-3493
Pam Varhol, MBA, MS	Associate Dean of Faculty, Health Information Technology	603-722-9153
Lynn Ward, MS	Associate Dean of Programs, Health Information Technology	Remote
<b>General Education</b>		
Anthony Siciliano, MFA	Executive Director of Humanities & General Education	603-637-4387
Priscilla Hobbs-Penn, PhD	Associate Dean of General Education and Interdisciplinary Studies	603-314-1456

<b>Liberal Arts</b>		
Ruth Lahti, PhD	Executive Director of Liberal Arts	603-629-3581
Sharon Califano, PhD	Associate Dean of Programs, Writing, Composition, & Literature	603-314-7829
Derrick Craigie, MFA	Associate Dean of Faculty, Creative Writing and Literature	603-314-7844
James Fennessy, MA	Associate Dean of Faculty, History	603-489-6103 ext. 9067
Sloan Kelly, MFA	Associate Dean of Faculty, Graphic Design, FAS, IND, MUS and Humanities	603-314-7466
Evan Kropp, PhD	Associate Dean of Faculty, Communication & Philosophy	603-314-5820
Marie Morganelli, PhD	Associate Dean of Faculty, Composition	603-314-1431
Lori Stein, MA	Associate Dean of Programs, Humanities	603-314-1408



<b>Science, Technology, Engineering, Math</b>		
Gwen Britton, PhD	Executive Director of STEM Programs	603-314-7529
Melissa Donovan, PhD	Associate Dean of Faculty, Mathematics	603-314-1406
Cheryl Frederick, MS	Associate Dean of Faculty, IT	Remote
Mark Gruen, MEd	Associate Dean of Faculty, STEM	603-314-7464
Mark LePage, MS	Associate Dean of Programs, STEM	603-314-4837
Susan McKenzie, EdD	Associate Dean of Programs for Science, Math & Data Analytics	603-629-3574
Ann Marie Moynihan, MBA, MS	Associate Dean of Faculty, IT	Remote
Jill Nugent, MS	Associate Dean of Faculty, Science	Remote
David Numme, MBA	Associate Dean of Faculty, IT	603-314-7629
<b>Social Sciences</b>		
Jan Wyatt, PhD	Senior Executive Director of Nursing & Health Professions, Social Sciences, and Education Programs	603-629-3477
Michelle Hill, PhD	Senior Associate Dean of Programs, Psychology	603-314-1441
Michelle Alvarez, EdD	Associate Dean of Programs, Social Sciences	603-314-7703
Jeff Czarneck, PhD	Associate Dean of Faculty, Criminal Justice & Social Sciences	603-314-7805
Barbara Lesniak, PsyD	Associate Dean of Faculty, Psychology, Political Science & Education	603-814-9220
Deb McDonough, MA	Associate Dean of Faculty, Psychology	603-314-7924

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

888.327.SNHU

### On Locations

## College of Online and Continuing Education 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

## College of Online and Continuing Education 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

## College of Online and Continuing Education 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

## College of Online and Continuing Education 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

## College of Online and Continuing Education 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

## College of Online and Continuing Education 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

# College of Online and Continuing Education 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



## College of Online and Continuing Education 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

## College of Online and Continuing Education 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

## College of Online and Continuing Education 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., Mount 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

## College of Online and Continuing Education 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

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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

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	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

## 2016-2017 COCE General Education Program

COCE General Education Approved Courses			
ENG 122			
ENG 123			
SNHU 107 Students with 12 or more transfer credits <i>may</i> substitute a FREE ELECTIVE			
<b>Mathematics (Choice of one):</b> MAT 125, MAT 130, MAT 135, MAT 140, MAT 210, MAT 211, MAT 299, MAT 230, or MAT 240 MAT 240 (for Business Programs ONLY)			
<b>1. Fine Arts and Humanities (EFAH): choose one course from two different subjects</b>			
<b>A (Fine Art &amp; Creativity)</b> FAS 201, FAS 202, MUS 223, FAS 226, FAS 260, FAS 270, FAS 320, FAS 326, FAS 342, FAS 370, FAS 380, HUM 100, HUM 200	<b>B (Literature)</b> LIT 100, LIT 201, LIT 202, LIT 229, LIT 231, LIT 300, LIT 306, LIT 307, LIT 309, LIT 310, LIT 311, LIT 312, LIT 314, LIT 315, LIT 319, LIT 322, LIT 323, LIT 327, LIT 330, LIT 350, LIT 450, LIT 451, LIT 452	<b>C (History)</b> HIS 100, HIS 200, HIS 113, HIS 114, HIS 117, HIS 118, HIS 220, HIS 222, HIS 223, HIS 235, HIS 240, HIS 241, HIS 245, HIS 270, HIS 301, HIS 314, HIS 319, HIS 321, HIS 330, HIS 338, HIS 357, HIS 374	<b>D (Ethics &amp; Philosophy)</b> PHL 111, PHL 210, PHL 212, PHL 230, PHL 316, PHL 363
<b>2. Social and Behavioral Sciences (ESBS): choose one course from two different subjects</b>			
<b>A (Social Science)</b> ATH 111, SOC 112, SOC 213, SOC 317, SOC 318, SOC 320, SOC 324, SOC 325, SOC 326, SOC 328, SOC 330, SCS 100, SCS 200	<b>B (Economics)</b> ECO 201, ECO 202, ECO 301, ECO 306, ECO 322, ECO 327, ECO 330, ECO 335, ECO 345, ECO 360	<b>C (Political Science)</b> POL 210, POL 211, POL 305, POL 306, POL 309, POL 327, POL 328, POL 360, POL 364, POL 370, POL 371, POL 372, POL 374	<b>D (Psychology)</b> PSY 108, PSY 201, PSY 205, PSY 211, PSY 215, PSY 216, PSY 224, PSY 225, PSY 230, PSY 257, PSY 258, PSY 300, PSY 305, PSY 307, PSY 310, PSY 314, PSY 315, PSY 319, PSY 321, PSY 322, PSY 323, PSY 324, PSY 326, PSY 327, PSY 331, PSY 335, PSY 405, PSY 442
<b>3. Science, Technology, and Mathematics (ESTM): choose one course from two different subjects</b>			
<b>A (Science)</b> BIO 101, BIO 210, BIO 315, BIO 330, ENV 305, PHL 363, GEO 200, SCI 100, SCI 200, SCI 212, SCI 215, SCI 219, SCI 220, SCI 333	<b>B (Information Technology)</b> IT 100, IT 135, IT 145, IT 201, GAM/IT 207, IT 209, IT 242, IT 270, IT 303, IT 305, IT 312, IT 370, IT 375/GRA 310, IT 450	<b>C (Mathematics)</b> IHP 340 (Nursing majors ONLY), MAT 125, MAT 130, MAT 135, MAT 140, MAT 210, MAT 211, MAT 225, MAT 230, MAT 240, MAT 260, MAT 275, MAT 299, MAT 300, MAT 330, MAT 350, MAT 415, MAT 470, PHL 214	
<b>4. General Education Electives (EGED) (choose any TWO):</b> Any of the above courses or choices from the following: ADV 263, ADV 340, ADV 429, COM 126, COM 212, COM 320, COM 322, COM 430, ENG 220, ENG 350, INT 113, INT 309, INT 335, INT 400, INT 433/MKT 433, INT 440, INT 441, MKT 113, MKT 222, MKT 229, MKT 230, MKT 266, MKT 270, MKT 326, MKT 337, MKT 345, MKT 350, MKT 355, MKT 360, MKT 432, and any Foreign Language course (LAR, LAS, LFR, LSP, LAN)			
<b>COCE/Online Students: Choose ONE seminar course from below plus TWO courses from the Exploration area. Seminar #:</b>			
<b>Diversity (IDIV):</b> IDS 400 Diversity	<b>Global Society (IGSO):</b> IDS 401 Global Society	<b>Wellness (IWEL):</b> IDS 402 Wellness	
<b>Preparing for the Future (PFTF):</b> IDS 403 Preparing for the Future			

Updated 4/25/17

Updated 4/25/17

## 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:**

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

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

**College for America (CfA) Undergraduate Students**

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

**University College (UC) Undergraduate Students**

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

**Advantage Undergraduate Students**

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

**Online (COCE) Graduate Students**

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



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

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

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

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

**University College (UC) M.ED Graduate Students**

<b>Full Time</b>	12 or more credits per semester
<b>Three Quarter Time</b>	N/A
<b>Half Time</b>	6-8 credits per semester
<b>Less Than Half Time</b>	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*

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

**Other University College (UC) Graduate Students**

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

# 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](mailto: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](mailto: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](#)

College of Online and Continuing Education 2017-2018  
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
<a href="#">Alabama</a>	SARA
<a href="#">Alaska</a>	SARA & APPROVAL TO OPERATE
<a href="#">Arizona</a>	SARA

# College of Online and Continuing Education 2017-2018

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

<a href="#">South Carolina</a>	SARA
<a href="#">South Dakota</a>	SARA
<a href="#">Tennessee</a>	SARA
<a href="#">Texas</a>	SARA
<a href="#">Utah</a>	SARA
<a href="#">Vermont</a>	SARA & APPROVAL TO OPERATE
<a href="#">Virginia</a>	SARA
<a href="#">Washington</a>	SARA
<a href="#">West Virginia</a>	SARA
<a href="#">Wisconsin</a>	SARA & APPROVAL TO OPERATE
<a href="#">Wyoming</a>	SARA
U.S. Territories:	
<a href="#">Guam</a>	EXEMPT
<a href="#">Puerto Rico</a>	EXEMPT
<a href="#">U.S. Virgin Islands</a>	SARA

## COCE Mission

The College of Online and Continuing Education exists to make high-quality education accessible and affordable for all. Through our innovative culture and unwavering commitment to student success, we empower students to transform their lives and the lives of those around them.

## 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 McNinch 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.



## College of Online and Continuing Education 2017-2018

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.

## 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](mailto: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

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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 Academic Calendar

## College of Online and Continuing Education 2017-2018

<b>Term</b>	<b>Term Start</b>	<b>Term End</b>
18EW3	January 8, 2018	March 4, 2018
18EW4	March 5, 2018	April 29, 2018
18EW5	May 7, 2018	July 1, 2018
18EW6	July 2, 2018	August 26, 2018
18EW1	September 3, 2018	October 28, 2018
18EW2	October 29, 2018	December 23, 2018
19EW3	January 7, 2019	March 3, 2019
19EW4	March 4, 2019	April 28, 2019
19EW5	May 6, 2019	June 30, 2019
19EW6	July 1, 2019	August 25, 2019
19EW1	September 2, 2019	October 27, 2019

### Graduate Academic Calendar

<b>Term</b>	<b>Term Start</b>	<b>Term End</b>
17TW2	November 20, 2017	February 4, 2018
18TW3	February 12, 2018	April 22, 2018
18TW4	April 30, 2018	July 8, 2018
18TW5	July 16, 2018	September 23, 2018
18TW1	October 1, 2018	December 9, 2018
18TW2	December 17, 2018	March 3, 2019
19TW3	March 11, 2019	May 19, 2019
19TW4	May 27, 2019	August 4, 2019
19TW5	August 12, 2019	October 20, 2019
19TW1	October 28, 2019	January 12, 2020

### Advantage Academic Calendar - 11 Weeks

<b>Term</b>	<b>Term Start</b>	<b>Term End</b>
18EL2	January 2, 2018	March 18, 2018
18EL3	March 26, 2018	June 10, 2018

### Advantage Academic Calendar - 16 Weeks

<b>Term</b>	<b>Term Start</b>	<b>Term End</b>
18SPDAY	January 16, 2018	May 4, 2018

## College for America Term Structure

College for America enrolls students at the beginning of each month of the calendar year. Each term is six months long. Therefore, an enrollment year for a student is 12

## Academic Program Policies

### Academic Progression Requirements for Nursing Programs

- Students must achieve a grade of B- or better for all Nursing core courses required in the undergraduate and graduate nursing programs to be allowed to continue in the program. This includes courses transferred to meet nursing core course requirements.
- Students must remain in compliance with the SNHU Code of Conduct and the American Nurses' Association Code of Ethics throughout their enrollment.
- Students must maintain an active unencumbered Registered Nurse license. If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered. Students must notify the advisor for any licensure status change and criminal arrests or convictions while enrolled in nursing program.
- Students must notify advising prior to relocation as continued enrollment and academic progression is contingent upon SNHU full authorization in other geographic locations.

Students who do not achieve B- or better in a nursing core course, **will be placed on Nursing program academic probation**. During the probation period, students must submit a Plan for Academic Success which will be reviewed by advising and the Associate Dean to ensure students have the resources to maximize their opportunity for success when they retake the course. Students may not enroll in any other nursing courses until they have successfully retaken the course. Students must meet all terms of the Plan for Academic Success **including consistent and ongoing communication with advising and nursing**.

If the student achieves a B- or better after repeating the course, the nursing program academic probation status will be removed and the student restored to good standing. If the student does not achieve a B- or better after repeating the course, the student will be dismissed from the nursing program. Nursing students are allowed to repeat only one required course in the nursing major and subsequent failure to meet academic requirements will result in immediate dismissal from the program. The student remains eligible to enroll in an alternate non-nursing degree-granting program offered by SNHU.

***Students unable to achieve satisfactory grades in the nursing program pathway may request enrollment in a program in another academic area.***

### 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).

## **Graduate Nursing Admission and Academic Requirements**

### **MSN ADMISSION REQUIREMENTS**

- Must maintain an active unencumbered Registered Nurse license. Licensure exam must be equivalent to NCLEX-RN examination. (If a student holds active licenses in more than one state/jurisdiction all licenses must be unencumbered.)
- Must have an earned bachelor's degree from an accredited nursing program (ACEN, CCNE, and CNEA) with a minimum cumulative GPA of 3.0

### **Foreign-Educated Nurses**

Foreign-educated nurses will be reviewed by the nursing team for admission to the nursing programs if they do not meet the above nursing admission requirements. Criteria established by the National Council of State Boards of Nursing (NCSBN) will be used to review applicants to ensure sufficient academic preparation, comparable licensure requirements and English language proficiency. Foreign-educated nurses is defined by NCSBN.

### **Post-Master's Nurse Educator Certificate Program**

(Open to licensed RNs only)

- Must maintain an active unencumbered Registered Nurse license. Licensure exam must be equivalent to NCLEX-RN examination. (If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered.)
- Must have an earned master's degree from an accredited nursing program (ACEN, CCNE, and CNEA) with a minimum cumulative GPA of 3.0
- Must have completed graduate nursing coursework in Advanced Pathophysiology, Advanced Pharmacology and Advanced Physical Assessment.

### **Post-Master's Patient Safety & Quality Certificate Program**

(Open to nursing and health professions only)

- Registered nurse applicants who wish to pursue this certificate must meet MSN nursing program admission requirements.
- Must have an earned master's degree from an accredited nursing (ACEN, CCNE, and CNEA) or health professions program with a minimum cumulative GPA of 3.0

### **Provisional Acceptance into Graduate Nursing**

Please see the [Provisional Acceptance](#) policy.

## **MSN ACADEMIC REQUIREMENTS**

### **Advanced Pathway for MSN**

Students who have graduated from SNHU's RN-BSN program and have successfully completed the graduate level course work in NUR-350AP Community and Population Health and/or the graduate level work in NUR-440AP Research and Evidence-Based Practice may be waived out of the Graduate Courses IHP-501 Global Health and Diversity and NUR-506 Evidence-Based Practice respectively. Criteria for acceptance into the Advanced Pathway is a 3.5 GPA and Dean approval.

### **Transfer of Credit**

Students seeking transfer of nursing courses must submit a course syllabus, course description, and transcript for the nursing course they wish to receive credit. The Dean of Nursing will review the transcripts, course syllabi, and any other required documentation to determine if nursing transfer credits can be awarded. The Department of Nursing may accept a maximum of six graduate credits at time of admission. Once students are matriculated at SNHU, students are expected to complete their course work at SNHU.

### **Requirements for Precepted Practicums (MSN Clinical Nurse Leader and MSN Nurse Educator)**

- Students enrolled in the MSN Clinical Nurse Leader and MSN/Nurse Educator programs must comply with the requirements of the healthcare organizations where their capstone clinical immersion experience will be completed. These requirements must be met at least two terms prior to the start of the clinical components of these programs.
- These requirements may include (but are not limited to) criminal background checks and verification of licensure, immunization records, health insurance, and liability insurance. Students may incur additional costs to meet the healthcare organization requirements

### **Nursing Capstone Advisor**

The nursing capstone advisor assists students with the development of a program of study and provides advice regarding academic options as the student progresses through the program; specifically regarding the capstone and/or portfolio. Students will be assigned a nursing capstone advisor and it will be the student's responsibility to reach out to their assigned advisor with any questions/concerns they may have. Nursing capstone advisors will monitor and approve the development of the student's capstone project. Nursing capstone advisors can also provide students with professional expertise and guidance regarding future career paths, current student-faculty research opportunities, possible professional connections with the large community in nursing, and information about a variety of professional nursing organizations.

### **Nursing Mission**

The mission of the nursing department flows from the mission and vision of the University and the College of Online and Continuing Education. Our mission is to be a

leader in providing quality undergraduate and graduate nursing education with distinction in scholarship, service and practice for registered nurses seeking to maximize their personal and professional potential. This mission is fulfilled through innovative programs responsive to the needs of adult learners in an online environment. The program provides the nursing professional with the knowledge, attitude, skills and behaviors that lead to patient-centered collaborative healthcare. Graduates are prepared to apply theory guided, culturally competent, evidence-based professional nursing practices to improve the well-being of diverse populations in varied healthcare settings nationally and internationally.

## **Program Participation, Advantage Program**

### **Advantage Class Participation Requirements**

Advantage students are expected to participate in all of their classes and to attend class on a regular basis. Students are responsible for attending class and notifying the instructor in the case of an unavoidable absence.

If students fail to notify the instructor of an absence, the absence is considered to be unexcused, and the following penalties may apply.

#### **Unexcused Absences:**

- After two unexcused absence or excessive lateness to class, students are required to meet with the Advantage academic advisor and instructor to develop an action plan for the remainder of the term.
- After a student has three unexcused absences, the instructor meets with the student, and advisor or academic coach to determine strategies for the student to meet the course outcomes.
- After three unexcused absences 10 points are deducted from the final grade in the course.
- After seven unexcused absences 20 points are deducted from the final grade in the course.

#### **Excused Absences:**

Excused absences are granted by the instructor based on legitimate circumstances, hospitalization, childbirth, major accident, injury or bereavement, or involvement in sanctioned university events, etc. These excused absences will not negatively impact a students' grades or academic standing.

In cases where students are unable to attend class which had a graded academic activity or class was cancelled due to external circumstances, e.g., a snow storm, instructors may assign an alternative graded academic activity for the student(s) to earn points by the instructor's deadline.

## **RN to BSN Nursing Admission and Academic Requirements**

### **RN to BSN ADMISSION REQUIREMENTS**

To be fully accepted to the undergraduate nursing program, students must meet the following requirements:



- Hold an earned diploma or associate degree in nursing from an accredited nursing program (ACEN, CCNE, and CNEA) OR state Board of Nursing approved program that prepares students for the NCLEX-RN exam
- Have a cumulative GPA of at least 2.5 on the degree awarding transcript OR a cumulative GPA between 2.0 and 2.49 on the degree awarding transcript with a minimum of nine (9) credit hours earned subsequent to the diploma or associate degree with at least a 2.5 cumulative GPA
- Must maintain an active unencumbered Registered Nurse license. Licensure exam must be equivalent to NCLEX-RN examination. If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered.
- Students who do not hold a nursing license and have graduated from a nursing program within three months may be admitted if they meet all other admission requirements. Evidence of licensure must be provided within three months from date of admission.

### **Foreign Educated Nurses**

Foreign-educated nurses will be reviewed by the nursing team for admission to the nursing programs if they do not meet the above nursing admission requirements. Criteria established by the National Council of State Boards of Nursing (NCSBN) will be used to review applicants to ensure sufficient academic preparation, comparable licensure requirements and English language proficiency. Foreign-educated nurses is defined by NCSBN.

### **Provisional Acceptance, RN to BSN Program**

To be provisionally accepted to the undergraduate nursing program, students must meet the following requirements:

- Hold an earned diploma or associate degree in nursing from an accredited nursing program (ACEN, CCNE, and CNEA) OR state Board of Nursing approved program that prepares students for the NCLEX-RN exam
- Have a cumulative GPA between 2.0 and 2.49 on the degree or diploma awarding transcript
- Must maintain an active unencumbered Registered Nurse license. If a student holds active licenses in more than one state/jurisdiction, all licenses must be unencumbered.

### **The following procedures apply to provisionally accepted students:**

- All provisionally admitted students must first complete the following courses in the order below, one course per term, within one year: Students who fail to complete these courses within one year will be denied admission into the program. (Continuous enrollment is strongly recommended.)  
SNHU-107 (First)  
BIO-210 (Second)  
MAT-130 or dictated general education course per standard pathway (Third)
- Upon completion of these courses, students with a GPA of 2.5 or greater for these 9 credits will be fully admitted into the program. Students with a GPA for these 9 credits that is below 2.5 will be denied admission to the program.
- Students who have progressed from provisional to full admission status must complete all of the remaining 100 and 200 level courses in the non-nursing

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required courses component of the program before beginning the core nursing courses.

Students must earn a grade of B- or better in nursing courses in order to continue in the program.

## **RN to BSN ACADEMIC REQUIREMENTS**

### **Transfer of Credit**

Up to 90 transfer credits may be accepted. Credits will be awarded in recognition of having completed a registered nurse program and passing the National Licensure Examination for Registered Nurses (NCLEX-RN). There is no time limit for accepting science courses. In the case where nursing transfer credits are granted, the student still will need to complete the 30 residency hours required for degree conferral at SNHU.

### **Transfer of Nursing Courses**

The RN-BSN program has a unique curriculum that can make transfer credit for nursing courses difficult. Students seeking transfer of nursing courses must submit a course syllabus, course description, and transcript for the nursing course they wish to receive credit. The Dean of Nursing will review the transcripts, course syllabi, and any other required documentation to determine if nursing transfer credits can be awarded. The course being considered must have been completed at an approved or accredited school of nursing. Unless otherwise stated, courses considered for transfer must be discrete courses. For example, Health Assessment content integrated in a Medical-Surgical Course will not be considered for transfer credit.

### **Advanced Pathway for MSN**

Students who have graduated from SNHU's RN-BSN program and have successfully completed the graduate level course work in NUR-350AP Community and Population Health and/or the graduate level work in NUR-440AP Research and Evidence-Based Practice may be waived out of the Graduate Courses IHP-501 Global Health and Diversity and NUR-506 Evidence-Based Practice respectively. Criteria for acceptance into the Advanced Pathway is a 3.5 GPA and Dean approval.

## **SNHU-501 Provisional Policy, Master's of Arts**

Provisionally accepted students entering into an MA program will be required to take SNHU-501 as their initial course. These students will need to pass SNHU-501 before their Provisional hold is removed.

Students enrolled in the MA Counseling program are exempt from this requirement.

## **SNHU Accel Policies**

### **Incompletes**

In the case of extenuating circumstances the instructor may agree to allow the student an additional five days to complete the course by awarding the student a grade of incomplete. The instructor will only allow an incomplete in a SNHU Accel course if:

- The student has completed all of the Knowledge Checks and only has the summative assessment left to finish; and
- The instructor has determined that the student may reasonably complete the work required within the five 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.

#### Adding a Course

Students may add SNHU accel courses after the term start. The add period will last from day 1 of each term through Sunday of Week 6. Students must have successfully completed at least one SNHU accel course in order to add another SNHU accel course.

#### Dropping a Course

Students who register for an additional course between weeks 1 through 5 must adhere to the COCE [Course Drop and Withdrawal](#) policy. Students who add a course in Week 6 may drop the course up through the Sunday of Week 7 at 11:59 EST. Students that add a third and/or fourth course in Weeks 1-6 of the course have 7 calendar days from their registration date to drop the course. After the initial 7 days, students will be able to withdraw from their third and/or fourth courses through the Sunday of Week 7 at 11:59 EST.

### Participation

Students must register for two SNHU accel courses at the start of the term and must demonstrate participation in both courses by completing the Course Kickoff assignment in each course. The assignments must be completed by Sunday at 11:59PM EST of the first week. For the third or fourth class that a student may add, they must submit the Course Kickoff by 11:59pm EST one week after the initial registration date. Students who do not submit the Course Kickoff during the first week of class are automatically dropped from the course for non-participation.

Students who participate the first week, do not drop the course, and who fail to complete the summative assessment will receive a grade of "F" for the course.

## 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

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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 Sigma Lambda Honor Society**

Alpha Sigma Lambda is a national honor society recognizing adult learners with outstanding academic achievement. This group is designed to those students connect, building a community to help further their career and academic goals.

In 1946, Dr. Rollin B. Posey, Dean of University College at Northwestern University, realized that a measure of encouragement and recognition accorded a student's scholastic achievement at an early stage of his/her program could provide the thrust of desire to achieve his/her educational objectives. Dr. Posey founded a society, Alpha Sigma Lambda, to honor those dedicated adult students who, while adroitly handling their life responsibilities, achieve and maintain high scholastic standards.

Today there are over 300 chartered chapters throughout the United States. The camaraderie, advantages and benefits of Alpha Sigma Lambda are its own best incentive for being. The Society not only brings together outstanding students and faculty, but also offers each individual an exposure to interests other than his/her own.

For the nontraditional student, the Society stands as an inspiration for continuing scholastic growth, and is a builder of pride through recognition. For the chapter institution, the Society serves as a vehicle for imparting appreciation for adult students' academic achievements and contributions. Also, the Society has been found to aid immensely in the recruitment and retention of nontraditional/adult students.

Student members must have completed a minimum of 24 graded semester hour credits at SNHU. At least 12 of a student's total credits should be earned in courses in Liberal Arts/Sciences. Student members selected must have a minimum grade point average of 3.2 on a 4.0 scale or its equivalent credits and are matriculated in an undergraduate degree program. We invite new members to join once each year, in late January or early February.

### **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.

### **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.

### **National Society of Leadership and Success**

The Society is the nation's largest leadership honor society. Students are selected by SNHU for membership based on either academic standing or leadership potential. With 472 chapters, the Society current has 419,794 members nationwide. In addition to honorable distinction, the Society provides a step-by-step program for members to build their leadership skills through participation at their campus or online. Upon completion of the program, members receive their leadership certificate and take their place among the top student leaders at their campus and across the country. Members are able to list their affiliations on all statements of personal accomplishment, including their resume. This program is conducted entirely online with an online-based advisor available to support you.

Criteria for nomination is a 3.0 cumulative GPA for undergraduate students and a 3.5 cumulative GPA for graduate students, as well as to have completed 9 credits. There is a one-time membership fee.

### **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

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 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](http://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

<b>Minimum Institutional Credits Completed</b>	<b>Cumulative GPA</b>	<b>Associate Degree</b>	<b>Baccalaureate Degree</b>
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

## COCE Scholastic Standing

Students must maintain a minimum cumulative grade point average (GPA) to remain in good scholastic standing. Students with a cumulative GPA that falls below the minimum face scholastic sanctions that include Scholastic Warning, Continued Scholastic Warning and Scholastic Suspension or Dismissal. In order to qualify for graduation, a student must be in good scholastic standing.

### Undergraduate Scholastic Standing

Undergraduate students\* must maintain a cumulative GPA of 2.0 or higher.

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning 1:** Students on Scholastic Warning who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning 1.
- **Continued Scholastic Warning 2:** Students on Continued Scholastic Warning 1 who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning 2. Students on Continued Scholastic Warning 2 from a previous term who achieve a 2.0 term GPA for the current term but do not achieve a cumulative GPA of 2.0 continue on Continued Scholastic Warning 2 to allow them the opportunity to improve their cumulative GPA. As long as students continue to achieve a 2.0 term GPA they continue on Continued Scholastic Warning until they achieve a cumulative GPA of 2.0
- **Academic Suspension:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 2.0 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 with a Scholastic Warning who cease submission of assignments for all registered classes prior to the midpoint of the term in two consecutive terms are recommended for academic dismissal from the university.
  - Students who do not successfully pass SNHU107 Success Strategies for Online Learning after the completion of two attempts are recommended for academic dismissal from the university.

Academic Dismissal is considered final and appeals are not accepted.



- **Good Scholastic Standing:** Students who meet the required cumulative GPA are returned to good scholastic standing.

\*Note: Nursing students must maintain a grade of B- in nursing courses. See [Academic Progression Requirements for Nursing Programs](#).

#### **Advantage Program Undergraduate Scholastic Standing**

Advantage Program undergraduate students must maintain a cumulative GPA of 2.0 or higher.

- **Scholastic Warning:** Students with a cumulative GPA that falls below the minimum cumulative GPA of 2.0 are placed on Scholastic Warning.
- **Continued Scholastic Warning:** Students on Scholastic Warning who do not achieve a cumulative GPA of 2.0 the following term are placed on Continued Scholastic Warning. Students on Continued Scholastic Warning from a previous term who achieve a 2.0 term GPA for the current term but do not achieve a cumulative GPA of 2.0 remain on Continued Scholastic Warning to allow them the opportunity to improve their cumulative GPA. As long as students continue to achieve a 2.0 term GPA, they will remain on Continued Scholastic Warning until they achieve a cumulative GPA of 2.0.
- **Academic Suspension:** Students on Continued Scholastic Warning from a previous term who do not meet a minimum term GPA of 2.0 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 with a Scholastic Warning who cease submission of assignments **for all registered classes** prior to the midpoint of the term in two consecutive terms are recommended for academic dismissal from the university.

Academic Dismissal is considered final and appeals are not accepted

- **Good Scholastic Standing:** Students who meet the required cumulative GPA are returned to good scholastic standing.

#### **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 with a Scholastic Warning who cease submission of assignments **for all registered classes** prior to the midpoint of the term in two consecutive terms are recommended for academic dismissal from the university.

Academic Dismissal is considered final and appeals are not accepted

- **Good Scholastic Standing:** Students who meet the required cumulative GPA are returned to good scholastic standing.

\*Note: Nursing students must maintain a grade of B- in nursing courses. See [Academic Progression Requirements for Nursing Programs](#) policy.

#### **Readmission after Academic Suspension**

Students who have been scholastically suspended may appeal, in writing, to the Scholastic Standing Committee; students must wait a period of three terms (6 months) before appealing. Students who have been suspended and successfully appeal to be readmitted are readmitted on continued scholastic warning and must meet all scholastic standing requirements. This means that students who do not maintain a 2.0 term GPA for undergraduate, 2.67 for nursing undergraduate and a 3.0 term GPA for graduate will be suspended. Students who are suspended a second time are 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.

#### **COCE Scholastic Standing Committee**

The COCE Scholastic Standing Committee is responsible for considering student appeals for readmission after academic suspension or dismissal and requests for scholastic renewal.

The Committee has the authority to:

- Readmit a student who was scholastically suspended. A student who is readmitted is placed on Continued Scholastic Warning and must meet term GPA requirements. The student may be restricted to one (1) course per term until he or she achieves the cumulative GPA required for good standing.
- Require that a student who was scholastically suspended change his or her major to a major in which the student may perform more strongly. A student who is readmitted under a different program is placed on Continued Scholastic Warning and must meet term GPA requirements. The student may be restricted to one (1) course per term until he or she achieves the cumulative GPA required for good standing. In the case of a change in program, the scholastic regulations are the same as those that apply to transfer students.
- Uphold the academic suspension or dismiss a student from the university.

- Grant or deny scholastic renewal.

## **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

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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.

## **SNHU-107 Required Course**

SNHU 107, Online Success Strategies, is a 3 credit hour course designed to help students be successful in SNHU's online environment. It is a required course for online students who enroll with fewer than 12 transfer credit hours. Students must enroll in SNHU 107 during their first term and may elect to take one additional course that term. Students who fail SNHU 107 will be required to re-enroll in SNHU 107 in the next term and will not be permitted to enroll in any other course during that term. Students who fail a second time will be dismissed from the university.

Students who take their courses in-person at a Center location may replace the SNHU 107 requirement with a free elective.

SNHU 107 is not required for conditionally accepted (AEP) students, but is highly recommended. AEP students who fail their first term course(s) will be required to take SNHU 107 and will be limited to that course. If they fail SNHU 107 in a second term, they will be dismissed from the university.

## **Admissions**

### **Academic Articulation Agreements**

The Office of Academic Quality, Accreditation & Support at Southern New Hampshire

## **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 the equivalent of this degree from a comparable international post-secondary institution are eligible for application to the university. The decision to admit an applicant to a graduate program is based on a combination of criteria according to the requirements of the specific program.

Applicants in the process of completing their undergraduate degree and who have at least 108 credits completed may apply for limited admission to the university during their final year of undergraduate study. Applicants must supply proof of their bachelor's degree conferral prior to completing a maximum of two introductory -level graduate courses at Southern New Hampshire University. See [Limited Graduate Admissions](#) for additional information.

Applications are reviewed on a rolling basis unless otherwise noted.

### **Basic Admission Requirements**

- [Admission application](#) and non-refundable \$40 application fee. Make checks payable to Southern New Hampshire University.
- Official transcripts from previous institutions for degree and post-degree coursework. A minimum of a bachelor's degree is required. All transcripts are to be submitted from the original institutions. Southern New Hampshire University will order and pay for domestic transcripts for most programs once an application has been received.
- All applicants must speak, understand, read, and write fluently in English
- Minimum undergraduate GPA is 2.75 for full acceptance or 2.00 for provisional acceptance unless otherwise noted by the program. (Completion of a post-bachelor's degree supersedes this requirement.)
- Applicants must submit an attestation form verifying information acknowledging requirements for certain programs.
- International Students must meet the [Admission Requirements for International Students](#).

Program requirements in addition to those above vary from program to program. See additional program requirements below.

### **Full Acceptance and Provisional Acceptance**

Applicants who meet all of the basic admission requirements as well as any additional program requirements are fully accepted. Applicants whose GPA falls below 2.75 but who have at least 2.0 are provisionally accepted, unless otherwise noted by the program. See [Provisional Acceptance policy](#) for more information.

### **Additional Program Requirements**

### **MA.CMHC, MA Clinical Mental Health Counseling**

Two references, and a personal statement (500-600 words) that addresses the student's interest in becoming a counselor, preparedness for graduate study, ability to form effective counseling relationships, and understanding of diversity.

### **MFA.CWR, MFA Creative Writing**

Personal statement (200-300 words) that addresses the student's interest in the field. Students must also submit a writing sample (8-12 pages).

### **CERT.OTW and CERT.PWR, Certificate in Online Teaching of Writing and Certificate in Professional Writing**

Enrollment is restricted to candidates concurrently enrolled in the Master of Fine Arts in Creative Writing.

### **MBA.FAC, IMBA.FAC, and CERT.FAC, MBA Forensic Accounting Concentration and Forensic Accounting and Fraud Examination Certificate**

Resume showing two year's accounting experience specifically in auditing and financial reporting analysis.

### **MED.CIN, M.ED Curriculum and Instruction**

Resume

### **MA.COM, MA Communication**

Personal statement (500-600 words) that addresses the student's interest in the field of communication. Students in this program are expected to have a mastery of college-level writing.

### **MA.ECW, MA English and Creative Writing**

Personal statement (500-600 words) that addresses the student's interest in the fields of English and Creative Writing. Students in this program are expected to have a mastery of college-level writing.

### **MA.ENG, MA English**

Personal statement (500-600 words) that addresses the student's interest in the field of English. Students in this program are expected to have a mastery of college-level writing.

### **MA.HIS, MA History**

Personal statement (500-600 words) that addresses the student's interest in the field of history. Students in this program are expected to have a mastery of college-level writing

### **MSN, MS Nursing**

3.0 GPA for full acceptance, and an active unencumbered license to practice as a

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registered nurse. Provisional acceptance for GPA below 3.0 but 2.67 or above.

### **MS.CSE, MS Cyber Security**

Resume

### **MS.DAN, MS Data Analytics**

Resume

### **MS.IT, MS Information Technology**

Resume

### **Transfer Credit**

See [Transfer Credit policy](#).

### **Initial Enrollment**

Students must enroll within one year of the date of acceptance. Students who fail to do so will be required to resubmit application materials and be readmitted under the catalog in effect at the time of readmission.

## **Admission Requirements, International Students**

### **Definition of an International Student**

For the purposes of the College of Online and Continuing Education (COCE) online program admission, applicants are considered international students if his/her most recent degree or academic credential was completed at an institution outside of the U.S. or its territories.

### **Student Visa for Graduate Programs**

SNHU issues I-20 forms to eligible international student applicants for certain graduate programs in the College of Online and Continuing Education. See [SNHU University College International Admissions](#) requirements for additional information regarding COCE on-campus programs in the U.S.

### **Admission Requirements**

International students must meet all SNHU admission requirements for [Undergraduate Admission](#) or [Graduate Admission](#). Additionally, some academic programs may have specific admission requirements. Students should check [www.snhu.edu](http://www.snhu.edu) for any specific requirements for their program of interest. International students are responsible for having official documents sent to an approved international evaluation agency for institutions based outside of the United States in order to fulfill SNHU admission requirements.

International students must meet the following requirements:

### Undergraduate Admissions Requirements

1. Proof of English language proficiency as demonstrated by the Test of English as a Foreign Language or equivalent. Test scores must be sent to SNHU directly from the evaluating organization. Copies will not be accepted.

- TOEFL: 79 iBT with a minimum of 15 on each section
  - \* 81 for BBA program
- IELTS: 6.5 with a minimum of 5.5 on each section
- PTE: 58
- ELS: 112
- EF: C2-1
- Michigan: 90

2. Proof of high school graduation with certified evaluation of high school transcripts or at least 24 transferrable post-secondary credits by a NACES or AICE recognized international evaluation agency or U.S. institution.

### Graduate Admissions Requirements

1. Proof of English language proficiency as demonstrated by the Test of English as a Foreign Language or equivalent. Test scores must be sent to SNHU directly from the evaluating organization. Copies will not be accepted.

- TOEFL: 79 iBT with a minimum of 15 on each section
- IELTS: 6.5 with a minimum of 5.5 on each section
- PTE: 58
- ELS: 112
- EF: C2-1
- Michigan: 90

2. Proof of bachelor's degree or graduate degree completion or equivalent with certified evaluation of university transcripts by a NACES or AICE recognized international evaluation agency.

### Exemptions to English Language Requirement

The following exemptions exist for the English language proficiency requirement:

1. Proof of U.S. Citizenship as demonstrated by an approved government-issued document
2. Proof of a full academic year of high school in the U.S. with passing grade in one year of standard English (not including ESL or developmental coursework)
3. Proof of a full year of post-secondary education in the U.S. with a minimum of 24 transferrable semester hours or equivalent at the baccalaureate level taught in English (not including ESL or developmental coursework)
4. Proof of 24 transferrable semester hours of English (not including ESL or developmental coursework) completed at an international institution evaluated as the



5. Proof of completed academic credential from an institution based in following countries: *American Samoa, Anguilla, Antigua and Barbuda, Austria, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, Cameroon, Canada (except Quebec), Cayman Islands, Denmark, Dominica, Fiji, Finland, Gambia, Ghana, Gibraltar, Grenada, Guam, Guyana, Ireland, Isle of Man, Israel, Jamaica, Kenya, Lesotho, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Montserrat, Namibia, Nauru, Netherlands, New Zealand, Nigeria, Northern Mariana Islands, Norway, Palau, Papua New Guinea, Puerto Rico, Scotland, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Suriname, Swaziland, Sweden, Tanzania, Tonga, Trinidad and Tobago, Turks and Caicos Islands, Uganda, United Kingdom, Vanuatu, Virgin Islands, Wales, Zambia, Zimbabwe*

6. Proof that instruction for conferred academic degree or credential was completed entirely in English

## Admission Requirements, Undergraduate

The College of Online and Continuing Education offers six undergraduate terms per year. Applications are accepted throughout the year. To be considered for admission to the College of Online and Continuing Education, students are asked to submit the following documents:

- Online undergraduate application.
- Transcript Request Release Form to allow us to request U.S. transcripts directly from previous accredited institutions **OR** Official U.S. transcripts **OR** Transcript Waiver Form (indicating previous accredited institutions being waived). International applicants should refer to the [Admission Requirements, International Students](#) policy. Applicants using Military Education Benefits should consult their Admission Counselor or Academic Advisor regarding previously attempted academic credits.
- Attestation Form verifying graduation from a high school or successful completion of a high-school equivalency exam. Students applying to Southern New Hampshire University may submit one of the following credentials as proof of high school completion:
  - o High school diploma
  - o General Education Development (GED)
  - o A state authorized high school equivalent certificate such as the High School Equivalency Test (HiSET) or the Test Assessing Secondary Completion (TASC).
  - o Homeschooled documentation (check Homeschool Admission Policy)

Additional admission criteria may apply. Students should check [www.snhu.edu](http://www.snhu.edu) for any specific requirements for their program of interest.

## Admission Statuses

### Admission Decisions

An admission decision is considered official upon notification to the student. Southern

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New Hampshire University may rescind an admission decision for any of the following reasons:

- Inaccurate information submitted in the application process
- Failure to submit high school transcripts, as required.
- Failure to submit official final transcripts from all previous institutions of higher education attended by the end of the second enrolled term unless the student signs a transfer credit waiver
- Failure to submit any other required documentation.
- Significant changes in qualifications after admission is offered, for example, if a student's disciplinary or criminal background changes.

### **Full Acceptance**

A student who is accepted to COCE has been fully admitted to enroll at the university with no additional conditions other than standard academic expectations of all COCE students.

### **Acceptance, Evaluation Pending**

A student who is accepted with evaluation pending is approved for enrollment for the first two terms pending receipt of final, official transcripts or a signed transfer credit waiver. Students must submit official transcripts or sign a transfer credit waiver by the end of the second term to be eligible to enroll for a third term.

### **Provisional Acceptance, Graduate**

A student whose undergraduate GPA is below the GPA required for full acceptance and who does not hold a post-graduate degree may be provisionally accepted in certain programs.

Refer to the [Provisional Acceptance](#) policy for details.

### **Denial**

A denial decision for admission is applicable to the term for which a student applies, and a student who is denied may reapply for a future term, provided that circumstances for the student have changed.

### **Matriculated**

Students who wish to pursue a degree or certificate are considered matriculated upon enrollment in an academic program.

### **Non-Matriculated, Course Work Only**

Students who do not wish to pursue a degree or certificate may enroll in courses as non-degree seeking students. Refer to the [Non-Matriculated, Course Work Only](#) policy. Nursing students please refer to the [Nurses Enrolling in Nursing Courses as Non-degree Seeking Students](#) policy.

## **Homeschool Admission Policy**

- An applicant must submit the equivalent of a high school transcript or records of homeschool studies. If the applicant has finished coursework in a non-homeschool setting, official transcripts or an official copy of the General Educational Development (GED) test scores or equivalent are required.
- An applicant must provide verification that he or she has completed a secondary school education. This requirement may be satisfied by a signed statement from the parent or guardian, a home education diploma, or a graduation date posted on the home education records.
- The applicant must provide verification that the home education was carried out in compliance with applicable commonwealth or state laws. The form of this documentation will vary depending on the state statutes governing home education. The documentation may be a letter from the local school board or public school superintendent, a letter from an umbrella school, or a signed affidavit from the parent or guardian.

If the Southern New Hampshire University determines that additional information is needed in order to make a determination on the applicant's status, the applicant may be required to submit letters of recommendation or other relevant documentation.

## **Limited Graduate Admissions**

Students who have completed 108 credits or more toward their undergraduate degree and meet minimum GPA requirements may apply for limited admission into designated SNHU graduate programs. Students opting for limited admission must have completed core requirements in their bachelor's degree program.

Limited admission students are restricted to a maximum of two introductory-level graduate courses and are only matriculated into the graduate program once they provide an official transcript showing bachelor's degree conferral from a regionally accredited institution (or approved equivalent for international students). Students accepted under limited admission are not eligible for financial aid for their graduate courses and are only allowed to register for additional courses in the graduate program once they have been unconditionally accepted. Not all programs allow for limited admission.

## **Non-Matriculated, Course Work Only**

### **Non-degree Seeking Student Admissions**

Students who do not wish to pursue a degree or certificate may enroll in courses as non-degree seeking students upon meeting the following requirements:

- High school graduates who wish to enroll in undergraduate courses must submit an attestation of high school completion or the equivalent.
- Current high school students who wish to enroll in undergraduate courses must submit proof that they (1) hold junior or senior standing in high school, (2) have a minimum high school grade point average of 3.0, and (3) have permission of a parent or guardian.
- Students with a bachelor's degree or higher who wish to enroll in graduate courses must submit proof of completion of a conferred bachelor's degree.

Non-degree seeking students must fulfill course prerequisite requirements. Non-degree seeking students are not eligible for financial aid. Enrollment is on a space-available basis.

Non-degree seeking students who wish to enroll as degree-seeking students at a later date must meet admission and academic requirements for the degree or certificate. A maximum of 30 credits may be applied to an undergraduate degree, and a maximum of 21 credits may be applied to a graduate degree. Admission as a non-degree seeking student does not guarantee later admission as a degree-seeking student.

Licensed Registered Nurses seeking course work only, please refer to the [Nurses Enrolling in Nursing Courses as Non-degree Seeking Students](#) policy.

Course Work Only is not an option for Clinical Mental Health Counseling courses with the prefix COU.

## **Pathways to Math Success**

### **Statement of Policy**

All incoming STEM students pursuing an associate's degree or bachelor's degree in:

- Information Technologies,
- Game Programming and Development,
- Computer Science, or
- Data Analytics

are required to take one or more of the following math courses: MAT-136, MAT-140, MAT-223, and MAT-225.

Prior to registering for any math courses, students participate in the math alignment tool to determine appropriate placement into math courses.

### **What is the Math Alignment Tool?**

The math alignment tool is a placement and prior learning assessment tool that provides students with the opportunity to receive credit for the math competency they already possess and places them in the appropriate level of math. The tool is administered during a student's first term.

Students who participate in the math alignment are permitted a maximum of three attempts and must complete the math alignment tool by the end of their first term at SNHU.

Math placement exams taken at other institutions are not be considered in the evaluation of a student's math pathway.

Scores are valid for up to one year from the date of assessment as long as the student maintains an active status at the University.

## Math Course Enrollment Requirements

Students who participate in the math alignment tool and who do not already have transfer credit receive prior learning credit for math courses as described below and as outlined in Table 1:

- With a math alignment score greater than 75, the student receives prior learning credit for both MAT-136 and MAT-140.
- With a math alignment score greater than 45 and less than or equal to 75, the student receives prior learning credit for MAT-136.
- With a math alignment score less than or equal to 45, the student is required to start the math pathway beginning with MAT-136.

Enrollment in the first math course for students who participate in the math alignment tool is scheduled in the student's third term.

**Table 1**

Course Placement	Math Alignment Score
MAT-136 Introduction to Quantitative Analysis	$\leq 45$
MAT-140 Precalculus	46-75
MAT-223 Applications of Calculus*	76-100
MAT-225 Calculus I	76-100

\*- BS.ITE Majors only take this course

### Students with Transfer Credit

Students with math transfer credit may utilize the math alignment tool in accordance with the stated policy to receive prior learning credit for courses in Table 1.

### Students who Opt Out of Participating in Math Alignment

Students who choose not to utilize the math alignment tool are enrolled in the first math course in their program no later than their third term.

## 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;

or to students with a conferred bachelor's degree with a GPA below 3.0 but 2.67 or above for the MS in Nursing program.\* Not all programs permit provisional acceptance.

To be eligible for full acceptance, provisionally accepted students must achieve a cumulative GPA of at least 3.0 in their first term and a cumulative GPA of at least 3.0 in their second term. In most cases, one course per term is recommended, although in certain programs or for personal reasons students may choose to take up to two courses each term. Regardless of the number of courses taken each term, the same rule applies: students must achieve a cumulative GPA of 3.0 in each of their first two terms. Students who meet this requirement will be fully accepted, and students who do not meet this requirement in either their first or second terms will be denied full acceptance and withdrawn from the program.

### **Provisional Student Enrollment in another Graduate Program**

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 sit out at least one term prior to enrolling in a second program and satisfy the admissions requirements of the second program. Students who have been denied full acceptance are readmitted as provisional students with a provisional status indicating a program change. They must meet all requirements for full acceptance in the second program by maintaining a term GPA of at least 3.0 each term until they achieve a cumulative GPA of at least 3.0. Upon receiving a cumulative GPA of 3.0, students will be fully accepted in good academic standing. Students who do not meet this requirement will be denied full acceptance and withdrawn from the program. Students who enroll in a second program and who are denied full acceptance and 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 denied full acceptance because they did not meet the academic requirements in certain programs may work with their advisor to appeal, in writing, to the Scholastic Standing Committee. Students must wait a period of six months from the date of denial before appealing. Students who have been denied full acceptance and successfully appeal to be readmitted are readmitted as provisional students with a provisional status indicating they are remaining in their original program. They must meet all requirements for full acceptance by maintaining a term GPA of at least 3.0 each term until they achieve a cumulative GPA of at least 3.0. Upon receiving a cumulative GPA of 3.0, students will be fully accepted in good academic standing. Students who re-enroll in a program and who are denied full acceptance and withdrawn from the program will not be allowed to request enrollment in another graduate program.

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.

Notes:

College of Online and Continuing Education 2017-2018  
Nursing students must maintain a grade of B- in nursing courses. See [Academic Progression Requirements for Nursing Programs policy](#).

Please see the [SNHU-501 Provisional Policy, Master's of Arts](#) for program specific requirements.

## **Readmission**

Students pursuing a program of study in the College of Online and Continuing Education must maintain an active status by registering for at least one course per year. Students, who are unable to maintain active status must contact their academic advisor in order to register for classes, review their program evaluation and receive advising on curriculum and course number changes. Students absent for more than one year will be unable to utilize online registration and will require advising assistance to continue in their program. Students who are absent for more than one year will be placed under the current academic catalog when they return. If their original program requirements have changed, they will have to meet any additional program requirements. Upon readmission, students who have been inactive for more than 12 months are required to contact their academic advisor to discuss program options moving forward.

Students must provide updated transcripts if they have attended elsewhere. Being admitted for a previous term does not guarantee reactivation or readmission. 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 considered.

## **SNHU Welcomes Military Students**

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

## **Course and Program Enrollment**

### **Academic Year**

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

### **Attendance**

## **Online Students**

Online students are required to submit a graded assignment/discussion to Brightspace during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. A student who makes a post, even if it is just one post to the graded discussion board, and then subsequently stops participating after week one remains enrolled in the course. It is up to the student to complete the proper withdrawal procedures if he or she wishes to withdraw. Automatic administrative withdrawals for non-participation only take place during the first week.

## **Regional Center Students**

Students enrolled in hybrid courses at a Regional Center are required to attend the first class meeting. Students who do not attend the first class meeting may be administratively withdrawn from the course. Once a student has been administratively withdrawn for non-participation, he or she may not be re-instated in the course. For more information regarding course withdrawal, see the [Withdrawal from Class policy](#).

## **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 Late Enrollment**

Students are not allowed to enroll late or add a course after a term has started.

Late enrollment differs based on whether a student is a new student (first term enrolled) or a current, continuing enrollment student. For new students, the last day for

new student enrollment is the Saturday prior to term start date. For current, continuing enrollment students, the last day for current students to reenroll is the Sunday prior to term start date.

#### Approved Exceptions:

Exceptions to enrollment after a term start are granted only when current, continuing enrollment students (1) have enrolled in a course which they failed and must repeat or (2) have reenrolled in a course which they thought they needed to repeat but did not have a failing grade. The late enrollment exceptions to either of these cases must be made no later than day 4 of the term start date.

## Course-by-Arrangement

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

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. Course-by-arrangement is available to Southern New Hampshire University undergraduates, who are unable to obtain a required course during the normal registration and scheduling process.

School of Professional and Continuing Education students must review the master course schedules of area centers to verify that the required course is not being offered.

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.

Course-by-arrangement applications require:

- a letter of extenuating circumstance 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)

## Course Drop and Withdrawal

COCE undergraduate and graduate students may drop a course or withdraw from a term during the drop period which begins one week prior to the start of term and runs through the first week of term without penalty. All term weeks, including the first week

of a term, begin on Monday at 12:00 a.m. and end on Sunday at 11:59 p.m., EST. Holidays during the first week of a class do not impact the Sunday 11:59 p.m. EST deadline for dropping a course or withdrawing from a term. No tuition charges for the course are incurred by students who drop a course or withdraw from a term during the first week of the term, and the dropped course(s) will not appear on the student's academic transcript.

During weeks two through four of a term for undergraduate students and weeks two through six of a term for graduate students, a student may drop a course or withdraw from a term with the course grade of "W" appearing on the student's academic transcript. Any drop or withdrawal after the fourth week of a term for undergraduate students or the sixth week of term for graduate students results in a grade of "W" and may be allowed only 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. Students are charged 50% tuition for drops or withdrawals that take place during week two and 100% tuition after week two.

Students who do not officially drop or withdraw will receive a grade of "F."

### **Drop and Withdrawal Process**

Up to one week before the start of the term, students who wish to drop a course or withdraw from a term may do so by contacting their academic advisor who can assist them with the process.

Once the term has started, students are required to follow the steps below to drop a course or withdraw from a term. Students are encouraged to speak to their academic advisor for assistance. Students should consider factors, such as Financial Aid eligibility, Satisfactory Academic Progress and Scholastic Standing before dropping a course or withdrawing from a term.

**Step 1.** Complete the [COCE Withdrawal Form](#), located on the SNHU website. All withdrawals must be submitted using the online withdrawal form. No paper withdrawal forms or voice mail or email messages will be accepted. The date of withdrawal is the date the completed form is submitted. Term weeks, including the first week, start on Monday at 12:00 a.m. and end on Sunday at 11:59 p.m., EST.

**Step 2.** Print or save the acknowledgement page that displays upon submission of the COCE Withdrawal Form for your records.

**Step 3.** After submitting the COCE Withdrawal form, verify that the course no longer appears in mySNHU under the Class Schedule section.

### **Military Withdrawal**

Enrolled active-duty military personnel may withdraw from a term if they are deployed to a location that has no civilian internet access. Any tuition refund requires students to provide a copy of military orders, as well as a letter from the superior officer confirming the lack of availability of civilian internet access. In appropriately documented cases, a student may be eligible to withdraw from a term with a full tuition refund if his or her withdrawal is predicated on an injury or illness directly related to his or her military service. Any such refund requires the student to provide supporting medical

## **Medical Withdrawal**

A student may be allowed to withdraw from a term in the case of exceptional circumstances such as serious illness which must be documented by a letter from a physician, or other appropriately documented serious condition beyond the student's control. COCE administration reserves the right to make the final determination and give or deny approval for such a withdrawal. Any withdrawal made after the fourth week of term for undergraduate students and the sixth week of term for graduate students will be processed at no refund to the student.

## **Administrative Drop or Withdrawal**

The University will withdraw students who do not participate in class during the first week of term. Online students are required to submit a graded assignment/discussion to Brightspace during the first week of class. For students enrolled in a course at one of the satellite locations, participation is determined by attending the first class meeting. Students who do not participate during the first week forfeit their rights to be reinstated into the course. No tuition charges for the course are incurred by students who are administratively withdrawn from a course for non-participation the first week, and the course will not appear on the student's academic transcript.

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

## **Withdrawal Disputes**

Withdrawal disputes must be submitted online within thirty (30) days after the end of the term during which the student withdrew to [coceappeals@snhu.edu](mailto:coceappeals@snhu.edu).

## **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.

## **MA Counseling Residency Refund Policy**

Residencies:

Students may withdraw from the residency course before the start of residency and receive a full refund of the residency fee. This refund excludes any travel or other costs incurred outside what is covered by the fee. Tuition refunds will follow the [university's standard tuition refund policy](#).

Students who fail to attend the residency without withdrawing prior to the start of residency will incur the residency fee, and will be subject to that fee a second time upon re-taking the residency course.

## **Course Load**

### **Full Time and Part-time Course Load for Undergraduate Students**

A full-time academic load in the College of Online and Continuing Education consists of twelve credits total two courses (six credits) each term for over two consecutive terms. for a total of four courses (twelve credits).

A three-quarter time academic load consists of nine credits total over one course in one term and two courses in another for two consecutive terms for a total of three courses (9 credits).

A half time academic load consists of six credits total over one course in each term for two consecutive terms for a total of two courses (six credits).

A less than half time academic load consists of three or fewer credits total over two consecutive terms.

Students are discouraged from taking more than two courses a term. In order to enroll in more than two courses in any given term a student must obtain permission from his or her academic advisor and have a cumulative GPA of 3.0 or higher.

### **Full Time and Part-time Course Load for Graduate Students**

A full-time academic load for graduate students in the College of Online and Continuing Education consists of six credits two courses (six credits) taken within a ten-week term.

A half time academic load consists of three credits within a ten-week term.

Students are discouraged from taking more than two courses in one term. Students must obtain permission from their academic advisors and have a cumulative GPA of 3.0 or higher prior to enrolling in more than two courses.

Refer to the [Financial Aid Enrollment Status Criteria](#) policy for additional information.

## **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.

## **Course Participation Requirement and Unearned F**

### **Course Participation and Administrative Withdrawal**

Online students are required to submit a graded assignment/discussion to Brightspace during the first week of class. Regional center students are required to attend the first class session. Online students who do not submit a posting to the required academic forum during the first week of class or regional center students who do not attend the first class session are automatically dropped from the course for non-participation. Students who stop participating after week one remain enrolled in the course. Students are responsible for completing the proper withdrawal procedures if they wish to withdraw. Automatic administrative withdrawals for non-participation only take place during the first week. Students who stop attending a course or courses after the first week and who do not officially withdraw will receive a grade of "F" for the course.

## Unearned F Policy (Financial Aid 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 and fail all courses in a term will be reviewed for participation. Students who cease participation in graded activities prior to completing 60 percent of the term will be classified as receiving an “unearned F” and a recalculation of their Financial Aid 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 funding and registration at risk.

## 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.

## 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.

## Leave of Absence

SNHU does not grant leaves of absence to COCE students, as students are not required to be enrolled in classes every term.

Refer to the [Course Drop and Withdrawal](#) and [Readmission](#) policies for more information.

## Nurses Enrolling in Nursing Courses as Non-degree Seeking Students

Licensed Registered Nurses desiring NUR coursework as non-degree seeking students must adhere to the following requirements:

- Meet all nursing programs admission requirements:
  - [RN to BSN Nursing Admission and Academic Requirements](#)
  - [Graduate Nursing Admission and Academic Requirements](#)
- Earn a grade of B- or better in a Nursing (NUR) course in order to register for a subsequent course(s).

### Additional Considerations

- Students who wish to transfer their credit elsewhere are responsible for verifying the transferability of credit prior to enrollment. SNHU does not guarantee that courses will transfer.
- Students who wish to take more than 9 NUR credits as a non-degree seeking students should consider matriculating into the nursing program and refer to [Course Work Only](#) policy for maximum credit that may be applied to a degree program.
- Students need to be aware that course registration will be contingent upon adequate enrollments.
- Financial aid is not available to non-degree seeking students.

## Registration

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

## Religious Observance

Students may observe religious holy days that preclude them from studying or submitting assignments on those days. Because the College of Online and Continuing

education allows students to work at their own pace within a week, students are expected to plan in advance and submit assignments on time. Extensions are not provided for religious observation.

## **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.

## **Undergraduates Taking Graduate Courses**

Undergraduate students who wish to take a maximum of two graduate classes to complete their remaining undergraduate requirements may do so only if they meet all of the eligibility requirements below. Students must apply through their academic advisor to enroll:

The following eligibility requirements apply:

- Students must have completed a minimum of 90 credits in their program.
- Students must have a 3.33 or higher cumulative GPA with the exception of accelerated programs in which the GPA must be 2.75 or higher.
- Space must be available in the course.



- Students must work with their advisor to determine the appropriate graduate course to make sure that the course is applicable to both the undergraduate and graduate program. An undergraduate student is never permitted to take a 700 level course.

Students who go on to enroll in a SNHU graduate program will only be granted graduate credit if the student earns a grade of "B" or better. If not, students will be required to repeat the course upon enrollment in the graduate program.

## **Withdrawal from Class**

### **University Initiated Withdrawals**

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

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

### **Student Initiated Withdrawals**

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

All withdrawals must be submitted online via the COCE withdrawal form ([COCE Course Withdrawal](#)). No paper withdrawal forms or emails will be accepted. In all cases, the effective date of withdrawal is based on receipt of the official, completed form. For the purpose of withdrawals, term weeks start on Mondays and end on Sundays.

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

When a student withdraws from a course, a course grade of "W" is issued. The course will show up as 3 credits attempted but zero credits earned in your academic records. This could have implications in terms of your Satisfactory Academic Progress or your Scholastic Standing with SNHU. Students who do not maintain Satisfactory Academic Progress will experience an impact on Financial Aid eligibility. Withdrawal from a course

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will likely impact eligibility for financial aid for the current term as well as future terms.  
Student should discuss these concerns with their academic advisor.

## 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

## 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
- 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 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 a baccalaureate degree prior to enrollment at Southern New Hampshire 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 also determines eligibility for non-need based aid, such as Direct Unsubsidized Loans and Federal PLUS Loans. The FAFSA can be completed at [www.fafsa.gov](http://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. COCE students are awarded financial aid assuming half-time enrollment. 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, Southern New Hampshire University, 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 of 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:

<b>Academic Career</b>	<b>Maximum Subsidized</b>	<b>Additional Unsubsidized</b>	<b>Combined Subsidized and Unsubsidized</b>
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 provides opportunities for students to earn a bi-weekly paycheck to pay for educational expenses through government subsidized positions. Work-Study funds are available to students who demonstrate financial need through the Free Application for Federal Student Aid (FAFSA) and are enrolled in a degree program.

Students enrolled in Southern New Hampshire University's College of Online and Continuing Education program may request work-study funds after their FAFSA has been submitted by emailing [workstudy@snhu.edu](mailto:workstudy@snhu.edu). Students who are local to the campus located in Manchester, NH may apply for on campus jobs as well as off-campus community service positions. Students who are not local to campus may apply for an online peer educator position. All jobs are posted online at [www.snhu.edu/jobs](http://www.snhu.edu/jobs).

For further information please email [workstudy@snhu.edu](mailto: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**



**Federal Pell Grant**

Federal Pell Grants are awarded on a sliding scale up to \$5920 per year to students who demonstrate 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 Southern New Hampshire University.

**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 to students receiving the Federal Pell Grant.

**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
- 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 Southern New Hampshire University 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](http://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](http://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](http://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 Loan Counseling.

### **Federal Direct Student Loan Repayment Options**

<b>Standard Repayment</b>	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.
<b>Income-Based Repayment</b>	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.
<b>Income-Contingent Repayment</b>	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.
<b>Pay-as-you-earn</b>	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.
<b>Revised Pay-as-you-earn</b>	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.
<b>Graduated Repayment</b>	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.
<b>Extended Repayment</b>	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](http://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](http://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](http://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

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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

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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 encourage 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

At Southern New Hampshire University we strive to acknowledge the academic achievement, community service and leadership experience of our students through a variety of merit based grants and scholarships.

**The Continuing Education Scholarship:** This Scholarship is offered specifically to matriculated SNHU Continuing Education students or SNHU Online students. To be eligible students must have a minimum of 3.0 GPA, be solely responsible for his/her tuition (employer tuition assistance recipients are not eligible), be currently enrolled and have taken a minimum of fifteen (15) credits at SNHU.

**Elaine I. Routhier Costigan & Ronald J. Costigan Scholarship:** This scholarship fund will be offered in the future to support continuing education students, based on financial need.

**Wayne Dozier Memorial Fund:** Established in memory of former seacoast center student, Wayne Dozier. This fund provides scholarships to undergraduate SNHU Seacoast students with a minimum of 15 credits at SNHU and a minimum of 2.5 GPA.

**Dr. Jeannette A. Ritzenthaler Scholarship:** The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student from the Lakes Region of New Hampshire. Students should be enrolled in the Continuing Education or Online undergraduate program. The student must be in his/her junior year (or with junior level credits) pursuing a bachelor's degree, have financial need, be maintaining a GPA of 3.0 or higher, and provide evidence of leadership through involvement in school and community activities.

**Martha Van Hyland Scholarship:** This fund was created in memory of Southern New Hampshire University alumna, Martha Van Hyland to support Belknap County residents matriculated in the university's Continuing Education or Online bachelor's degree program. Students must maintain 3.0 GPA or higher and show financial need.

Graduate School

**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.

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

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

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

## **SNHU Accel**

*SNHU Accel*/students who utilize financial aid need to actively participate in academic work throughout the duration of the term in order to maintain their full eligibility for financial aid. Students who complete the final assessment for all registered *SNHU Accel* courses in the term before the end of Week 5 should speak to their advisor about adding an additional *SNHU Accel* course in order to maintain eligibility for the duration of the term.

## **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 (GPA) of 2.0 on a 4.0 scale.
- A student enrolled in a graduate degree program or the Accounting graduate certificate must maintain a minimum cumulative grade point average (GOA) 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 undergraduate 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

#### Coursework in the Calculation

- Final grades that fall below the minimums (D for undergraduates, C for graduates) are not counted as credits completed but will be included as credits attempted.
- Transfer credits are considered to be credits attempted and completed toward the completion of the student's program and count toward the maximum timeframe.
- Students who withdraw from a course are considered as having attempted the course.
- Courses with grades of incomplete (I) will be counted as attempted but not earned until the course is completed and the student receives a passing grade.
- Courses that are dropped prior to the course start date or during the add/drop period in Week One will not count towards attempted credits.
- Any course in which the student remains beyond Week One will count towards attempted courses regardless of the grade received.
- All R repeated courses will count as attempted courses.

**Frequency of Reviews** Satisfactory Academic Progress is evaluated for the following:

- Annual review at the end of the 6th term or within 52 calendar weeks for undergraduate students
- Annual review at the end of the 4th term for graduate students
- Annual review at the end of the 3rd term (xxEL3) for Advantage students in the Associate programs and the end of the Spring term for the Bachelor programs
- Payment period (term) review for students enrolled in the Accounting graduate certificate
- Prior to an SNHU continuing student receiving FSA for the first time at our university

According to federal regulations, students who are scheduled for an annual SAP review and fail to meet the Satisfactory Academic Progress requirement of their program will lose Federal financial aid eligibility. This population would include undergraduate and graduate students. Students enrolled in only Accounting graduate certificate and failed to make Satisfactory Academic Progress, will be placed on financial aid warning for a subsequent term; since this program is on a payment period review schedule.

Grade changes will be monitored and SAP will be rechecked using any new information to comply with the SAP new/conflicting information requirement.

**Financial Aid Warning** Students enrolled in only the Accounting graduate certificate and failed to make Satisfactory Academic Progress upon review are placed on a financial aid warning for the subsequent term only. The student's eligibility for aid is considered to be reinstated.

**Appeal Process** Students who lose their aid may appeal the loss provided there are

mitigating circumstances that inhibited their academic progress. Students can appeal on the basis of illness, death of a relative or other extenuating circumstance. The student must also explain why they failed to meet the SAP requirement and what has changed to allow them to be successful in the future terms. If mitigating circumstances do not exist, students may take classes at their own expense to demonstrate improvement to achieve the SAP standards.

**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?
- 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 and Academic Plan** Students with an approved appeal who are placed on SAP probation and an academic plan will have their status reviewed after each term following their successful appeal. Students who are not meeting the requirements of their academic plan will be returned to suspension and all aid from that date forward will be canceled immediately, regardless of current enrollment. Students who are suspended from receiving financial aid as part of this process may appeal this decision after 3 terms for undergraduate students and 2 terms for graduate students.

## 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**

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

## **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.

## **Capstone**

All COCE capstone courses will:

- follow the COCE Capstone Framework, in which the capstone is designed to assess the student's ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework. In this respect, no new information is introduced and the course itself is centered on completing the comprehensive capstone assessment.
- utilize program outcomes as the course outcomes
- be offered for no more than 3 credits

## **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.

## **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 Appeal**

### **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. A grade appeal shall be confined to charges of unfair action toward an individual student and may not involve challenging an instructor's judgment in assessing the quality of a student's work.

### **Grounds for Appeal**

In a grade appeal, only error, prejudice or arbitrariness will be considered legitimate grounds for appeal:

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

The grade appeal process does not cover instances in which students have been assigned grades based on academic dishonesty. Those instances are covered by the [COCE Academic Honesty Policy](#).

### **Pre-Appeal Actions**

The expectation is that student and instructor resolve the grade disagreement informally in a collegial manner. The student is strongly encouraged first to talk through the situation with his or her advisor; and the advisor should help the student regarding how best to approach the instructor. In all cases, a student who believes a grade has been inappropriately awarded, in accordance with the Grounds for Appeal above, must seek to resolve the matter with the instructor within thirty (30) days after the term ends. If the grade dispute cannot be resolved informally with the instructor, then the student may present an appeal.

### **Student Grade Appeal Process**

The steps for the grade appeal process are:

**Step 1.** If after talking with the instructor (but no later than thirty (30) days after the term ends) the matter is not resolved, then the student must talk to his or her advisor to determine if the student wishes to proceed with a formal Grade Appeal.

If the student wishes to proceed with an Appeal on the basis that the grade assigned was in error, prejudiced or arbitrary, then no later than thirty (30) days after the term ends the student shall complete the [COCE Student Concern/Dispute](#) form and submit

online . This appeal must substantiate reasons that the assigned grade is in error, prejudiced or arbitrary.

**Step 2.** No later than ten (10) business days after the COCE Student Concern/Dispute form has been submitted, the Dispute Resolutions Specialist must review the Appeal, working with student and instructor to attempt an informal resolution of the Grade Appeal.

1. If the Dispute Resolutions Specialist is unable to resolve the issue, then the Dispute Resolutions Specialist requests from the instructor a formal response to the Appeal. If the instructor is not available, then the Dispute Resolutions Specialist works to resolve the Appeal with the assistant dean for the program.
2. The instructor or, if the instructor is not available, the assistant dean, may choose to uphold the grade or change the grade based on the Appeal.
3. The Dispute Resolutions Specialist will inform the student of the decision within fifteen (15) business days from receipt of the COCE Student Concern/Dispute form.

**Step 3.** If the Appeal is denied, and the student wishes to pursue the matter further, then the student must:

1. Within fifteen (15) business days of the Appeal denial, submit a written final appeal to the Committee for Appeal of a Grade (at [coceappeals@snhu.edu](mailto:coceappeals@snhu.edu)). Such final appeal consists of a copy of the original Grade Appeal, and any additional information or clarification that the student wishes to add to the original Appeal.

The Committee for Appeal of a Grade is composed of three assistant or associate deans and associate vice presidents external to the program area. The Committee is charged with determining whether the grade was assigned without error, prejudice or arbitrariness.

If the Committee determines that the grade was awarded without error, prejudice, or arbitrariness, then within fifteen (15) business days of receipt of the Appeal, the Committee will report its conclusions to the student and the instructor, after which the matter will be considered to be closed.

2. If the Committee determines that the grade assigned should be changed, the Committee will take the appropriate action(s) to change the grade. Within fifteen (15) business days of receipt of the Appeal, the Committee must report its conclusions to the student and must inform the instructor of the reasons for its decision to change the grade, after which the matter will be considered to be closed.

## **Grade Change**

### **Purpose of Policy**

An instructor may make a grade change within thirty (30) days after final grades have been posted for the preceding term 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; or
- The instructor inadvertently did not post (or miss-posted) a grade in the Grade Center.

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.

### **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 thirty (30) day deadline will be denied by the Office of the University Registrar. In the case of extenuating circumstances, the associate dean may approve a late grade change. In such cases, the instructor should contact the appropriate associate dean.

## **Grade Scale and GPA**

### Grading System - Undergraduate

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

<b>Grade</b>	<b>Numerical Equivalent</b>	<b>Points</b>
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*. 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 instructor determines if the student may reasonably complete the work required within the 30 day incomplete grade completion time limit.
- The circumstances that have compelled the student to request the *Incomplete* are exceptional, such as illness, natural disaster or some other emergency, beyond the student's control.
- The student requesting the *Incomplete* has successfully completed the majority (70% of course work submitted) of 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 to the electronic Grade Change Request through the Service Portal 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."

If enrolled in the SNHU accel program, refer to the [SNHU Accel Policies](#) for program specific information.

## 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.

## Late Assignments

- Students must submit discussion board postings during the time frame indicated in the assignment rubric. Discussion board submissions will not be accepted for credit after the deadline.
- Students needing extra time may submit assignments, excluding discussion board postings, up to one week after the assignment due date. Students who submit work up to one week late will receive a penalty of 10 percent applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted. *Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.*
- Instructors will accept assignments more than one week late if students have made prior arrangements with the instructor and the instructor agrees to an extension. Students who submit work late receive a penalty of 10 percent applied to the grade achieved on the late assignment. Students must meet the deadline agreed upon in advance with the instructor. *Students who do not meet the agreed-upon deadline will receive a grade of zero on the assignment.*
- Instructors will accept late work without prior arrangement in the case of extenuating circumstances (such as hospitalization, childbirth, major accident, injury or bereavement). Students who suffer such a circumstance must notify the instructor as soon as possible of the extenuating circumstance that prevented them from submitting work on time and determine a deadline with the instructor

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for submitting the work. In these instances the instructor will waive the late penalty. *Students who do not meet the deadline arranged with the instructor will receive a grade of zero on the assignment.*

- Students must submit the final assignment no later than the last day of the term. No assignments are accepted after the last day of the term.

## Prior Learning Assessment

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

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

## 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 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 Credit Requirement Policy](#).

### **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

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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.

## **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:

<b>Petition by</b>	<b>Conferral Date</b>
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:



<b>Petition by</b>	<b>Conferral Date</b>
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:

<b>For a conferral date of:</b>	January 1, 2018	May 12, 2018
<b>Petitions to Graduate are due no later than:</b>	September 1, 2017	January 1, 2018
<b>Program requirements must be complete and grades must be received and verified by the University Registrar by:</b>	December 30, 2017	May 11, 2018
<b>Diploma Mailing Date:</b>	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.

#### 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**

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

### **Cancellation and Refund Policy**

Tuition for the program is as stated and there will be no increase in the tuition rates after completion of the Enrollment Agreement. The cost of books and supplies is an estimate and is subject to change. Books and supplies are non-refundable.

1. Applicants who have not visited the school prior to enrollment will have the opportunity to withdraw without penalty within three business days following either the regularly scheduled orientation procedures or following a tour of the school facilities and inspection of equipment when training and services are provided.
2. The Application Fee will be refunded in full if the Applicant withdraws the application within seven (7) days of signing the Application for Admission, or is not accepted.
3. Applicants may cancel the Enrollment Agreement at any time prior to the start of classes. All payments made to the school will be refunded in full within 30 days

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except for the \$50 Application Fee as noted above.

4. If an Applicant enrolls and then withdraws or is dismissed before completion of the term for any reason, the tuition charged for the completed portion of the term will be calculated according to the Refund Schedule below:

### Refund Schedule

Tuition Refund	Cancel Date	Charge	Refund
Prior to the start of the term	Prior to the start of the term	0%	100%

Withdrawal Date	Charge	Refund
Calendar Day 1 through Day 7	0%	100%
Calendar Day 8 through Day 14	50%	50%
Calendar Day 15 and above	100%	0%

This Refund Policy is used to calculate the refund of institutional charges. A separate Return of Federal Financial Aid calculation is performed to determine the amount of federal aid that must be returned to the federal government by SNHU and the student. The last date of attendance is used for both calculations. Any refund of institutional charges is credited to the student's account within 30 days of determining the student is no longer enrolled.

## 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.

### Program of Study

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.

#### Grade Point Average (GPA) 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



#### 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.

## **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 Review Board**

The COCE IRB shall protect the rights and welfare of human subjects recruited to

participate in research activities conducted on or by COCE stakeholders. The COCE 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 COCE 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 the scope and purpose of the COCE IRB and disseminate those policies, procedures, and instruments to the COCE 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 COCE CAO or designee,
- vice chaired by an academic staff member with considerable experience with IRBs and/or research compliance, appointed by COCE CAO or designee,
- one Associate Dean appointed by the Chair,
- one graduate faculty/adjunct representative appointed by the Chair,
- one undergraduate faculty/adjunct representative appointed by the Chair,
- one student representative appointed by the Chair, and
- one outside community member that is a person who is not otherwise affiliated with SNHU and appointed by the Chair.

Non-Voting Members:

- legal/regulatory/compliance representative, and
- a Secretary (Project Analyst/IRB Administrator) selected by the Chair.

## Officer Duties:

The Officers of the COCE 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 COCE IRB Chair and Vice Chair serve for a three (3) year term. Other members serve for a one (1) year term.

## Meetings:

The COCE IRB shall meet bimonthly at minimum, including throughout the summer.

## 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
<b>Associate's Degree</b>	60 credits	60 credits	15 credits	n/a	n/a	n/a	n/a	n/a
<b>Bachelor's Degree</b>	120 credits	120 credits	30 credits	n/a	n/a	n/a	n/a	n/a
<b>Master's Degree</b>	10 courses/ 30 credits	10 courses/ 30 credits	10 courses/ 30 credits	n/a	n/a	n/a	n/a	n/a
<b>Doctoral Degree</b>	39 credits	39 credits	30 credits	n/a	n/a	n/a	n/a	n/a
<b>Certificate - UG</b>	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	∞	∞	∞***	∞	∞
<b>Certificate - GR</b>	5 courses/ 15 credits	4 courses/ 12 credits	4 courses/ 12 credits	n/a	n/a	∞*	∞	n/a
<b>Gen Ed - Bachelor's</b>	15 courses/ 45	15 courses/ 30 credits	0	n/a	0	only where dictated	∞	∞

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	credits							
<b>Gen Ed - Associate's</b>	6 courses/ 18 credits	6 courses/ 12 credits	0	n/a	n/a	only where dictated	n/a	n/a
<b>School Core - SAS</b>	3 courses/ 9 credits	3 courses/ 6 credits	0	0	n/a	0	∞	∞
<b>School Core - SB</b>	10 courses/ 30 credits	10 courses/ 20 credits	0	0	n/a	0	∞	∞
<b>Major - Associate's</b>			3 courses/ 9 credits	only where dictated	n/a	n/a	n/a	n/a
<b>Major - Bachelor's</b>	10 courses/ 30 credits	10 courses/ 24 credits	4 courses/ 12 credits	only where dictated	0	n/a	Max overlap of 2 courses w/primary major	**
<b>Concentration</b>	3 courses/ 9 credits	3 courses/ 6 credits	0	*	*	*	*	∞
<b>Minors</b>	5 courses/ 15 credits	5 courses/ 13 credits	3 courses/ 9 credits	∞	∞	**	**	**
<b>Electives</b>	5 courses/ 15 credits	0	0	n/a	n/a	n/a	n/a	n/a

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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

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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).

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## **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

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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.

Procedure

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



<b>Academic Record Retention/Purge Schedule</b>	
<b>Admission records for applicants who do not enroll</b>	
<b>Retention Period: 2 years after application term</b>	
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 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

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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 Documentation	Notice of academic scholastic standing related to academic 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	

<b>Student Academic Records</b>	
<b>Retention Period: 10 years after graduation or non-attendance</b>	
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	

<b>Student Academic Records</b>	
<b>Retention Period: 50 years after graduation or non-attendance</b>	
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.

<b>Student Academic Records</b>	
<b>Retention Period: Permanent</b>	
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:	
Course Audit	

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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
Grade distribution	Report of grades, given, including summary

and other grade statistics	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

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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](mailto: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**

Accommodations are available to provide individuals with documented disabilities equal access to facilities and programs at Southern New Hampshire University. For further information on access, please contact the Online Accessibility Center at 1-866-305-9430.

### **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

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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,

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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 coordinator, and Title IX's protections against retaliation.

## **(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](mailto: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](mailto: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](mailto: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](mailto: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 drugs or alcohol) at a given location or by a particular

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.

The adjudication of complaints lodged against Southern New Hampshire University employees will be handled consistent with the Southern New Hampshire University Professional Employees Association Agreement and the Employee Handbook.

#### **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](mailto: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**

### **Purpose of Policy**

The purpose of the Student Academic Complaint policy is to provide students with an avenue to seek help or resolution when they feel that academic courses or services have failed to meet reasonable expectations. Examples might include complaints about the design or delivery of a course or about the behavior of an instructor or staff member.

### **Process**

Students are encouraged to address their concerns first with their instructors or their advisors. If the issue cannot be resolved at that level, students who wish to file academic complaints must complete the [Student Concern Dispute Form](#). The form asks for a description of the students' complaint and the resolution sought. Upon receipt of the form, a Dispute Resolution Specialist will review and research the concern to determine a fair resolution in consultation with the appropriate academic dean. Every



effort will be made to resolve the issue in a timely manner, and students will be contacted during the process so that they know their complaints are under consideration. While complaints are being reviewed, students should continue to participate in their courses unless instructed otherwise by the Dispute Resolution Specialist.

## Student Account and Fees

### Course Withdrawal Refund

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 undergraduate students taking online or center-based face-to-face and hybrid undergraduate courses.

#### 1. Submission of Withdrawals

Requests to withdraw must be submitted via this form in mySNHU ([COCE Course Withdrawal](#)). 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 8-week or 16-week course (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.

#### 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 Student Financial Services Office at 1-877-455-7648 or via email at [studentfinance@snhu.edu](mailto:studentfinance@snhu.edu) for details.

#### QUESTIONS?

## Payment Information

### Student Payment and Deposit Policies

#### Student Financial Services

Student Financial Services combines financial aid, billing, and student account services into one centralized location. You can visit Student Financial Services online at <https://my.snhu.edu/Offices/SFS/Pages/default.aspx>, email questions to [studentfinance@snhu.edu](mailto:studentfinance@snhu.edu) or call 1.877.455.SNHU to speak with an Enrolled Student Service Associate.

#### Student Account Payment

Tuition must be paid prior to the start of the term. Textbooks and supplies are sold separately. **Student financial accounts must be settled in one of the following ways:**

1. Students may make payments online at [my.snhu.edu](https://my.snhu.edu)
2. Students may make payments through Student Financial Services in person (cash, check, money order, debit/credit cards and wires accepted)
3. Student may make payments through the mail by sending payments to:  
Southern New Hampshire University  
Client 800100  
PO Box 55008  
Boston, MA 02205-5008

#### Credit and Collections Policy

All outstanding balances, are the student's responsibility to pay. Unpaid balances may be subject to finance charges, fees and further collections efforts as detailed below.

#### Other Information

- All students with unresolved balances must contact the Credit Department for resolution. The Credit Department can be reached at:  
Email: [Credit@SNHU.edu](mailto: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 will 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 and Collections Policy is at the discretion of the Credit and Collections Department and subject to change without notice.
- Students acknowledge and authorize SNHU and/or its agents, including attorneys

College of Online and Continuing Education 2017-2018  
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 Student Financial Services the necessary authorization and inform the office how the tuition payment will be handled.

## **Deferred Tuition**

Students receiving tuition benefits from their employer, may qualify for a Deferred Tuition Plan. Participating students may carry a one-term outstanding balance, allowing access to registration for the next term and will not be assessed interest charges. Eligibility is based on the completion of all paperwork and by maintaining good financial and academic standing. Students must obtain a letter of eligibility from their employer stating the terms and conditions of their tuition reimbursement policy, and complete the Institutional Promissory Note. Students must sign a contract giving the university permission to charge their credit card (kept on file) in the event that the tuition has not been paid by 30 days after the end of the term and are required to renew annually. Contracts can be obtained through the Credit Office.

## **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 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. Payers will be billed at the beginning of the term covered by the voucher. Payment is due within 30 days of the billing, finance charges are waived upon confirmation of the approved authorization. Student reimbursement based upon satisfactory completion of the course and grades are not subject to third party billing.

## **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

**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. First-time students should direct this letter of credit to their Center. Subsequent letters for future classes can be sent directly to Student Financial Services.

**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.*

## **College for America Students**

### **CfA Student Financial Services**

MySNHU provides quick access to your billing, payment and financial aid information. Through this site you can access your invoice, check your balance and make payments to your account on-line. If you have any questions please contact Student Financial Services at 877-455-7648, option 3 or email [sfscfs@snhu.edu](mailto:sfscfs@snhu.edu).

### **Payment Options Payment Plan**

Students who wish to participate in a monthly payment plan may do so by completing a contraction with Tuition Management Systems (TMS). Students will receive instructions via email to complete this plan prior to the start of every term. If the student fails to make 2 payments within a term, TMS will cancel the contract and tuition will then be immediately due to the University.

### **Title IV Federal Financial Aid**

Title IV Federal Financial Aid Students enrolled at College for America may be eligible to receive Title IV federal financial aid. A student pursuing his or her degree may apply for Federal Title IV financial aid by completing the Free Application for Federal Student Aid (FAFSA) form. A FAFSA form may be completed at [www.fafsa.gov](http://www.fafsa.gov). When prompted, list Southern New Hampshire University's federal school code: 002580. The student must meet all eligibility requirements to qualify. If you have any questions regarding eligibility, please contact Student Financial Services at 1-877-455-7648.

### **Third Party Billing**

A student eligible to participate in third party direct billing, in which a third party will authorize direct billing from the University, must first submit a third party voucher/letter to the Student Financial Services Office. The voucher must include beginning and end dates of the academic term, other fees covered (if any) and the maximum dollar value of the voucher prior to the payment due date.

### **Employee Reimbursement**

Many CFA corporate and community partners provide tuition reimbursement for their employees. The specific policies regarding employee tuition reimbursement are determined with each partnering organization. Students should contact their Human Resources Department for information regarding specific employee reimbursement programs.

### **Deferred Tuition Plan**

A student receiving tuition benefits from an employer may qualify for deferred tuition. A student on a Deferred Tuition Plan Contract may carry a one-term outstanding balance. Eligibility is based on completion of a Deferred Tuition Plan Contract prior to the payment due date. The Deferred Tuition Plan Contract must be renewed each term.

### **Financial Credit Policy**

Tuition payment is due on the 28th day after the start of the term.

### **Other Information**

- Unpaid balances are the student's responsibility to pay.
- All students with unresolved balances as of the 28th day of the term must contact the Credit Department or for resolution at [credit@snhu.edu](mailto:credit@snhu.edu) or by calling 1-888-867-7376.
- Transcripts, caps/gowns, diplomas and enrollment verifications will be withheld if the student owes any type of balance.
- Registration for future terms will be withheld if the student owes a balance.
- Students with unresolved balances will be placed on financial hold; late fees will be assessed at the discretion of the University.
- An account sent to third party collections may be subject to collection and legal fees. All former collections accounts must pay upfront for any future classes.
- The Financial Credit Policy is at the discretion of the Credit Department and subject to change without notice.

## **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.

## College of Online and Continuing Education 2017-2018

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

## 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.

### Return of Military Tuition Assistance

Military Tuition Assistance (TA) is awarded to a student under the assumption that the



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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

<b>College of Online and Continuing Education (COCE) Tuition and Fees</b>			
<b>Undergraduate:</b>		<b>Per 3 Credit Course</b>	<b>Per Credit Hour</b>
SNHU Advantage Program		\$885	
SNHU Manchester		\$960	\$320
SNHU Maine		\$729	\$243
SNHU Nashua		\$960	\$320
COCE Online		\$960	\$320
COCE Military		\$675	\$225
SNHU Salem		\$960	\$320
SNHU Seacoast Center		\$960	\$320
Cooperative Education			\$320
<b>Master's Programs</b>		<b>Per 3 Credit Course</b>	<b>Per Credit Hour</b>
Online Degrees/Certificates		\$1,881	\$627
SNHU Maine		\$1,125	\$375
Active Duty Military		\$1,410	\$470
<b>Nursing Program:</b>		<b>Per 3 Credit Course</b>	<b>Per 6 Credit Course</b>
Dual Enrollment for students in the Community College System of New Hampshire	\$600		\$200

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Community College System of New Hampshire Graduates on or after May 2012	\$780	\$1,560	\$260
Bachelor of Science Nursing	\$960	\$1,920	\$320
<b>PCMH</b>			<b>Per Credit Hour</b>
PCMH			\$590
Vermont FBGE (M.ED & CAGS)			\$417
Vermont FBGE (PDOG)			\$112
<b>SHRM (Society for Human Resource Management)</b>			<b>Per Certificate</b>
Certification - Member			\$1,125
Certification - Non Member			\$1,190
<b>Program Fees:</b>		<b>One Time</b>	<b>Annual</b>
NLN Exam Fee (Nutrition Exam)		\$100	
Application Fee (PhD, PCMH, FBGE)		\$40	
PCMH Orientation Fee		\$590	
Library & Technology Fee (PCMH)			\$265
COU 540 Residency Fee		\$1,400	
<b>Parking Permit Fees:</b>			<b>Annual</b>
Parking (Manchester campus) *Other charges may apply			\$50
<b>Conditional Fees:</b>		<b>Per Term</b>	<b>Per Occurrence</b>
Student Activities Fee (optional) - Fall & Spring Terms		\$165	
Graduation Fee			\$150
Application Fee (Grad only)			\$40
Student ID (optional)			\$5
Late Payment Fee			\$150
Bounced Check & Credit Card Decline			\$35
Transcript Fee (Paper)			\$7
Transcript Fee (Electronic)			\$5
Rush Fee - Transcript/Diploma (Domestic)			\$20
Rush Fee - Transcript/Diploma (International)			\$50
Apostille - Notarized/Certified Transcript, State of NH			\$17
Apostille - Notarized/Certified			

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Diploma, State of NH			\$40
Apostille - Notarized/Certified Transcript or Diploma, State of NH			\$10
Duplicate Diploma Fee			\$30
SNHU OneCard Replacement			\$25
Student ID Replacement			\$25

## Withdrawal and Proration of Fees

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.

### 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.

#### Tuition Fee & Refunds

### Undergraduate Students:

Withdrawals from 8-week or 16-week course (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 8-week or 16-week course (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.

#### Financial Aid Disbursements

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 Student Financial Services office at 1-877-455-7648 or via email at [studentfinance@snhu.edu](mailto:studentfinance@snhu.edu) for details.

#### Participation Policy Unofficial Withdrawal

Ongoing participation in courses and completion of assignments are two critical components to student success. The institution does not monitor attendance and withdraw students who stop participating, but students who use financial aid and fail all courses within a term will be reviewed for participation. Students who cease participation in graded activities before the midpoint of the term are classified as an "unofficial withdrawal" and may result in an adjustment of their Financial Aid. The last date of participation is defined as the last day the student participated in a graded activity within the course. This recalculation may result in a balance on their account and could place students' future financial aid funding and registration at risk.

## Student Affairs

### 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 Hosts, International Friends and Conversation Partners 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 and the Conversational English tutoring program are two 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.

## Student Code of Conduct

### Academic Honesty Policy

## Standards of Academic Honesty

As an academic community committed to fostering an ethical and intellectual environment, Southern New Hampshire University holds its students to these standards of academic honesty: The University expects that all aspects of a student's educational pursuit 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 plagiarism and cheating, constitute serious offenses and will result in sanctions. This policy defines the standards of honesty that students and members of the academic community are expected to follow. In addition, it describes procedures for handling allegations of misconduct and the sanctions that may result from violations.

### Academic Honesty Definitions

The violation of the University's Standards of Academic Honesty constitutes a serious offense. Violations include, but are not limited to, the major categories of academic dishonesty, as defined below:

- **Cheating.** Cheating is the act of deceiving, which includes such acts as receiving or communicating information from another during an examination; looking at another's examination (during the exam); using notes during examinations when prohibited; using electronic equipment to receive or communicate information during examinations; using any unauthorized electronic equipment during examinations; obtaining information about the questions or answers for an examination prior to the administering of the examination; or whatever else is deemed contrary to the rules of fairness, including special rules designated by the professor in the course.
- **Plagiarism.** Plagiarism is the representation of someone else's ideas or words as one's own without crediting the source. It is the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation format. The submission of an assignment or parts of an assignment written by someone other than the student, including but not limited to, other students, commercial organizations, and electronic sources constitutes plagiarism.
- **Misrepresentation.** Misrepresentation is having another student or individual substitute for oneself during the taking of a quiz or examination or for the completion of a course.
- **Unauthorized Collaboration.** Unauthorized collaboration is the sharing of quiz or examination questions or answers with another student without the instructor's permission. Unauthorized collaboration includes copying another student's homework without the instructor's permission or allowing another student to copy one's work. It also includes group collaboration on individual assignments without the instructor's permission.
- **Dishonesty in Papers.** Dishonesty in papers entails using a writing service or having someone else write a paper for you. All work submitted for a course must be the student's own original work unless the sources are cited.

- **Alteration or Fabrication of Data.** Alteration or fabrication of data refers to the submission of data not obtained by the student during the course of research or the deceitful alteration of data obtained by the student during the course of research.
- **Self-Plagiarism (Work Done for One Course and Submitted to Another).** Work done for one course and submitted to another refers to work previously submitted at this or any other institution to fulfill academic requirements in another class, to include repeated classes. Slightly altered work that has been resubmitted is also considered to be fraudulent. In some instances instructors may allow a certain amount of work from a prior course to be repurposed; students who wish to do this must seek express approval from the instructor in advance. Under no circumstances will a complaint be considered if resubmitted work earns a different grade from the original submission.
- **Other Academic Misconduct.** Other academic misconduct includes, but is not limited to, stealing quizzes or examinations; altering academic records, including grades; sabotaging the work of another student; distributing materials for the purpose of cheating; altering, forging, or misusing University-related documents; intentionally reporting a false violation of academic integrity; and offering a bribe to any University member in exchange for special consideration or favors.

## **Academic Honesty Policy Awareness**

All members of the COCE community have a responsibility to acquaint themselves with the Academic Honesty Policy. Faculty and appropriate staff are asked to join in educating students about academic honesty; and students are expected to acquaint themselves with the Policy.

**Faculty.** Instructors should familiarize themselves with COCE's policy on academic honesty and also make the policy clear in their syllabi. Faculty should discuss their own expectations regarding academic honesty on discussion boards or in announcements, as it applies to specific features of a course. Instructors are encouraged to incorporate these into their course assignments and/or course conditions that minimize the chance for violation of the Policy.

**Students.** Students are expected to acquaint themselves with COCE's Academic Honesty Policy, especially the Definitions of Violations of Academic Honesty (above), as well as the ramifications resulting from violations of academic honesty. Students should familiarize themselves with the syllabi of individual courses, which contain more specific guidelines for collaboration, acknowledgement of source information, required methods of citation and appropriateness of assistance. Students must seek clarification from instructors on any aspect of a course or the Academic Honesty Policy about which they have questions or confusion. Finally, students should remind fellow students about the requirements for academic honesty.

Academic Honesty and Process for Violation

## **General Provisions**

The process for violations applies to students enrolled in COCE College of Online and Continuing Education. The policy covers all academic conduct, including submitted drafts; final coursework; research; comprehensive examinations; and the preparation

of theses or dissertations. Responses to violations of the Academic Honesty Policy are initiated by the course instructor or any individual or committee with responsibility for a class, project or activity. Other University employees, should they suspect a violation of the Policy, are expected to bring the suspected dishonesty to the attention of the responsible instructor, individual or committee.

### **Process for Violation of Policy**

When the instructor becomes aware of a possible violation of academic honesty, and before imposing a penalty, the instructor should notify the student as soon as possible, in writing, via an email to the student's University email address, of the suspicion of dishonesty and allow the student an opportunity to informally discuss the situation with him or her.

If unsure of the Academic Honesty Policy or in need of help and guidance, the instructor is encouraged to consult with the Student Conduct Manager at [coceconduct@snhu.edu](mailto:coceconduct@snhu.edu) and the student with his or her advisor.

### **Filing an Academic Dishonesty Complaint Form**

If the instructor determines that the violation was an unintended mistake rather than a purposeful act of dishonesty, then the instructor may use the occasion to help educate the student about standards of academic honesty. For example, the instructor might require the student to correct the original assignment or submit a substitute assignment.

If the instructor decides to penalize the student by assigning a lower or failing grade, the instructor must complete and submit the [COCE Student Conduct/Academic Honesty Concern Form](#). Submitting this form serves to notify the Student Conduct Manager of the charge of violation of academic honesty and provides the university a means for checking for repeat offenses.

An explanation of the process followed for violations of the Academic Honesty policy may be found in the Student Code of Conduct policy in the Student Manual.

## **Administrative Dismissal**

If a student is found to have knowingly submitted falsified or intentionally misleading information regarding their identity, SNHU shall reserve the right to dismiss the student from the University without opportunity for re-admission.

## **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](mailto: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](http://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.

## **Ethics, Dispositions, Proficiencies and Professional Standards Policy and Procedure for Professional Practice programs**

## **1 - Ethics, Dispositions, Proficiencies and Professional Standards**

Southern New Hampshire University supports professional practice standards and behaviors aligned with regulatory and legal standards. Students enrolled in professional practice programs at SNHU will be required to demonstrate compliance with applicable professional organizations standards and code of ethics throughout their enrollment in the program. These ethics, dispositions, proficiencies and professional standards are a critical component of the academic program and review under this policy is conducted under the academic authority of the program.

See: ANA Code of Ethics; ACA code of Ethics; Nursing Student Handbook; MA Counseling Handbook

In COCE programs that require students to maintain compliance with professional or accreditor codes-of-ethics (hereafter referred to as “Student or Students”), COCE has further defined the proficiencies, dispositions and professional standards expected of Students in those programs as follows:

### **1.1 - Criminal Acts**

In addition to any applicable professional requirements of the state in which they practice, Students shall abide by federal, state, and local laws and statutes. Students have an obligation to report arrests or convictions to their respective department. Decisions regarding arrests will be made on the facts and circumstances available and the impact/relationship to the program. Decisions do not have to wait until convictions, but arrests do not automatically result in determinations of code violations.

### **1.2 - Abuse of Patients**

Students should always maintain a professional relationship with all patients, both in and outside a clinical setting. Unethical conduct includes, but is not limited to:

- Committing any act of abuse (physical or emotional) or any act of cruelty or patient endangerment
- Committing or soliciting any unlawful sexual act or committing any act of sexual harassment
- Soliciting, encouraging, or consummating a romantic or inappropriate relationship with a patient (including dating a student), whether written, verbal, physical, or implied
- Furnishing alcohol or illegal/unauthorized drugs to any patient
- Encouraging, promoting, extolling, or supporting any illegal, unethical, inappropriate, or dangerous activity.

### **1.3 - Alcohol or Drugs**

Students must refrain from the abuse of alcohol or drugs during the course of professional practice. Unethical conduct includes, but is not limited to being on clinical premises while under the influence of, possessing, using, or consuming alcohol or performance altering drugs.

#### **1.4 - Misrepresentation or Falsification**

Students must exemplify honesty and integrity in the course of professional practice. Unethical conduct includes, but is not limited to:

- Falsifying, deliberately misrepresenting, or omitting professional qualifications, college credit and/or degrees, academic awards, and employment history when applying for enrollment
- Falsifying, deliberately misrepresenting, or omitting information in patient care documentation/medical records
- Falsifying, deliberately misrepresenting, or omitting reasons for absences or leaves

#### **1.5 - Improper Remunerative Conduct**

Students must maintain integrity with patients, family members, colleagues, patrons, or businesses when accepting gifts, gratuities, and favors. Unethical conduct includes, but is not limited to:

- Soliciting patients, or friends/family members of patients, to purchase any item or service from a Student in a private remunerative capacity
- Accepting gifts from patients and/or friends/family members, vendors, or potential vendors for personal use or gain where there may be the appearance of a conflict of interest
- Providing care outside of SNHU-scheduled or approved clinical time while representing self as a SNHU Student

#### **1.6 - Confidential Information**

Students must comply with state and federal laws and clinical agency policies relating to the confidentiality of patient care records, unless disclosure is required or permitted by law. Unethical conduct includes, but is not limited to sharing of confidential information concerning health and medical information and any identifying patient information.

SNHU further clarifies the policy of confidentiality as follows:

- Do not discuss patients or any identifying data in public settings such as cafeterias, elevators, hallways, over the phone, with family or friends, with other patients or where patients might overhear conversations.
- Discussion of patients should only occur in approved settings such as giving or taking reports or in a clinical conference.
- Use patient initials in all discussions and on written documents. Destroy all notes and computer-generated papers after completing assignments.
- Protect the integrity of medical records and do not copy or transmit material from medical records.
- If you have concerns about client confidentiality, check with your instructor to obtain guidance.
- Along with failure to exhibit critical behaviors that reflect the professional standards for legal/ethical conduct, major infractions of conduct and behavior as set forth in the general University catalog will be grounds for dismissal from the nursing program. These include, but are not limited to, consumption of alcoholic

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beverages before or during clinical; illegal drug usage; impaired behavior; abusive language, and/or disruptive behavior with mentors or agency staff.

## **2 - Violation of Ethics, Standards, or Disposition**

Conduct unbecoming of a Student can constitute valid reason not to recommend a Student for clinical placement or progression, licensure, or to recommend removal of the Student from an educational program at SNHU. Failure to adhere to an applicable Code of Ethics or Dispositions, Proficiencies and Professional Standards as outlined above may result in disciplinary action up to and including expulsion from the university in egregious instances.

### **2.1 - SNHU Ethics & Dispositions Committee**

The SNHU Ethics & Dispositions Committee (hereafter referred to as “the Committee”) receives, investigates, resolves or makes recommendation regarding violations of the Dispositions, Proficiencies and Professional Standards, or an applicable Code of Ethics. The Committee does not review violations of the SNHU Code of Conduct. The Committee is comprised of:

- 1 Dean from *each* program affected by this policy (voting member)
- The Director of Dispute Resolution & Student Conduct (non-voting Chair)
- 1 external member which may be a non-affected Executive Director, Academic Vice President or Assistant Vice President, a non-affected Associate Dean (voting member)
- 1 representative from Legal & Compliance team (ex-Officio; advisory capacity only)

The Committee meets on an as-needed basis or as requested by the VPAA, or other senior COCE leadership.

### **2.2 - Filing and Investigation of Concerns**

Any concern alleging a violation of the Dispositions, Proficiencies and Professional Standards described herein, or of an applicable Code of Ethics may be submitted by a Student, mentor, staff member, clinical instructor, lab instructor or clinical agency personnel. All concerns must be submitted in writing to the Committee by submitting an official report using the Ethics & Dispositions Concerns Form. The form will include the following:

- Identifying information regarding the Student, including name and program of record
- A description of how the notifier became aware of the concern
- A description of the concern

Potential violations of SNHU’s Code of Conduct may also be reviewed through the Office of Student Conduct in the event that a violation overlaps both policies.

The Committee will investigate each Student issue and categorize each Student concern according to the following levels, and notify the affected Student regarding the finding, and corrective action being taken.

- **Level 1 Concern:** A first time violation of one or more of the Professional Dispositions, Ethical Standards (outlined in Section 1 above), or applicable Code of Ethics that have not been deemed to be “serious” and “egregious” violations.

- **Level 2 Concern:** A second violation or any violation deemed “serious”. Examples of serious violations include, but are not limited to: harassment, threats, actions that represent a potential for harm to patients, families, staff or clinical partner property, visible or discernable mental or physical impairment, disruptive behavior that interferes with patient care, clinical processes, academic faculty or staff, other students at SNHU, or the learning environment.
- **Level 3 Concern:** A third violation or any violation deemed “egregious”. Examples of egregious violations include, but are not limited to: misrepresentation or falsification of information, physical or verbal abuse of patients or other persons, criminal misconduct impacting licensure or program participation or otherwise of a serious nature, violations of patient confidentiality, abuse or misuse of personal property of others, and patient neglect or abandonment.

The Committee member whose program is affected by the concern will initiate and conduct an investigation of the concern. The investigation will include the collection of any information necessary to thoroughly investigate the concern, which may include meeting with: the Student; external affected agencies; faculty and/or COCE staff.

### 2.3 - Determining Resolution

The member of the Committee who is responsible for leading the investigation will contact the affected Student by email to arrange a time to discuss each concern and attempt to resolve behavioral changes required to align the Student’s conduct with the standards of professional conduct described in this code. If a Student expects to have legal representation at this meeting, the Student is expected to notify the Committee. In the event that a Student attends a meeting with legal representation without having notified the committee, the Committee may immediately choose to reschedule the meeting.

If a Student fails to respond to the meeting request within three business days, does not attend a mutually agreed to meeting, if corrective behavioral changes cannot be agreed upon, or if it is determined that the violation requires formal corrective action, the concern will become subject to one of the levels of corrective action discussed in Section 2.4 below.

Based on the result of the investigation, the Committee member whose program is affected by the concern will make recommendation to the Committee regarding the proposed resolution and corrective action.

### 2.4 - Corrective Actions

After a concern is investigated, the Committee will receive a recommended resolution or recommendation for corrective action. Corrective action may fall into levels 1, 2 or 3 as described below:

- **Level 1 Corrective Action:** The Committee may impose corrective action up to and including a written warning, and may include a list of corrective activities that a Student must complete to avoid Level 2 corrective action. A Student choosing to appeal this action may initiate the appeal using the Dispute Resolution process.
- **Level 2 Corrective Action:** The Committee may impose a Level 2 corrective

action to resolve Level 2 concerns. In addition to any other requirements imposed, Level 2 corrective action requires the completion of a corrective action plan that will provide a Student with a directed opportunity to demonstrate conduct that meets standards of professional conduct set forth in this code. A Student choosing to appeal this action may initiate the appeal using the Dispute Resolution process.

- **Level 3 Corrective Action:** The Committee will make recommendations for corrective action, up to and including temporary or permanent removal from the respective program or from the University, to the COCE Chief Academic Officer for determination. Level 3 corrective action is final and may not be appealed.

If the Committee determines that there is sufficient and appropriate evidence to justify the recommended action, the Committee may initiate the corrective action process as recommended. If the Committee does not believe the evidence supports the recommended action, the Committee may initiate different actions as determined by the Committee. A record of all corrective actions will be placed in the Student's file. The Committee Chair will notify the Student in writing within three business days of the decision and any corrective action being taken.

Students who wish to respond to a decision, must respond to the Committee Chair within three business days, indicating either their agreement with the corrective action or reasons for appealing a decision. Students who fail to respond are considered to have accepted the Committee decision and actions.

#### 1. **Student Rights**

Students have the following rights pertaining to alleged and confirmed violations of the standards of professional conduct set forth in this code:

- Students must be notified in writing if he or she becomes the subject of a *justifiable* concern
- Students must be provided an opportunity to respond to a concern and explain his/her behavior to a responsible SNHU staff member or committee
- The Committee must notify the Student in writing of its decision, including, as appropriate, the level of unacceptable behavior
- Students may participate in any SNHU course during the investigation and decision-making processes, however, may be excluded from any lab or clinical experience until a final decision allowing participation is reached. This is at the discretion of the Committee and is only applicable to level 2 or level 3 concerns
- Provided no other SNHU standards of conduct were violated, Students who are dismissed from a program due to a violation of this code may pursue another academic program at SNHU. Students should recognize, however, that certain violations of this code may bar entrance to other SNHU professional programs

### **VII. Disciplinary Actions and Education Records**

Records of concerns and corrective action will be maintained according to SNHU policy regarding student academic disciplinary records as well as applicable state and federal laws concerning maintenance and disclosure of student information.

## **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.

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

## 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](http://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

### 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

### 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](mailto: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](mailto: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](mailto:cac@snhu.edu)
- Staff and Faculty of the University should contact their local HR Business Partner or request information from:  
[Hr4u@snhu.edu](mailto:Hr4u@snhu.edu)
- Members of the public and those with questions should contact:  
ADA/504 Compliance Coordinator  
[adacompliance@snhu.edu](mailto: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](mailto: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](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](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](mailto: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 [adacompliance@snhu.edu](mailto:adacompliance@snhu.edu) or by phone at 603.645.9664.
- 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:

## College of Online and Continuing Education 2017-2018

- 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.

## **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](http://my.snhu.edu).

## Online 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 Online Accessibility Center and provide necessary information. The Online 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 Online Accessibility Center

- [oac@snhu.edu](mailto:oac@snhu.edu)
- 866-305-9430

2. Review and submit the [Disability Verification Form](#). If you have not heard back within two (2) business days after your submission of documentation, please contact us for a status update.

3. Complete intake interview with assigned Accommodation Specialist (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, students with disabilities are responsible for communicating via phone or email with their assigned Accommodation 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 with the student at the beginning of each term/semester.

## **Accommodations & Services**

The procedures and guidelines of the Online Accessibility Center (DRC) are developed to address disability-related subjects. Some of the most frequent subjects are listed below:

1. Reasonable accommodations are made to provide academic and programmatic access. Examples of program accommodations include accessible text formats and time extensions for assignments.
2. Personal services and personal aides (PCA) are not ADA/504 accommodations and are not provided by the University.

## **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 field 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 Online Accessibility Center in removing 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 Online Accessibility Center
- To provide documentation of disability
- To participate in an intake interview with a Online Accessibility Center staff member to initiate services
- To initiate specific accommodations by following the procedures outlined in a discussion with the Accessibility Services staff member
- To assume personal responsibility for communicating with faculty and requesting additional assistance

- To follow all Online Accessibility Center policies and procedures to receive accommodations

## **Privacy and Release of Information**

The Online Accessibility Center at Southern New Hampshire University, COCE 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 Online Accessibility Center (OAC) 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 Online Accessibility Center except appropriate OAC 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 OAC 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, COCE cannot guarantee the privacy of information conveyed by electronic means, such as email.

# Programs

## Business (Graduate)

### Accounting - Accelerated (MS)

#### Description

The M.S. in Accounting curriculum offers concentrated studies in accounting for a broad-based study of management related to the application of accounting theory. The Master of Science in Accounting program is designed for students to gain a foundation in current accounting issues while exploring coursework relevant to your professional development, such as public accounting, auditing, forensic accounting, management accounting, or taxation. The content of this program aligns with the Content and Skill Specification Outlines (CSOs/SSOs) set by the American Institute of Certified Public Accountants (AICPA). Contact the Board of Accountancy in your state for complete details. The M.S. in Accounting program requires a minimum of 12 and a maximum of 21 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

#### Program Outcomes

1. Employ discipline-specific research strategies to appraise the effectiveness and limitations of financial accounting and reporting practices in a global economy
2. Generate complex financial statements for internal and external users including effective compliance with full-disclosure and in accordance with applicable governing rules and regulations
3. Apply IRS rules for tax planning to minimize the tax liability of individuals and organizations
4. Analyze, interpret and communicate to all stakeholders the significance of accounting information as it relates to an organization's strategic plans
5. Prepare components of financial statements in accordance with both US GAAP and IFRS reporting requirements
6. Assess an audit plan for compliance with PCAOB audit standards

#### Requirements

Foundation Courses  
0 Total Credits

- Complete:
  - ACC500 - Managerial Accounting (3)
  - ACC620 - Financial Reporting II (3)
  - ACC630 - Financial Reporting III (3)
  - ACC640 - Auditing (3)

- MBA501 - Mathematics and Statistics for Business (3)
- MBA502 - Economics for Business (3)

## Major Courses

36 Total Credits

- Complete all of the following
  - Complete:
    - ACC550 - Cost Accounting (3)
    - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
    - ACC675 - Control/Audit of Accounting Info System (3)
    - ACC680 - International Accounting (3)
    - ACC696 - Situational Ethics in Accounting (3)
    - ACC700 - Accounting Capstone (3)
    - FIN500 - Financial Management (3)
    - INT600 - Multinational Corporate Management (3)
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - TAX650 - Federal Taxation of Individuals (3)
    - TAX655 - Federal Income Tax of Corporations and Partnerships (3)
  - 1 of the following:
    - ACC660 - Controllership (3)
    - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)
    - ACC692 - Interview Techniques/Legal Aspects of Fraud (3)
    - ACC693 - Investigating with Computers (3)

Grand Total Credits: **36**

## Accounting and Finance (MS)

### Description

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

### Program Outcomes

1. Employ best cost accounting and statistical testing methods to inform strategic corporate decision-making and promote optimal impact on business operations
2. Analyze and apply best practices in financial reporting as determined by both domestic and international regulations and laws
3. Implement sound financial, tax, and auditing strategies to ensure legal and regulatory compliance while informing business decisions
4. Apply financial theories and research to construct efficient investment portfolios
5. Develop and employ targeted communication strategies to inform stakeholders of

## **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

42 Total Credits

- Complete:
  - ACC550 - Cost Accounting (3)
  - ACC610 - Financial Reporting I (3)
  - ACC620 - Financial Reporting II (3)
  - ACC630 - Financial Reporting III (3)
  - ACC640 - Auditing (3)
  - ACC690 - Advanced Topics in Financial Reporting (3)
  - FIN550 - Corporate Financial Management (3)
  - FIN610 - Short-Term Financial Management (3)
  - FIN620 - Money and Capital Markets (3)
  - FIN630 - Capital Budgeting & Financing (3)
  - FIN640 - Investment Analysis & Portfolio Management (3)
  - FIN660 - Creating Value: Merger/Acquisition (3)
  - MBA610 - Business Law (3)
  - TAX660 - Tax Factors in Business Decisions (3)

Grand Total Credits: **42**

## **Accounting (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Demand for individuals with accounting expertise is on the rise in the business world. This Graduate Certificate is a first step toward a variety of professional certifications such as a Certified Public Accountant (CPA), Certified Internal Auditor (CIA) or Certified Management Accountant (CMA). Completion of the certificate may lead to new career opportunities in public and private accounting. All courses taken in the certificate program could be applied toward an M.S. in Accounting for those students who decide to continue their graduate education.

### **Requirements**

Foundation Courses  
0 Total Credits

- Complete:
  - MBA503 - Financial Reporting and Analysis (3)

Required Courses  
21 Total Credits

- Complete:
  - ACC550 - Cost Accounting (3)
  - ACC610 - Financial Reporting I (3)
  - ACC620 - Financial Reporting II (3)
  - ACC630 - Financial Reporting III (3)
  - ACC640 - Auditing (3)
  - ACC690 - Advanced Topics in Financial Reporting (3)
  - TAX650 - Federal Taxation of Individuals (3)

Grand Total Credits: **21**

## **Accounting (MS)**

### **Description**

The M.S. in Accounting curriculum offers concentrated studies in accounting for a broad-based study of management related to the application of accounting theory. The Master of Science in Accounting program is designed for students to gain a foundation



in current accounting issues while exploring coursework relevant to your professional development, such as public accounting, auditing, forensic accounting, management accounting, or taxation. The content of this program aligns with the Content and Skill Specification Outlines (CSOs/SSOs) set by the American Institute of Certified Public Accountants (AICPA). Contact the Board of Accountancy in your state for complete details. The M.S. in Accounting program requires a minimum of 12 and a maximum of 21 graduate courses (3 credits each) as determined by a student's undergraduate background in business and undergraduate major. Students with 6 or more college-level credits in the disciplines of mathematics, economics, and accounting are exempt from "Level I Courses." Other courses are eligible for exemptions or waivers if a student has an undergraduate major or concentration in accounting or accounting/finance. A list of courses, including those eligible for exemption (followed by an asterisk) or waivers, is presented below.

### **Program Outcomes**

1. Employ discipline-specific research strategies to appraise the effectiveness and limitations of financial accounting and reporting practices in a global economy
2. Generate complex financial statements for internal and external users including effective compliance with full-disclosure and in accordance with applicable governing rules and regulations
3. Apply IRS rules for tax planning to minimize the tax liability of individuals and organizations
4. Analyze, interpret and communicate to all stakeholders the significance of accounting information as it relates to an organization's strategic plans
5. Prepare components of financial statements in accordance with both US GAAP and IFRS reporting requirements
6. Assess an audit plan for compliance with PCAOB audit standards

### **Requirements**

#### Accounting Foundation Courses

0 Total Credits

- Complete all of the following
  - Accounting Foundations for students without undergraduate Accounting degree.
  - Must earn a minimum grade of B in the following course(s):
    - ACC550 - Cost Accounting (3)
    - ACC610 - Financial Reporting I (3)
    - ACC620 - Financial Reporting II (3)
    - ACC630 - Financial Reporting III (3)
    - ACC640 - Auditing (3)
    - TAX650 - Federal Taxation of Individuals (3)

#### Business Foundation Courses

0 Total Credits

- Complete all of the following
  - Business Foundations for students without undergraduate Business degree.
  - Must earn a minimum grade of B in the following course(s):
    - MBA501 - Mathematics and Statistics for Business (3)

- MBA502 - Economics for Business (3)
- MBA503 - Financial Reporting and Analysis (3)

#### Major Courses

27 Total Credits

- Complete:
  - ACC645 - Advanced Auditing (3)
  - ACC675 - Control/Audit of Accounting Info System (3)
  - ACC690 - Advanced Topics in Financial Reporting (3)
  - ACC696 - Situational Ethics in Accounting (3)
  - ACC700 - Accounting Capstone (3)
  - FIN550 - Corporate Financial Management (3)
  - MBA610 - Business Law (3)
  - MGT550 - Managing Through Communication (3)
  - TAX655 - Federal Income Tax of Corporations and Partnerships (3)

#### Major Electives or choose a Concentration

9 Total Credits

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC680 - International Accounting (3)
  - TAX670 - Tax Research Methodology (3)

Grand Total Credits: **36**

## **Accounting (MS) - Auditing (Concentration)**

### **Concentration Outcomes**

1. Design internal and external audits and information assurance plans that adhere to auditing best practices and principles and comply with established national and international auditing standards

### **Requirements**

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)
  - ACC695 - Seminar in Audit and Information Assurance (3)

Grand Total Credits: **9**

## **Accounting (MS) - Forensic Accounting (Concentration)**

### **Concentration Outcomes**

1. Apply forensic accounting examination policies and practices that align with legal and regulatory environments, and leverage technology for the purpose of fraud prevention, detection and recovery

### **Requirements**

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)
  - ACC692 - Interview Techniques/Legal Aspects of Fraud (3)
  - ACC693 - Investigating with Computers (3)

Grand Total Credits: **12**

## **Accounting (MS) - Management Accounting (Concentration)**

### **Description**

The concentration in Management Accounting offers focused studies in accounting as preparation for academic qualifications required for becoming a Certified Management Accountant (CMA) and for a broader study of management related to the application of accounting theory and best practices. Students examine functions of controllership, global, government and non-profit accounting to achieve an advance understanding of accounting and financial management decision making and analysis.

### **Concentration Outcomes**

1. Develop and apply appropriate accounting practices, based on broader business competencies, that contribute to the strategic, tactical, and operating decisions of organizations

### **Requirements**

- Complete:
  - ACC660 - Controllership (3)
  - ACC665 - Governmental and Non-Profit Accounting (3)
  - ACC680 - International Accounting (3)

Grand Total Credits: **9**

## **Accounting (MS) - Taxation (Concentration)**

### **Description**

The concentration in Taxation provides students an in-depth study of special topics and contemporary problem areas in federal taxation. Students learn federal taxation statutes, regulations, and case law and how they relate to estate and gift planning strategies. Students evaluate methods and techniques of federal tax research and examine rules and procedures for representing clients before the Internal Revenue Service.

### **Concentration Outcomes**

1. Evaluate and apply tax research methodologies, techniques, and principles in relation to contemporary problems and established tax rules and regulations

### **Requirements**

- Complete:
  - TAX665 - Estate and Gift Taxation (3)
  - TAX670 - Tax Research Methodology (3)
  - TAX700 - Special Topics in Taxation (3)

Grand Total Credits: **9**

## **Applied Economics (MS)**

### **Description**

Today's businesses and governments are wrestling with the proliferation of data being produced, collected, and analyzed. The skills and the knowledge that are needed in today's economy are constantly changing, in part due to advances in technology, yet mathematics and analytical skills are being given a renewed importance in the business world. Businesses are now growing on the back of mathematics, statistics, spreadsheets and econometrics. There is an increased demand within organizations to make big decisions with micro and macro-economic data, thus the need for professionals with specialized skills and education in applied economics to fill the tremendous talent gap is increasing today. The M.S. in Applied Economics provides rigorous technical and analytical training and explores diverse theoretical schools of thought. The courses will balance the most important aspects of the core of microeconomics, macroeconomic and econometric theory through a number of applied courses. The degree program focuses on the theoretical understanding, empirical investigation and analysis, and policy understanding and analysis. The Applied Economics graduate degree prepares students for real-world impact by analysis of empirical models based on the advanced micro and macro-economic theories and economic policies presented throughout the courses. Students in the program are engaged in advanced technologies for empirical analysis, visualization, modeling, and optimization while understanding the requirements and needs of the organizational environment through business research and in-depth analysis of the micro and macro

environment. Students in the M.S. Applied Economics will acquire critical skills in data collection, data processing, investigative questioning techniques, building advanced economic models, formulating problem statements and hypotheses, econometric and empirical analysis, as well as the communication and presentation of findings. Graduates of this program will be prepared for professional careers as analysts, economists or related analytical positions in public, private, and government sectors. The degree prepares students to position themselves as a strategic asset to any organization by being able to analyze micro economic data and create macro-economic models, thus being immediately beneficial to strategic decision-making for any organization.

### **Program Outcomes**

1. Communicate economic principles, problems, findings, and risk in effective verbal, written, visual and graphical formats
2. Integrate appropriate economic theories and principles into the analysis of real-world organizational, social, and political issues
3. Design and execute sound research studies that effectively and appropriately incorporate quantitative data analysis, econometrics and other key economic tools and methods
4. Incorporate accuracy, precision, and ethical decision-making into the analysis and reporting of economic data
5. Evaluate the impact of a wide variety of internal and external influences on personal, professional, and governmental decision-making

### **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

24 Total Credits

- Complete:
  - ECO505 - Introduction to Graduate Economics (3)
  - ECO510 - Mathematics and Statistics for Economics (3)
  - ECO520 - Microeconomics Theory and Analysis (3)
  - ECO530 - Macroeconomics Theory and Analysis (3)
  - ECO540 - Game Theory and Industrial Organization (3)
  - ECO620 - Applied Econometrics I (3)
  - ECO625 - Applied Econometrics II (3)
  - ECO700 - Applied Economics Capstone (3)

Major Electives

12 Total Credits

- 4 of the following:

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- ECO500 - Managerial Economics (3)
- ECO605 - Environmental and Natural Resource Economics (3)
- ECO610 - Fiscal & Monetary Policies & Practices (3)
- ECO675 - Seminar in Environmental and Natural Resource Economics (3)
- FIN550 - Corporate Financial Management (3)
- FIN640 - Investment Analysis & Portfolio Management (3)
- FIN645 - Analytical Tools in Portfolio Management (3)
- FIN691 - Financial Modeling (3)
- INT620 - International Corporate Finance (3)
- QSO500 - Business Research (3)
- QSO510 - Quantitative Analysis for Decision Making (3)

Grand Total Credits: **36**

## **Athletic Administration (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. Students who complete the Graduate Certificate in Athletic Administration will be prepared to work in the sport industry and the administration of interscholastic and recreational athletics.

### **Requirements**

Required Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - SPT510 - Sport and Society (3)
    - SPT512 - Principles in Athletic Administration (3)
    - SPT608 - Sport Marketing and Media (3)
    - SPT612 - Advanced Topics/Athletic Administration (3)
  - 3 credit(s) from subject(s): SPT

Grand Total Credits: **15**

## **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, HRM, 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) - Accounting (Concentration)**

### **Description**

The MBA concentration in Accounting provides students with valuable accounting knowledge and specific skills related to helping organizations manage their finances. Students explore accounting theories and practices such as stockholders' equity, income measurement, income taxes, pensions, leases and statements of changes in financial positions. This concentration helps students develop the ability to make strategic financial decisions to improve the financial health of an organization.

### **Concentration Outcomes**

1. Analyze accounting and financial reporting data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision-making

### **Requirements**

- Complete:
  - ACC610 - Financial Reporting I (3)
  - ACC620 - Financial Reporting II (3)
  - TAX660 - Tax Factors in Business Decisions (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Athletic Administration (Concentration)**

### **Description**

The MBA concentration in Athletic Administration is designed for students who would like a traditional MBA, but are also interested in the field of Athletic Administration. Students explore this popular and continually expanding field that includes careers at the interscholastic and intercollegiate sports levels, as well as, opportunities in recreational athletics. This concentration is designed to provide students with the necessary skills required in the athletic sport industry and the ever changing challenges faced by professionals in the field today.

### **Concentration Outcomes**

1. Effectively articulate thoughts and intentions in an athletic administration context by applying relevant standards and communication practices of the field

### **Requirements**

- Complete:
  - SPT510 - Sport and Society (3)
  - SPT512 - Principles in Athletic Administration (3)
  - SPT612 - Advanced Topics/Athletic Administration (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Business Intelligence (Concentration)**

### **Description**

The MBA in Business Intelligence is focused on the strategic uses of big data in business environments, and provides coverage related to foundational analytics material. The MBA in Business Intelligence is not intended to be a springboard into a career in data analytics; it focuses on building upon industry experience and/or undergraduate/graduate coursework in the discipline of data analysis. Whereas the existing MBA core explores a variety of functional and analytical aspects of business, the business intelligence courses address a broader understanding of the main areas of data analytics and how they are applied in a variety of business environments and areas.

### **Concentration Outcomes**

1. Analyze business data and big data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision making

### **Requirements**

- Complete:
  - DAT510 - Foundations of Data (3)
  - DAT520 - Decision Methods and Modeling (3)
  - DAT530 - Presentation and Visualization of Data (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Community Economic Development (Concentration)**

### **Description**

Designed to provide community economic development practitioners with the skills and knowledge they will need to help marginalized communities improve quality of life, the MBA with a concentration in Community Economic Development provides a holistic view of problem-solving by addressing social, political, cultural and other influences that can impact the success or failure of community economic development programs.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in a community economic development context for creating opportunities for marginalized communities

### **Requirements**

- Complete:
  - CED631 - Housing Policy and Development (3)
  - CED632 - Urban Neighborhood Revitalization (3)
  - CED634 - Financing Community Economic Development (3)
  - CED652 - Community Building and Organizing (3)

Grand Total Credits: **12**

## **Business Administration (MBA) - Criminal Justice (Concentration)**

### **Description**

The Criminal Justice concentration provides students an advanced level of understanding of key areas within the criminal justice field. Students develop a solid foundation of business concepts and techniques through the MBA core, and explore current topics and trends within both the American criminal justice and judicial systems, and critical issues in global terrorism.

### **Concentration Outcomes**

1. Analyze various aspects of the criminal justice discipline that will inform and broaden strategic decision making in criminal justice and public safety

### **Requirements**

- Complete:
  - CJ500 - Critical Issues in the Criminal Justice System (3)
  - CJ530 - Global Terrorism (3)
  - CJ560 - Courts and Judicial Process (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Economics (Concentration)**

### **Description**

Today's businesses and governments are wrestling with the proliferation of data being produced, collected, and analyzed. Due to advances in technology, the knowledge and skills necessary in today's economy are constantly changing, as a result, mathematical and analytical skills are being given a renewed importance in the business world. Businesses are growing on the back of mathematics, statistics, spreadsheets and econometrics. The increased demand within organizations to make strategic decisions based on micro and macro-economic data highlights the need for professionals with specialized skills and education in applied economics to fill this tremendous talent gap. An MBA with a concentration in Economics will allow graduates to understand the data behind decisions, to identify the questions needed in the process, and recognize the data needed to make those decisions.

### **Concentration Outcomes**

1. Analyze micro and macroeconomic data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision making

### **Requirements**

- Complete:
  - ECO510 - Mathematics and Statistics for Economics (3)
  - ECO520 - Microeconomics Theory and Analysis (3)
  - ECO530 - Macroeconomics Theory and Analysis (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Engineering Management (Concentration)**

### **Description**

The Engineering Management concentration will focus on integrating systems thinking concepts and systems engineering practices to develop effective engineering management strategies. Students will gain the knowledge to make informed and successful business decisions that foster improved efficiency, performance, and effectiveness in highly technical engineering environments.

### **Concentration Outcomes**

1. Integrate systems thinking concepts and systems engineering practices to guide engineering solutions and make decisions that are appropriate to various engineering disciplines
2. Apply effective engineering management strategies that foster high-performance standards and cross-functional teamwork to ensure that customer satisfaction and product performance are balanced with project cost, resource, and time constraints

### **Requirements**

- Complete:
  - EMA600 - Introduction to Engineering for Engineering Managers (3)
  - EMA610 - Systems Thinking for Engineering Managers (3)
  - EMA620 - Systems Engineering and Business Practices (3)
  - EMA630 - Project Leadership for Engineering Managers (3)

Grand Total Credits: **12**

## **Business Administration (MBA) - Entrepreneurship (Concentration)**

### **Description**

The MBA concentration in Entrepreneurship allows students to explore strategies and models for launching and operating businesses, including evaluating existing and potential consulting and franchise businesses. The concentration provides students with practical strategic knowledge and business skills based on sound theory and best practices that are used today by companies and successful entrepreneurs.

### **Concentration Outcomes**

1. Demonstrate specialized knowledge in entrepreneurship that builds upon and extends the core competencies of effective business administration

### **Requirements**

- Complete:
  - OL630 - Entrepreneurship and Small Business Management (3)
  - OL635 - Consulting (3)
  - OL640 - Franchising (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Finance (Concentration)**

### **Description**

The Finance concentration focuses on financial securitization, option analysis, and the examination of derivatives. Students will evaluate and apply strategies and techniques used in reducing risk through financial contracts, combining and pooling of assets, liquidity, stocks, and bonds.

### **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) - Forensic Accounting (Concentration)**

### **Description**

The MBA concentration in Forensic Accounting provides students with the skills to conduct a systematic examination of the detection and prevention of financial fraud. This concentration allows students to apply accounting principles to their investigations of financial abuse allegations within a company or organization. They are provided with guidance and knowledge of conducting their investigations through the use of computer technologies and current content applicable in today's business world.

### **Concentration Outcomes**

1. Solve complex business/accounting problems through the integration of foundational forensic accounting and fraud investigation knowledge

### **Requirements**

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)
  - ACC692 - Interview Techniques/Legal Aspects of Fraud (3)
  - ACC693 - Investigating with Computers (3)

Grand Total Credits: **12**



## **Business Administration (MBA) - Healthcare Informatics (Concentration)**

### **Description**

The MBA concentration in Healthcare Informatics provides a focus on the effective integration of technology in healthcare organizations. Students are exposed to the history and current state of healthcare and how the industry uses information systems. Students learn about the challenges organizations face when introducing and integrating technology systems and how to best do so in order to provide continued quality care to patients. Students also engage in the analysis, design, implementation, and management of information technology systems.

### **Concentration Outcomes**

1. Apply resources, devices, and methods needed to acquire, store, retrieve, and use information in health and biomedicine to effectively articulate thoughts and intentions in a healthcare informatics context

### **Requirements**

- Complete:
  - HIM500 - Healthcare Informatics (3)
  - IHP600 - Social & Organizational Issues in Healthcare (3)
  - IT510 - Advanced Information Technology (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Healthcare Management (Concentration)**

### **Description**

The MBA concentration in Healthcare Management exposes students to the history and current state of healthcare and how the industry uses information systems. Students learn about the challenges organizations face when introducing and integrating technology systems and explore implementation strategies that support continuous quality and prevent disruption in quality patient care. Students also engage in the analysis, evaluation, and development of organizational processes and structures to ensure effective delivery of health services to diverse patient populations.

### **Concentration Outcomes**

1. Lead and operate within cross-functional teams by effectively navigating the complexities of healthcare management

### **Requirements**

- Complete:
  - HIM500 - Healthcare Informatics (3)
  - HRM630 - Topics in Health Administration (3)
  - IHP600 - Social & Organizational Issues in Healthcare (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Human Resources (Concentration)**

### **Description**

The MBA concentration in Human Resources provides students with an understanding of the importance of the strategic nature of their job. Students learn how to clearly tie the human resources system to the overall organizational mission and the impact of their work from the human resources and business perspectives. This concentration incorporates the role the human resource professional has in strategic decision making, market driven connectivity, strategic HR technology, and HR measurements, such as recruitment, hiring, compensation, benefits and HR's value-added within a business and its employees.

### **Concentration Outcomes**

1. Lead and operate within cross-functional teams by effectively navigating the complexities of human resource management

### **Requirements**

- Complete:
  - OL600 - Strategic Human Resource Management (3)
  - OL620 - Total Rewards (3)
  - OL663 - Leading Change (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Information Technology Management (Concentration)**

### **Description**

The MBA concentration in Information Technology Management focuses on the critical role information technology plays in supporting every-day business operations and decision-making in order to achieve business objectives. Students focus on managing varying aspects of information technology including the relationships between structure and process in project management and the management of IT functions within an organization.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in an IT management context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

- Complete:
  - IT510 - Advanced Information Technology (3)
  - IT550 - Management of Information Technology (3)
  - IT657 - Enterprise Resource Planning (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**

Concentration Courses  
9 Total Credits

- Complete:
  - INT610 - Multinational Corporate Environment (3)
  - INT640 - Multinational Market Strategies (3)
  - INT650 - International Trade and Competitiveness (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - International Finance (Concentration)**

### **Description**

The MBA with concentration in International Finance provides students with concentrated study in international corporate finance, international capital markets and investments, and contemporary issues that impact the field. Students study topics related to global investment and commercial banking, global portfolio structure and diversification, financial management of multinational corporations and global financial risk management. Students analyze financial data and current markets to predict the impact on public and private global organizations, and make strategic corporate finance and investment decisions.

### **Concentration Outcomes**

1. Analyze international financial markets for determining appropriate global investment strategies that meet investment objectives of various global financial market participants

### **Requirements**

- Complete:
  - INT620 - International Corporate Finance (3)
  - INT623 - International Capital Markets and Investments (3)
  - INT627 - Advanced Topics in International Finance (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - International Supply Chain Management (Concentration)**

### **Description**

The MBA with a concentration in International Supply Chain Management exposes students to organizational operations and supply chain management from a global perspective by focusing on real-world situations and best practices in the field. Students study process strategies, logistics, inventory management, and global supply chain management functions. This concentration prepares students to pursue careers as operations managers, production managers, and supply chain managers of organizations that operate internationally.

### **Concentration Outcomes**

1. Evaluate the logistics of organizations' global operations, and incorporate effective operations management techniques within the supply chain for establishing a global competitive advantage

### **Requirements**

- Complete:
  - INT615 - International Operations (3)
  - INT617 - International Strategic Sourcing and Logistics (3)
  - INT619 - International Operations and Supply Chain Management (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Internet Marketing (Concentration)**

### **Description**

The MBA concentration in Internet Marketing provides students with specific skills and training that are essential for taking advantage of the evolving technology inherent to the marketing industry. This concentration provides students with information and exposure to tools relevant to internet marketing. Students are introduced to strategies and tactics to develop internet marketing strategies, differentiate between the different online marketing channels and explore search engine marketing and search engine optimization to understand how it is used to reach customers.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in an internet marketing context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

- Complete:
  - MKT625 - Strategic Internet Marketing (3)
  - MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)
  - MKT645 - Online Marketing Channels (3)

Grand Total Credits: **9**



## **Business Administration (MBA) - Leadership (Concentration)**

### **Description**

Considering the rapid change pervasive in today's marketplace, strong leadership skills are increasingly essential to the development of successful organizations. The M.B.A. with a concentration in Leadership is designed for those who want to build upon their current skills and take on a leadership role in their organizations or start new business ventures. Graduates will learn how to manage and motivate individuals and teams, and discover how to use strategies and techniques to affect change within a variety of leadership structures. The M.B.A. with a concentration in Leadership provides added value for a broad range of positions in the corporate world, as well as at nonprofit and educational institutions. The skills graduates obtain can set the stage for a career in successfully managing and leading companies through change.

### **Concentration Outcomes**

1. Manage and operate within cross-functional teams by effectively navigating the complexities of leadership positions

### **Requirements**

- Complete:
  - COM600 - Communication for Leadership (3)
  - OL663 - Leading Change (3)
  - PSY614 - Psychology of Leadership (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Marketing (Concentration)**

### **Description**

The MBA concentration in Marketing prepares students for a career in the fast-paced and ever-evolving field of marketing. This concentration provides students with the opportunity to explore market research, advertising, branding, and consumer behavior through various lenses. Students learn how to translate knowledge gained into actionable strategies and implementations within the marketing field.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in a marketing context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

- Complete:
  - MKT610 - Promotions Management (3)
  - MKT620 - Consumer Behavior and Marketing (3)
  - MKT678 - Brand Management (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Music Business (Concentration)**

### **Description**

Significant changes have impacted the music industry over the last several years with the advent of digital markets and, as a result, the music industry has expanded to include a number of new and emerging business approaches and strategies. Created in partnership with Berklee College of Music, the largest independent college of contemporary music in the world, the MBA in Music Business focuses on the core skills necessary for success in the music industry including campaign strategies, social media marketing, and digital distribution. This unique degree partnership provides artists, managers, and business professionals with the skills they will need to stand-out in an increasingly competitive business environment. Graduates will examine innovative structures and strategies for driving revenue and advanced approaches to the business of music.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in a music business context for creating successful business models amidst change

### **Requirements**

- Complete all of the following
  - Exception(s):
    - BMB670 - Music Business Leadership and Ethics (3)
  - NOTE: Students in the Music Business concentration must replace MBA 635 with BMB 670 in the major.
  - Complete:
    - BMB515 - Music Business Structure and Strategies (3)
    - BMB630 - Music Marketing Strategies (3)
    - BMB655 - Music Business Finance (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Operations and Supply Chain Management (Concentration)**

### **Description**

The MBA concentration in Operations and Supply Chain Management introduces business concepts and techniques used in supply chain planning and operations management. This concentration gives students the opportunity to examine quantitative techniques and continuous improvement tools used to support problem solving and decision-making in an organization. Students also have the opportunity to explore functions, practices, and strategies of management that assist with the design and implementation of various operation and supply chain systems.

### **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)**

### **Description**

The MBA concentration in Project Management provides students with the opportunity to effectively manage projects from start to finish. Students explore theories, methods, and real-world practices that will assist them in initiating, planning, executing, controlling and closing a project. Students may also choose to either explore problem solving and decision making processes or gain additional requirements needed for the PMP certification exam.

### **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:
    - QS0640 - Project Management (3)
    - QS0680 - Seminar in Project Management (3)
  - 3 credit(s) from the following:
    - QS0510 - Quantitative Analysis for Decision Making (3)
    - QS0645 - Project Management for PMP® Certification (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Public Administration (Concentration)**

### **Description**

As a result of the continued need for municipal governments to provide services to an expanding population, there is a growing need for skilled professionals who can contribute to the public administration field in numerous governmental and non-profit organizations. Students in the concentration in Public Administration explore subjects such as government structure, administrative management, fiscal budgeting, community dynamics, politics, and public policy. Combined with the solid foundation provided by the MBA, graduates will be prepared professionals with the necessary tools to resolve the unique challenges related to public administration.

### **Concentration Outcomes**

1. Develop and apply strategic planning and management approaches in public service for effectively navigating the complex intergovernmental relations and challenges faced by policymakers and administrators

### **Requirements**

- Complete all of the following
  - Complete:
    - PAD631 - Strategic Management in Public Service (3)
    - PAD633 - Intergovernmental Relations (3)
  - 3 credit(s) from the following:
    - PAD630 - Foundations of Public Administration (3)
    - PAD632 - Foundations of Public Policy (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Quantitative Analysis (Concentration)**

### **Description**

As the world of business is becoming more complex and data driven, application of quantitative tools and techniques is becoming more important. Businesses value managers who can combine the use of data and facts with experience and judgment in making decisions. Recommendations based on analysis of hard data are always more easily accepted by the top management. Being able to handle quantitative information as well as qualitative information is a powerful combination for success in the business world. This concentration would prepare you to make more scientific and optimal decisions based on the application of quantitative tools and techniques.

### **Concentration Outcomes**

1. Analyze business data using quantitative and qualitative techniques and information technology skills for effective problem solving and decision making

### **Requirements**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - QSO520 - Management Science through Spreadsheets (3)
  - QSO530 - Applied Statistics for Managers (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Six Sigma Quality (Concentration)**

### **Description**

The MBA concentration in Six Sigma Quality provides students with the knowledge and skills needed to establish quality assurance in business processes. Six sigma methodology supports organizations in the area of operational efficiency related to: systems and process engineering, logistics, supply chain management, and operations management and procurement. Students learn how to apply Six Sigma methodology toward the identification, analysis, and problem-solving of process deviations and inefficiencies.

### **Concentration Outcomes**

1. Implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach to identify the root causes of process inefficiencies and eliminate the same

### **Requirements**

- Complete:
  - QSO530 - Applied Statistics for Managers (3)
  - QSO620 - Six Sigma Quality Management (3)
  - QSO640 - Project Management (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Social Media Marketing (Concentration)**

### **Description**

The MBA concentration in Social Media Marketing provides students with a strong understanding of social media and its role in marketing and branding a business. Students assess trends and tools within the field of social media marketing and apply them to the creation, implementation, and evaluation of marketing campaigns.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in a marketing context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

- Complete:
  - MKT555 - Social Media Marketing (3)
  - MKT655 - Social Media Marketing Strategy (3)
  - MKT666 - Social Media Marketing Campaigns (3)

Grand Total Credits: **9**



## **Business Administration (MBA) - Sport Management (Concentration)**

### **Description**

The MBA concentration in Sport Management is designed to provide students with an innovative educational experience grounded in relevant theory and practice that enables students to be successful leaders in the global sport industry. Career opportunities open to students with this concentration include working in professional sport, intercollegiate athletics, sport marketing, and entrepreneurial endeavors. Students have the opportunity to explore the interrelationships between sport, culture and society, the international sports marketplace, and the various management concepts and theories that are relevant for the modern sport manager.

### **Concentration Outcomes**

1. Integrate, synthesize, and apply business practices in a sport management context for creating intrapreneurial and entrepreneurial opportunities

### **Requirements**

- Complete:
  - SPT510 - Sport and Society (3)
  - SPT565 - Internationalization of Sport Business (3)
  - SPT600 - Management of Sport Organizations (3)

Grand Total Credits: **9**

## **Business Administration (MBA) - Sustainability and Environmental Compliance (Concentration)**

### **Concentration Outcomes**

1. Effectively articulate thoughts and intentions in the sustainability and environmental compliance area by applying relevant standards and communication practices of the field

### **Requirements**

- Complete:
  - SEC510 - Environmental Issues (3)
  - SEC610 - Energy and Society (3)
  - SEC620 - Environment Compliance/Sustainability (3)

Grand Total Credits: **9**

## **Finance (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. This program provides students pursuing the M.B.A. or other master of science degree with focused study in finance theory to enable them to pursue management positions in the financial services industry, including corporations, insurance companies, banks, investment firms and government agencies. All courses taken in the Certificate Program could be applied toward an M.S. in Finance for those students who decide to continue their graduate education.

### **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)

Required Courses

21 Total Credits

- Complete all of the following
  - Complete:
    - ACC550 - Cost Accounting (3)
    - FIN550 - Corporate Financial Management (3)
    - FIN610 - Short-Term Financial Management (3)
    - FIN630 - Capital Budgeting & Financing (3)
    - FIN640 - Investment Analysis & Portfolio Management (3)
    - QSO510 - Quantitative Analysis for Decision Making (3)
  - 3 credit(s) from subject(s): FIN within the range of course numbers 500 - 799

Grand Total Credits: **21**

## **Finance (MS)**

### **Description**

The M.S. Finance 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 organizations, including non-financial corporations, banks, insurance companies, investment firms, and government units. The courses will cover the most important aspects of the core of finance including investments, capital budgeting, portfolio management, minimizing risk and maximizing return, and shareholder value. 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. Therefore, a demand exists for financial managers, analysts, and consultants who possess the skills and abilities necessary to effectively make well-informed and strategic decisions to better position their company within the market. The M.S. Finance curriculum and outcomes are aligned with the Chartered Financial Analysis Institute's (CFA) competencies and curriculum standards. While the degree does not directly lead to certification, graduates will be prepared to sit for a certification in financial analysis. In addition, graduates will be positioned to enter management-level positions in finance and related business professions to include, but not limited to financial analyst, investment consultant, U.S. interest rate strategy associate, product analyst, or risk analyst.

### **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**

## **Finance (MS) - Corporate Finance (Concentration)**

### **Description**

The Corporate Finance concentration focuses on today's corporate environment and how theory, strategy, and financing approaches are employed to effectively make decisions in a complex and ever-changing environment. Students will analyze topics within short-term and long-term financing, capital structure, capital budgeting, financial policy, mergers and acquisitions.

### **Concentration Outcomes**

1. Analyze capital structure, capital budgeting, and financial policy and apply theory, strategies, and long-term finance approaches to various decision-making situations

### **Requirements**

- Complete:
  - FIN610 - Short-Term Financial Management (3)
  - FIN660 - Creating Value: Merger/Acquisition (3)
  - FIN665 - Long-Term Financing & Capital Structure Theory (3)

Grand Total Credits: **9**

## **Finance (MS) - Investments (Concentration)**

### **Description**

The Investment concentration focuses on the tools and techniques used in domestic and international investments as well as effectively managing portfolios within complex environments. Students will analyze and apply financial theory, methodologies, and strategies in relation to valuation, risk management, diversification, hedging, and asset allocation.

### **Concentration Outcomes**

1. Analyze equity and alternative investments utilizing quantitative techniques and financial theories in relation to portfolio management

### **Requirements**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)
  - FIN645 - Analytical Tools in Portfolio Management (3)
  - FIN655 - International Investments/Portfolio Management (3)

Grand Total Credits: **9**

## **Forensic Accounting and Fraud Examination (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

### **Requirements**

Required Courses

12 Total Credits

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)
  - ACC692 - Interview Techniques/Legal Aspects of Fraud (3)
  - ACC693 - Investigating with Computers (3)

Grand Total Credits: **12**

## **Human Resource Management (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. This Certificate Program prepares students to manage compensation and employee relations and administer employee benefits. It equips M.B.A.-degree holders with the skills needed for managerial positions in human resources across industries.

### **Requirements**

Foundation Courses  
0 Total Credits

- Complete:
  - OL500 - Human Behavior in Organizations (3)
  - OL600 - Strategic Human Resource Management (3)
  - OL663 - Leading Change (3)

Required Courses  
6 Total Credits

- 2 of the following:
  - OL610 - Employee and Labor Relations (3)
  - OL620 - Total Rewards (3)
  - OL665 - Leading/Managing Not-For-Profit Orgs (3)
  - OL675 - Leadership and Ethics (3)

Grand Total Credits: **6**

## **Human Resource Management (MS)**

### **Description**

Human resource management has evolved significantly over the past 50 years from the industrial relations professional to a strategic partner of the C-level executives in modern corporations. It is increasingly vital that individuals interested in joining organizations as an HR professional are prepared to enter the workplace with the appropriate business acumen and technical knowledge, skills, and preparation necessary to support an organization's vision, mission, and goals. The Master of Science in Human Resource Management degree offers students an opportunity to

develop advanced human resource management skills in critical areas that prepare them to be an effective business partner. The program takes an integrated approach to developing relevant HR expertise by focusing on communication and negotiation skills, critical legal and ethical principles, strategic HR program development, and the global and cultural context of HR today. These skills are all developed in applied settings where graduates will acquire the appropriate business skills that support HR functions while they gain expertise in human resources theory and management. The Master of Science curriculum and outcomes of the graduate program were developed in accordance with the guidelines set forth by the Society of Human Resource Management (SHRM) competencies and master's degree curriculum standards. Graduates of this program will be well equipped to enter management-level positions in human resources and related business professions.

### **Program Outcomes**

1. Leverage effective customer service and negotiation strategies that build engaging relationships with stakeholders through trust, teamwork, and direct communication
2. Integrate appropriate talent development and workforce planning strategies to effectively align employee competencies with business goals and provide a measurable return on investment for an organization
3. Operate as an effective business partner and leader in human resources through clear, concise, and accurate communication skills
4. Protect the integrity of the business, its employees, and its management practices through appropriate risk management and legal and ethical practices
5. Recommend appropriate evidence-based strategies that integrate sound, data-driven analysis and critical decision-making to support the goals, vision, and mission of the organization
6. Articulate the importance of a global outlook and cross-cultural approach for human resource professionals in the interest of improving cultural competence and valuing the commonalities, values, and individual uniqueness of organizational members
7. Advance an organization's vision and mission through effective leadership strategies that foster collaboration, promote consensus, and guide the organization through adversity and change with resilience and agility
8. Design, implement, and evaluate strategic human resource programs that deliver customized human resource solutions for organizational challenges and contribute to the success of the business

### **Requirements**

#### Foundation Courses

0 Total Credits

- Complete:
  - OL501 - Business Foundations (3)

#### Major Courses

36 Total Credits

- Complete:
  - MKT690 - Corporate Communications (3)

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- OL600 - Strategic Human Resource Management (3)
- OL620 - Total Rewards (3)
- OL645 - Law, Ethics, and Politics in HR (3)
- OL663 - Leading Change (3)
- OL655 - Talent Development and Workforce Planning (3)
- OL667 - Human Resource Information Systems (3)
- OL668 - Human Resources in Global Contexts (3)
- OL751 - Human Resource Management Capstone (3)
- QSO500 - Business Research (3)
- WCM510 - Negotiation/Advocacy in the Workplace (3)
- WCM620 - Managing Difficult Conversations at Work (3)

Grand Total Credits: **36**

## **Leadership of Nonprofit Organizations (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower.

### **Requirements**

Required Courses

18 Total Credits

- Complete:
  - MKT500 - Marketing Strategies (3)
  - MKT660 - Marketing Strategies for Not-For-Profit Organizations (3)
  - OL500 - Human Behavior in Organizations (3)
  - OL663 - Leading Change (3)
  - OL665 - Leading/Managing Not-For-Profit Orgs (3)
  - OL670 - Organizational Leadership (3)

Grand Total Credits: **18**

## **Management (MS)**

### **Description**

Today's managers are tasked with a multitude of strategic and tactical responsibilities that require them to be agile, adaptive, and accountable to the organization. Managers



are stewards of the organization and the business' brand and are responsible for developing talent accordingly while maximizing production and output in ethical, effective, and supportive ways. Additionally, organizations face massive changes in structure, products, and goals in the midst of an ever-changing political, diverse, decentralized and global landscape. It is crucial that graduate education prepares individuals interested in assuming or advancing in current management positions to tackle these challenges with data driven decision making, strong ethics, courage, agility, and practical application of proven management theory. The Master of Science in Management degree offers a wide range of students the opportunity to develop advanced management skills in a variety of areas and contexts. Students deepen their understanding in critical areas such as effective business communication, data-driven decision making, developing and supporting talent, project management, supporting and fostering stewardship of an organization's culture and brand, leadership, and strategic planning. In this way, the M.S. in Management positions graduates as those who can support an organization's mission, values, and goals by getting the most out of their teams, resources, and processes. Graduates from this program will be well-prepared to manage through an unpredictable, changing landscape of business in whatever industry they choose.

### **Program Outcomes**

1. Utilize multiple methods for supporting and developing talent in employees in the interest of facilitating high performance teams, dispersing expert knowledge, and guiding teams through organizational change
2. Integrate effective verbal, written, presentation, and technical communication skills for gathering and presenting information, facilitating groups and teams, and building appropriate business relationships across the organization
3. Apply critical thinking, data analysis, and ethical reasoning to ensure strategic, systems-level decision-making in business and management
4. Create project and management plans that effectively prioritize tasks, stabilize resource conflicts, and integrate appropriate project management tools
5. Articulate the importance of business metrics, performance data, and financial analysis for maintaining accountability to the business in management plans and decisions
6. Evaluate how the brand, mission, and values of organizations can integrate with effective management practices to encourage an enterprising organizational culture and brand stewardship in employees and one's management approach

### **Requirements**

Foundation Courses

0 Total Credits

- Complete:
  - OL501 - Business Foundations (3)

Major Courses

24 Total Credits

- Complete:
  - MGT510 - Cultivating Organizational Culture (3)
  - MGT600 - Resource Planning and Decision Making (3)

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- MGT701 - Critical Issues in Management Capstone (3)
- MKT690 - Corporate Communications (3)
- OL500 - Human Behavior in Organizations (3)
- OL600 - Strategic Human Resource Management (3)
- QSO500 - Business Research (3)
- QSO640 - Project Management (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from:
  - CSR610 - Business Ethics and Culture (3)
  - MKT668 - Services Marketing (3)
  - WCM510 - Negotiation/Advocacy in the Workplace (3)
  - WCM610 - Introduction to Organizational Conflict Management (3)
  - WCM620 - Managing Difficult Conversations at Work (3)

Subject(s): OL within the range of course numbers 600-699

Grand Total Credits: **36**

## **Management (MS) - Construction Management (Concentration)**

### **Description**

The Construction Management concentration focuses on the planning and management of critical aspects of the construction process. Students will focus on the tools, practices, and strategies of construction management, including the relationship between estimating and budgeting for projects, materials, and methods. Additionally, students will evaluate quality control and equipment management and the implications of construction law, contracts, and risk management in decision-making for various types and sizes of construction projects.

### **Concentration Outcomes**

1. Analyze construction projects within various industries to plan, implement, and manage critical aspects of the construction process

### **Requirements**

- Complete:
  - MGT605 - Construction Budgeting, Estimating & Bidding (3)
  - MGT610 - Construction Materials & Methods (3)
  - MGT615 - Construction Law and Contracts (3)
  - MGT630 - Construction Quality Management and Productivity (3)

Grand Total Credits: **12**

## **Management (MS) - Emergency Management (Concentration)**

### **Description**

The Emergency Management concentration focuses on the prevention, protection, and mitigation of risk and threat due to, but not limited to, public health incidents, natural disaster, organizational crisis, hazardous spills, and security threats. Students will evaluate strategies in planning, preparedness, response, and recovery in relation to the guidelines of the Department of Homeland Security to include the Federal Incident Management System (FIMS). Students will also focus on crisis leadership and communication and how to safeguard an organization, government agency, community, or nation from an unpredictable event.

### **Concentration Outcomes**

1. Evaluate crisis, emergency, and disaster management strategies to plan, prepare, and respond to critical threats and events within multiple contexts and situations

### **Requirements**

- Complete:
  - MGT620 - Principles of Emergency Management (3)
  - MGT622 - Emergency Planning and Preparedness (3)
  - MGT625 - Disaster Response and Recovery (3)
  - MGT628 - Applied Emergency Management (3)

Grand Total Credits: **12**

## **Management (MS) - Healthcare (Concentration)**

### **Description**

The Healthcare concentration focuses on the principles, concepts, systems, and practices involved in quality improvement within organizations in the healthcare industry. Students will evaluate and apply best practices, techniques, tools, and strategies to effectively manage facets of healthcare management to include, but not limited to, finance, reimbursement systems, regulatory and accreditation standards, and ethics.

### **Concentration Outcomes**

1. Successfully navigate the intersection of healthcare finance and reimbursement, policy, and information management in modeling strategic decision-making that promotes continuous healthcare quality improvement within organizations

### **Requirements**

- Complete:
  - HCM615 - Healthcare Reimbursement Systems and Finance (3)
  - HCM620 - Healthcare Information Management (3)
  - HCM630 - Healthcare Quality (3)
  - IHP610 - Health Policy and Law (3)

Grand Total Credits: **12**

## **Marketing (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Marketing is a valuable and exciting complement to any program of graduate study. The Graduate Certificate in Marketing program is designed to offer either an in-depth focus on a particular area of marketing, or a broad exposure to the range of the marketing discipline, depending upon the courses selected. Coursework engages students with current theories and the application of those theories to real world classic and contemporary challenges and issues.

### **Requirements**

Required Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MKT500 - Marketing Strategies (3)
  - 12 credit(s) from subject(s): MKT

Grand Total Credits: **15**

## **Marketing (MS)**

### **Description**

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

### **Program Outcomes**

1. Analyze and interpret qualitative and quantitative data to align marketing plans to the strategic goals of an organization
2. Create integrated and aligned strategies for maximizing both internal and external

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opportunities through the use of marketing theory and practices

3. Distill information through diverse mediums to inform, negotiate and persuade internal and external stakeholders
4. Develop international marketing strategies that address the commercial, political, legal and cultural environments in a global economy
5. Ensure marketing practices are compliant within internal and external legal environments, regulatory standards and ethical practices
6. Manage a brand in cross-functional internal and external environments to ensure the creation, capture, and delivery of value

## **Requirements**

Foundation Courses

0 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

Major Courses

24 Total Credits

- Complete:
  - INT640 - Multinational Market Strategies (3)
  - MKT500 - Marketing Strategies (3)
  - MKT605 - Integrated Marketing Communications (3)
  - MKT618 - Marketing Analytics (3)
  - MKT620 - Consumer Behavior and Marketing (3)
  - MKT625 - Strategic Internet Marketing (3)
  - MKT675 - Ethical and Legal Issues in Marketing (3)
  - MKT700 - Marketing Capstone (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - QSO600 - Operations Management (3)
  - QSO630 - Supply Chain Management (3)
  - QSO640 - Project Management (3)
  - SPT608 - Sport Marketing and Media (3)

Subject(s): MKT within the range of course numbers 500-799

Grand Total Credits: **36**

## **Marketing (MS) - Digital Marketing (Concentration)**

### **Description**

The concentration in Digital Marketing covers the three main areas of digital marketing media, paid, owned, and earned, with a focus on the effective use of digital and social media activity and data to generate valuable and actionable managerial insights for better decision making. Students examine key social media marketing strategies including, branding and storytelling, search engine optimization, mobile marketing, gamification, and multichannel integration.

### **Concentration Outcomes**

1. Utilize digital and social media activity and data effectively to generate valuable and actionable managerial insights for informed decision-making

### **Requirements**

- Complete:
  - MKT555 - Social Media Marketing (3)
  - MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)
  - MKT645 - Online Marketing Channels (3)
  - MKT665 - Digital Story Telling and Branding (3)

Grand Total Credits: **12**

## **Marketing (MS) - Marketing Research Analytics (Concentration)**

### **Description**

The concentration in Marketing Research Analytics emphasizes the application of analytical techniques to help drive marketing strategies and better understand consumer behavior. Students learn to synthesize data from multiple sources, as well as analyze data, and provide actionable information that encompasses the voice of the consumer.

### **Concentration Outcomes**

1. Recommend strategies for modifying products and services based on the analysis and interpretation of consumer behavior data from multiple sources

### **Requirements**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - MKT630 - Market Research (3)
  - MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)
  - MKT679 - Advanced Marketing Research and Analytics (Capstone) (3)

Grand Total Credits: **12**



## **Marketing (MS) - New Media and Communications (Concentration)**

### **Description**

The concentration in New Media and Communication prepares students to become critical consumers of emerging media tools and resources, as well as to harness rapidly evolving media technologies. Students will examine how new media campaigns involve the integration of skills, strategies, and tactics to create a cohesive, dynamic whole.

### **Concentration Outcomes**

1. Develop innovative digital media production strategies that leverage new and emerging communication technologies and support a market brand

### **Requirements**

- Complete:
  - COM500 - Communication, Media & Society (3)
  - COM540 - Second Self: Identity & Personal Brands (3)
  - COM565 - Communication with Media Technology (3)
  - COM568 - New Media Campaign Design & Marketing (3)

Grand Total Credits: **12**

## **Marketing (MS) - Social Media Marketing (Concentration)**

### **Description**

The concentration in Social Media Marketing covers the planning, creation, implementation, and evaluation of social media marketing strategies. Students examine how to leverage social media to meet business objectives via various strategies, platforms, tactics, and types of content contributing to the social media landscape.

### **Concentration Outcomes**

1. Develop successful social media marketing strategies that integrate with existing marketing plans initiatives

### **Requirements**

- Complete:
  - MKT555 - Social Media Marketing (3)
  - MKT645 - Online Marketing Channels (3)
  - MKT655 - Social Media Marketing Strategy (3)
  - MKT666 - Social Media Marketing Campaigns (3)

Grand Total Credits: **12**

## **Operations and Project Management - Accelerated (MS)**

### **Description**

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

### **Requirements**

Foundation Courses

0 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

Major Courses

36 Total Credits

- Complete all of the following
  - Complete:
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - QSO530 - Applied Statistics for Managers (3)
    - QSO600 - Operations Management (3)
    - QSO640 - Project Management (3)
    - QSO680 - Seminar in Project Management (3)
    - QSO690 - Topics in Operations Management (3)
    - QSO700 - Operations and Project Management Capstone (3)
  - 1 of the following:
    - QSO500 - Business Research (3)
    - QSO520 - Management Science through Spreadsheets (3)
    - QSO610 - Management of Service Operations (3)
    - QSO620 - Six Sigma Quality Management (3)
    - QSO625 - Six Sigma for Black Belt Certification (3)
    - QSO630 - Supply Chain Management (3)
    - QSO635 - International Supply Chain Management (3)
    - QSO645 - Project Management for PMP® Certification (3)
    - QSO710 - Internship in Operations/Project Management (3)
  - 2 of the following:
    - MKT500 - Marketing Strategies (3)
    - OL500 - Human Behavior in Organizations (3)
    - QSO500 - Business Research (3)
    - QSO520 - Management Science through Spreadsheets (3)
    - QSO610 - Management of Service Operations (3)
    - QSO620 - Six Sigma Quality Management (3)
    - QSO625 - Six Sigma for Black Belt Certification (3)
    - QSO630 - Supply Chain Management (3)

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- QSO635 - International Supply Chain Management (3)
- QSO645 - Project Management for PMP® Certification (3)
- QSO710 - Internship in Operations/Project Management (3)
- 6 credit(s) from subject(s): ACC, ECO, FIN, HOS, INT, IT, MBA, MKT, OL, QSO, SPT, TAX, WCM, SEC, CSR, or MGT within the range of course numbers 500 - 799

Grand Total Credits: **36**

## **Operations and Project Management (MS)**

### **Description**

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

### **Program 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

36 Total Credits

- Complete all of the following
  - Complete:
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - QSO600 - Operations Management (3)
    - QSO640 - Project Management (3)
    - QSO680 - Seminar in Project Management (3)
    - QSO690 - Topics in Operations Management (3)

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- QSO700 - Operations and Project Management Capstone (3)
- 2 of the following:
  - QSO500 - Business Research (3)
  - QSO520 - Management Science through Spreadsheets (3)
  - QSO530 - Applied Statistics for Managers (3)
  - QSO610 - Management of Service Operations (3)
  - QSO620 - Six Sigma Quality Management (3)
  - QSO625 - Six Sigma for Black Belt Certification (3)
  - QSO630 - Supply Chain Management (3)
  - QSO635 - International Supply Chain Management (3)
  - QSO645 - Project Management for PMP® Certification (3)
  - QSO710 - Internship in Operations/Project Management (3)
- 2 of the following:
  - MKT500 - Marketing Strategies (3)
  - OL500 - Human Behavior in Organizations (3)
  - QSO500 - Business Research (3)
  - QSO520 - Management Science through Spreadsheets (3)
  - QSO530 - Applied Statistics for Managers (3)
  - QSO610 - Management of Service Operations (3)
  - QSO620 - Six Sigma Quality Management (3)
  - QSO625 - Six Sigma for Black Belt Certification (3)
  - QSO630 - Supply Chain Management (3)
  - QSO635 - International Supply Chain Management (3)
  - QSO645 - Project Management for PMP® Certification (3)
  - QSO710 - Internship in Operations/Project Management (3)
- 6 credit(s) from subject(s): ACC, ECO, FIN, HOS, INT, IT, MBA, MKT, OL, QSO, SPT, TAX, WCM, SEC, CSR, or MGT, excluding:
  - MGT700 - Critical Issues in Management Capstone (3)

Grand Total Credits: **36**

## **Operations and Supply Chain Management (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Operations Management focuses on the effective management of resources and activities that produce or deliver the goods and services in manufacturing and service organizations. Supply Chain Management is a set of strategies, concepts, and techniques for integrating suppliers, manufacturers, warehouses, transportation providers, and retailers. This Certificate Program is designed to expose students to Operations and Supply Chain Management concepts and techniques necessary for a business to provide the right product at the right time in the right quantity to meet customer requirements.

### **Requirements**

Foundation Courses  
0 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

Required Courses  
18 Total Credits

- Complete all of the following
  - Complete:
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - QSO600 - Operations Management (3)
    - QSO630 - Supply Chain Management (3)
    - QSO690 - Topics in Operations Management (3)
  - 2 of the following:
    - QSO520 - Management Science through Spreadsheets (3)
    - QSO530 - Applied Statistics for Managers (3)
    - QSO610 - Management of Service Operations (3)
    - QSO620 - Six Sigma Quality Management (3)
    - QSO635 - International Supply Chain Management (3)
    - QSO710 - Internship in Operations/Project Management (3)

Grand Total Credits: **18**

**Description**

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

**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 a business
2. Establish an environment that is conducive to the development of shared values, attitudes, and beliefs of a business
3. Integrate shared leadership, group processes, and organizational learning theories into strategic leadership
4. Coordinate the development of an organization's corporate social responsibility (CSR) policies and practices
5. Facilitate the reorientation of organizations through the effective application of change management strategies

**Requirements**

Foundation Courses  
0 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA502 - Economics for Business (3)

Major Courses  
36 Total Credits

- Complete all of the following
  - Complete:
    - OL500 - Human Behavior in Organizations (3)
    - OL600 - Strategic Human Resource Management (3)
    - OL663 - Leading Change (3)
    - OL670 - Organizational Leadership (3)
    - OL690 - Responsible Corporate Leadership (3)
    - OL750 - Organizational Leadership Capstone (3)
  - 9 credit(s) from subject(s): OL, excluding:
    - OL501 - Business Foundations (3)
  - 9 credit(s) from subject(s): BUS, ACC, ECO, FIN, HOS, INT, IT, MBA, MKT, OL, QSO, SPT, TAX, WCM, SEC, CSR, or MGT, excluding:
    - MGT700 - Critical Issues in Management Capstone (3)

Grand Total Credits: **36**

## **Project Management (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Project Management knowledge and skills are highly sought after by today's project-driven companies operating in the global market. The Project Management body of knowledge, tools and practices has grown over the years. This Certificate Program will prepare you to effectively manage the projects from start to finish.

### **Requirements**

Foundation Courses  
0 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

Required Courses  
15 Total Credits

- Complete all of the following
  - Complete:
    - QSO510 - Quantitative Analysis for Decision Making (3)
    - QSO640 - Project Management (3)
    - QSO680 - Seminar in Project Management (3)
  - 2 of the following:
    - QSO520 - Management Science through Spreadsheets (3)
    - QSO620 - Six Sigma Quality Management (3)
    - QSO630 - Supply Chain Management (3)
    - QSO645 - Project Management for PMP® Certification (3)
    - QSO710 - Internship in Operations/Project Management (3)

Grand Total Credits: **15**

## **Public Administration (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Students pursuing Graduate Certificates only may be required to satisfy foundational course work as specified by each course required to complete the Graduate Certificate of choice. Please refer to the official course descriptions listed in this Graduate Catalog. This optional 12-credit Graduate Certificate is designed for students interested in careers or continued graduate study in public administration. Students will study related topics including foundations of public administration, public policy, strategic management, and intergovernmental relations.

### **Requirements**

Required Courses

12 Total Credits

- Complete:
  - PAD630 - Foundations of Public Administration (3)
  - PAD631 - Strategic Management in Public Service (3)
  - PAD632 - Foundations of Public Policy (3)
  - PAD633 - Intergovernmental Relations (3)

Grand Total Credits: **12**



## **Six Sigma Black Belt (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who wish to enhance or update their skills in specific business disciplines and by students who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. Six Sigma is one of the most widely used quality management approaches in today's business world. Six Sigma skills and certifications are highly sought after by business and supply chains competing in the global economy. This concentration will prepare you to effectively implement the Define-Measure-Analyze-Improve-Control (DMAIC) approach to identify the root causes of process inefficiencies and eliminate the same. It will also help you in preparing for Six Sigma Green Belt and Black Belt certification exams.

### **Requirements**

Foundation Courses

0 Total Credits

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

Required Courses

12 Total Credits

- Complete:
  - QSO530 - Applied Statistics for Managers (3)
  - QSO620 - Six Sigma Quality Management (3)
  - QSO625 - Six Sigma for Black Belt Certification (3)
  - QSO640 - Project Management (3)

Grand Total Credits: **12**

## **Social Media Marketing (Graduate Certificate)**

### **Description**

Graduate Certificates may be pursued as independent programs of graduate study by students who already possess graduate business degrees and wish to enhance or update their skills in specific business disciplines, or who hold bachelor degrees and have the necessary educational background and professional experience. Graduate Business degrees and Graduate Certificates may be pursued concurrently. Courses successfully completed for a Certificate Program may later be applied to a graduate degree program. Successful completion of a Certificate Program requires that the student maintain a GPA of at least 3.0 and earn no more than one grade of "C+" or lower. The rapid growth of social media usage across all industries has increased the need and opportunity for trained social media professionals. Students who complete the Graduate Certificate in Social Media will be prepared to work within marketing departments, social media departments and a variety of other positions throughout small to large organizations. This program better prepares students to develop social media marketing strategies and campaigns that include the right use of technology.

### **Requirements**

Required Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - MKT500 - Marketing Strategies (3)
    - MKT555 - Social Media Marketing (3)
    - MKT655 - Social Media Marketing Strategy (3)
    - MKT666 - Social Media Marketing Campaigns (3)
  - 3 credit(s) from subject(s): MKT within the range of course numbers 500 - 899

Grand Total Credits: **15**

## **Sport Management (MS)**

### **Description**

The growth of sports as a major industry has increased the need and opportunity for well-trained professional managers. A well-rounded business education with a focus on sport management skills is essential in this rapidly growing field. The M.S. in Sport Management requires 12 courses totaling 36 credits. Students will participate in a supervised internship program. The requirements of the major in Sport Management include:

### **Program Outcomes**

1. Integrate management and leadership theory in an applied environment
2. Analyze problem solving in an applied environment

3. Recognize and implement connections between classroom learning and practical experience
4. Demonstrate the ability to communicate
5. Integrate ethical frameworks in decision making
6. Integrate an awareness of factors that contribute to global sport business issues
7. Synthesize sport management principles in an international context
8. Critically analyze the influences of social, cultural, or political institutions on global sport business
9. Critically analyze the interrelationships between functional areas in sport business organizations
10. Integrate strategic analysis into the planning process
11. Evaluate external and internal factors and the interrelationships affecting decision making

## **Requirements**

### Major Courses

24 Total Credits

- Complete all of the following
  - Complete:
    - SPT501 - Research Methods in Sport Management (3)
    - SPT510 - Sport and Society (3)
    - SPT565 - Internationalization of Sport Business (3)
    - SPT600 - Management of Sport Organizations (3)
    - SPT608 - Sport Marketing and Media (3)
    - SPT620 - Finance and Economics of Sport (3)
    - SPT700 - Sport Management Capstone (3)
  - Complete 1 of the following
    - Complete:
      - SPT710 - Internship (3)
    - 3 credit(s) from subject(s): SPT

### Major Electives

12 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): SPT
  - 6 credit(s) from subject(s): ACC, CSR, ECO, INT, IT, MBA, MBE, MGT, MKT, OL, SEC, SPT, TAX, or WCM

Grand Total Credits: **36**

## **Business (Undergraduate)**

### **Accounting and Finance (BS)**

#### **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)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

#### Business Core

30 Total Credits

- 30 credit(s) from:

#### Major Courses

30 Total Credits

- Complete all of the following
  - Complete:
    - ACC207 - Cost 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)
    - FIN340 - Fundamentals of Investments (3)
  - 3 credit(s) from subject(s): ACC within the range of course numbers 300 - 499
  - 3 credit(s) from subject(s): FIN within the range of course numbers 300 - 499
  - 3 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 (AS)**

### **Description**

Students pursuing Associate Degrees in Accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students acquire the basic knowledge needed to become professional accountants.

### **Program Outcomes**

1. Identify and discuss the major government and private bodies that establish and interpret U.S. GAAP and international standards (IFRS), as well as tax regulations in the U.S.
2. Maintain basic financial records and financial statements for internal and external users in accordance with governing rules and regulations
3. Analyze, interpret and communicate the significance of accounting information to internal stakeholders
4. Identify the steps in the ethical decision-making process

### **Requirements**

General Education Courses  
24 Total Credits

- Complete:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)
  - SNHU107 - Success Strategies for Online Learning (3)
  - MAT240 - Applied Statistics (3)
  - IT100 - Introduction to Information Technology (3)
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - HIS100 - Perspectives in History (3)

Major Courses  
30 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)
  - ACC330 - Federal Taxation I (3)
  - BUS206 - Business Law I (3)

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- INT113 - Introduction to International Business (3)
- IT210 - Business Systems Analysis and Design (3)
- MKT113 - Introduction to Marketing (3)
- OL125 - Human Relations in Administration (3)

Free Electives  
6 Total Credits

- 6 credit(s).

Grand Total Credits: **60**

## **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:

- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)

Business Core  
30 Total Credits

- 30 credit(s) from:

Major Courses  
27 Total Credits

- Complete:
  - ACC207 - Cost Accounting (3)
  - ACC307 - Intermediate Accounting I (3)
  - ACC308 - Intermediate Accounting II (3)
  - ACC309 - Intermediate Accounting III (3)
  - ACC330 - Federal Taxation I (3)
  - ACC345 - Financial Statement Analysis/ Business Valuation (3)
  - ACC405 - Advanced Accounting (3)
  - ACC411 - Auditing Principles (3)
  - BUS307 - Business Law II (3)

Major Electives  
6 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): ACC within the range of course numbers 300 - 499
  - Undergraduate students with a cumulative GPA of a 2.75 or greater who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: ACC-645 and ACC-696

Free Electives or choose a Concentration  
12 Total Credits

- Complete all of the following
  - 12 credit(s).
  - NOTE: Students with a concentration will not have free electives in their program.

Grand Total Credits: **120**

## **Accounting (BS) - Forensic Accounting and Fraud Examination (Concentration)**

### **Concentration Outcomes**

1. Apply fraud investigation, detection, documentation, and prevention techniques in order to mitigate accounting and financial fraud in organizations

### **Requirements**

- Complete:
  - ACC421 - Auditing and Forensic Accounting (3)
  - ACC423 - Detection/Prevention Fraudulent Financial Statements (3)
  - ACC425 - Interview Techniques/Legal Aspects Fraud (3)
  - ACC427 - Investigating with Computers (3)

Grand Total Credits: **12**

## **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:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial 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 (Minor)**

### **Requirements**

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: **15**

## **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

24 Total Credits

- Complete:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)
  - SNHU107 - Success Strategies for Online Learning (3)
  - MAT240 - Applied Statistics (3)
  - IT100 - Introduction to Information Technology (3)
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

- HIS100 - Perspectives in History (3)

## Major Courses

27 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)
  - OL211 - Human Resource Management (3)
  - OL215 - Principles of Management (3)

## Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **60**

## Business Administration (BBA)

### Description

The International Bachelors of Business Administration is a focused business degree. This program is designed for certain international universities with which SNHU has signed articulation agreements. It is intended for international students who are on track to complete a graduate level business degree. They have completed three years of a four year degree in their home country or a three year diploma and require some General Education courses and additional business courses to fulfill our equivalent undergraduate Business Administration degree prior to starting their graduate studies. The B.B.A. takes into consideration different educational systems around the world. It includes a balance of General Education and business electives in a broad variety of disciplines. In most foreign educational systems students take more credits in their major, so they are typically much more prepared in their subject than their US counterparts. Thus, having more free electives in business allows more flexibility for cooperating schools to direct students to take more specific course that will better fulfill their own final year requirements. A General Education capstone course assesses student understanding of core competencies. Many countries are actively encouraging their universities to promote and support students to have a study abroad experience. Students in this program may travel to the US to complete their final courses in a classroom setting or they may study online as a more affordable option. This program is intended to be transfer friendly by accepting 90 transfer credits as a block from approved universities.

### Program Outcomes

1. Interpret business & societal trends in historical, political, economic, financial,

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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
  - 90 credit(s).
  - 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.

### General Education Courses

15 Total Credits

- Complete all of the following
  - 15 credit(s) from:
    - Must include:
      - ENG122 - English Composition I (3)
      - ENG123 - English Composition II (3)
    - One (1) General Education course must be from Social and Behavioral Sciences (ESBS).
    - Three (3) credits from FAS courses
    - Three (3) credits from SCI courses

### Major Courses

15 Total Credits

- Complete all of the following
  - 12 credit(s) from subject(s): ACC, FIN, HOS, OL, IT, INT, MKT, or SPT within the range of course numbers 300 - 499
  - Complete:
    - OL421 - Strategic Management and Policy (Capstone) (3)

Grand Total Credits: **120**

## **Business Core**

### **Program Outcomes**

1. Business Communications
2. Problem Solving & Decision Making
3. Teamwork/Collaboration
4. Global Orientation
5. Social & Corporate Responsibility
6. Innovative & Entrepreneurial Thinking

### **Requirements**

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - FIN320 - Principles of Finance (3)
  - INT113 - Introduction to International Business (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)
  - QSO300 - Operations Management (3)

Grand Total Credits: **30**

## **Business Writing (Minor)**

### **Requirements**

Required Courses

12 Total Credits

- Complete:
  - COM235 - Multimedia Journalism (3)
  - COM340 - Writing for Public Relations (3)
  - COM435 - Feature Writing (3)
  - ENG220 - Business Communication (3)

Electives

3 Total Credits

- Complete all of the following
  - 3 credit(s) from the following:
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)
  - May also include ENG 480. This course is no longer offered or it is only available to University College students, but may be taken in place of the electives currently offered by the College of Online and Continuing Education.

Grand Total Credits: **15**

## **Economics (Minor)**

### **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**

## **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)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

### Business Core

24 Total Credits

- 24 credit(s) from:

Except:

- INT113 - Introduction to International Business (3)
- QSO300 - Operations Management (3)

### Major Courses

36 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)
    - FMM225 - Merchandise Planning (3)
    - FMM325 - Sustainability in Fashion (3)
    - FMM340 - Merchandise Management Strategies (3)
    - FMM410 - Fashion Research and Forecasting (3)
    - FMM457 - Strategic Fashion Management (3)
    - QSO330 - Supply Chain Management (3)
  - 3 credit(s) from the following:
    - MKT490 - Marketing Internship (0 - 15)
  - Complete 1 of the following
    - 2 of the following:
      - FMM417 - Global Sourcing and Apparel (3)
      - MKT322 - International Retailing (3)
      - MKT326 - Global Consumer Culture (3)

- 2 of the following:
  - MKT230 - Retail Sales Promotion (3)
  - MKT231 - Visual Merchandising (3)
  - MKT345 - Consumer Behavior (3)
- 2 of the following:
  - MKT222 - Principles of Retailing (3)
  - MKT228 - Technology in Fashion and Retailing (3)
  - MKT442 - Retail Management (3)

Free Electives  
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## **Fashion Merchandising (AS)**

### **Description**

The Associate Degree in Fashion Merchandising offers students a concentrated course of study that prepares them for entry-level positions in soft goods retailing or wholesaling in the fashion industry. Many students choose careers in the merchandising or operations departments of specialty, department and discount stores. Others opt for positions in manufacturers' showrooms or as sales representatives. Fashion Merchandising students are required to participate in an internship that will combine valuable practical experience with theories learned in the classroom. Since many of our two-year degree recipients stay on to complete four-year degree programs, the transition between the two-year Fashion Merchandising Program and its closely related four-year counterpart, the Retailing Program, is a smooth one. Students anticipating transfer to a four-year degree program should consult with their advisors regarding the most effective choices of free electives. It also is possible for students to complement Fashion Merchandising courses with other majors, such as Marketing or Communications. Such pursuits are limited only by students' needs, interests and creativity

### **Program Outcomes**

1. Apply basic design, fabric, and color theory as related to fashion merchandising
2. Explain the effect of merchandising 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  
27 Total Credits

- Complete:



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- ENG122 - English Composition I (3)
- ENG123 - English Composition II (3)
- SNHU107 - Success Strategies for Online Learning (3)
- MAT240 - Applied Statistics (3)
- IT100 - Introduction to Information Technology (3)
- HUM100 - Perspectives in the Humanities (3)
- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- HIS100 - Perspectives in History (3)

Major Courses

33 Total Credits

- Complete all of the following
  - Complete:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial Accounting (3)
    - FMM101 - Basic Design and Color Theory (3)
    - FMM114 - Introduction to Fashion Merchandising (3)
    - FMM204 - Textiles and Color Theory (3)
    - FMM225 - Merchandise Planning (3)
    - MKT113 - Introduction to Marketing (3)
    - MKT222 - Principles of Retailing (3)
    - MKT230 - Retail Sales Promotion (3)
    - OL125 - Human Relations in Administration (3)
  - 3 credit(s) from the following:
    - FMK290 - Fashion Merchandising Internship (0 - 15)

Grand Total Credits: **60**

## **Fashion Merchandising (Minor)**

### **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 (BS)**

### **Description**

The Bachelor of Science (B.S.) in Finance is designed for motivated professionals who have an interest in the management of money and wish to pursue a career in finance. The curriculum builds upon the Southern New Hampshire University's general education and business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation. The B.S. Finance prepares students for entry- to mid-level finance positions by providing solid foundational knowledge of the global economic environment, financial statement analysis, financial investments and markets, quantitative analysis, and topics related to wealth management. Equally important, an appreciation of ethics and the regulatory environment is emphasized.

### **Program Outcomes**

1. Develop financial plans that utilize appropriate investment for counseling clients in making appropriate investment recommendations
2. Assess domestic and global economic environments and market conditions for supporting strategic goals and effective financial planning within organizations
3. Analyze organizational financial statements for forecasting and meeting organizational goals and objectives

4. Apply quantitative and qualitative methods of analysis for supporting sound financial decisions
5. Apply ethical and legal practices that comply with internal policies and external regulations to guide conduct and decision-making in the field of finance

## **Requirements**

### General Education

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)

### Business Core

30 Total Credits

- 30 credit(s) from:

Must include:

- FIN325 - Financial Statements and Reporting Analysis (3)

Except:

- QSO300 - Operations Management (3)

### Major Courses

21 Total Credits

- Complete:

- FIN340 - Fundamentals of Investments (3)
- FIN330 - Corporate Finance (3)
- FIN335 - Financial Markets (3)
- FIN336 - Multinational Corporate Finance (3)
- FIN341 - Financial Regulations and Ethics (3)
- FIN450 - Wealth Management (3)
- FIN470 - Undergraduate Finance Capstone (3)

### Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): FIN, or ECO
  - 6 credit(s) from subject(s): FIN, or ECO within the range of course numbers 300 - 499
  - Undergraduate students with a cumulative GPA of a 2.75 or greater who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to

Free Electives  
15 Total Credits

- Complete all of the following
  - 15 credit(s).
  - NOTE: Students in a concentration will have 9 credits of free electives.  
Students without a concentration will have 15 credits of free electives.

Grand Total Credits: **120**

## **Finance (BS) - Financial Planning (Concentration)**

### **Description**

The Financial Planning concentration provides a learning environment for students to explore and experience what a financial planner does in practice. Financial Planning curriculum focuses on the application of knowledge in order to prepare students for entry or advancement in a financial planning career. The curriculum builds upon the Bachelor of Science in Finance program foundation that is focused on foundational knowledge of the global economic environment, financial statement analysis, financial investments and markets, quantitative analysis, topics related to wealth management, ethics and the regulatory environment. Additionally, the curriculum is designed with the industry standards in mind. The Financial Planning concentration is well suited for individuals interested in pursuing a career as a personal financial advisor. Students will consider professional conduct and regulation, general principles and regulation, education planning, risk management and insurance planning, investment planning, tax planning, retirement savings and income planning, and estate planning, in order to develop and recommend financial plans for a variety of client situations.

### **Concentration Outcomes**

1. Apply personal financial planning knowledge to identify immediate and long-range measures to increase income, reduce expenditures, and achieve financial stability

### **Requirements**

- Complete:
  - ACC330 - Federal Taxation I (3)
  - FIN350 - Advanced Personal Financial Planning (3)
  - FIN355 - Risk Management and Insurance Planning (3)
  - FIN460 - Estate Planning and Taxation (3)
  - FIN485 - Financial Plan Development (3)

Grand Total Credits: **15**

## **Finance (Minor)**

### **Requirements**

Prerequisite Courses

9 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - 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: **27**

## **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

- Taken the following:
  - 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**

## **Intl Business (Minor)**

### **Requirements**

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 (AS)**

### **Description**

The Associate degree in marketing provides students with a basic knowledge of the various aspects of the marketing discipline and augments it with additional knowledge in other business and liberal arts areas. This program is designed for students seeking entry-level positions in the marketing field. Courses required in the associate program also meet the requirements of the bachelor's degree program in marketing should students wish to pursue a Bachelor of Science degree later.

### **Program Outcomes**

1. Explain the role of primary and secondary data in determining the position of a product in the market
2. Identify strategies for maximizing both internal and external opportunities through the effective use of the marketing mix
3. Develop basic marketing plans in alignment with stated missions, objectives, and goals of the organizations
4. Explain the legal and ethical principles involved in marketing activities
5. Explain how basic accounting and economic principles affect the achievement of an organization's marketing objectives
6. Employ effective written and oral communication skills appropriate to an entry level marketing position

### **Requirements**

General Education Courses  
27 Total Credits

- Complete:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)
  - SNHU107 - Success Strategies for Online Learning (3)
  - MAT240 - Applied Statistics (3)
  - IT100 - Introduction to Information Technology (3)
  - HUM100 - Perspectives in the Humanities (3)
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - HIS100 - Perspectives in History (3)

Major Courses  
27 Total Credits

- Complete:
  - ACC201 - Financial Accounting (3)
  - ACC202 - Managerial Accounting (3)
  - BUS206 - Business Law I (3)
  - INT113 - Introduction to International Business (3)
  - IT210 - Business Systems Analysis and Design (3)
  - MKT113 - Introduction to Marketing (3)

- MKT229 - Principles of Integrated Marketing Communications (3)
- MKT265 - Social Media & Marketing Communications (3)
- OL125 - Human Relations in Administration (3)

Free Electives  
6 Total Credits

- 6 credit(s).

Grand Total Credits: **60**

## **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. Marketing internships allow Marketing majors additional opportunities to link marketing theory with practice.

### **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  
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)



Business Core  
30 Total Credits

- 30 credit(s) from:

Major Courses  
18 Total Credits

- Complete:
  - MKT229 - Principles of Integrated Marketing Communications (3)
  - MKT265 - Social Media & Marketing Communications (3)
  - MKT337 - Marketing Research (3)
  - MKT345 - Consumer Behavior (3)
  - MKT400 - Strategic Brand Management (3)
  - MKT432 - Strategic Marketing Planning (Capstone) (3)

Major Electives or choose a Concentration  
12 Total Credits

- Complete all of the following
  - 12 credit(s) from:
    - ADV263 - Advertising Copy and Design (3)
    - ADV340 - Advertising Media Planning (3)
    - QSO330 - Supply Chain Management (3)
  - Subject(s): MKT within the range of course numbers 100-499
  - Undergraduate students with a cumulative GPA of a 2.75 or greater who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: MKT-500 Marketing Strategies and MKT-620 Consumer Behavior and Marketing

Free Electives  
15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## **Marketing (BS) - Digital Marketing (Concentration)**

### **Description**

The Digital Marketing concentration provides students in the marketing program an opportunity to study fundamental elements within digital marketing, including search engine marketing versus search engine optimization and digital analytics. In addition, students utilize current technologies to apply what they learn in a simulated environment.

### **Concentration Outcomes**

1. Utilize digital marketing strategies and analytics to promote brand awareness through current technologies

### **Requirements**

- Complete:
  - MKT311 - Mobile Marketing (3)
  - MKT315 - SEO vs. SEM (3)
  - MKT335 - Digital Advertising (3)
  - MKT410 - Digital Analytics (3)

Grand Total Credits: **12**

## **Marketing (BS) - Social Media Marketing (Concentration)**

### **Description**

The Social Media Marketing concentration provides students with a broad knowledge base, providing access to theory, history and application of using social media in a marketing context. Students learn to engage and enhance brand experience while strengthening the relationship between customer and product.

### **Concentration Outcomes**

1. Utilize social media tools, strategies, and analytics for developing engaging social media marketing campaigns that achieve organizational goals and promote brand awareness

### **Requirements**

- Complete:
  - MKT355 - Social Media Marketing Strategy (3)
  - MKT455 - Social Media Campaign (3)
  - MKT335 - Digital Advertising (3)
  - COM445 - Writing for New Media (3)

Grand Total Credits: **12**

## Marketing (Minor)

### Requirements

Prerequisite Courses

6 Total Credits

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - PSY108 - Introduction to Psychology (3)
    - SOC112 - Introduction to Sociology (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 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.

### **Requirements**

Required Courses

18 Total Credits

- Complete all of the following
  - Complete:
    - MAT240 - Applied Statistics (3)
    - QSO300 - Operations Management (3)
    - QSO330 - Supply Chain Management (3)
    - QSO360 - Six Sigma Quality Management (3)
  - NOTE: QSO 205 may be taken in place of QSO 300. QSO 205 is no longer offered or is only available to University College students.
  - 6 credit(s) from subject(s): QSO

Grand Total Credits: **18**

## **Operations Management (BS)**

### **Description**

The Bachelor of Science in Operations Management is designed to provide a solid foundation of knowledge for managing operations in manufacturing as well as service organizations. The curriculum builds upon the Southern New Hampshire University general education and business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation. In order to prepare students to be effective operations managers, the Bachelor of Science in Operations Management will assist students in being competent in evaluating and applying continuous improvement practices for achieving sustainable operations and effective resource management. With a focus on providing students with the tools and skills necessary to use quantitative and qualitative techniques toward solving problems, students will be able to assess and apply operations management theory and best practices in a global context for the achievement of operational goals.

### **Program Outcomes**

1. Assess and apply operations management theory and best-practices effectively in a global environment to achieve operational goals in support of business

strategies

2. Evaluate and apply appropriate continuous improvement practices for achieving sustainable operations in a given environment
3. Utilize quantitative and qualitative techniques for solving problems with processes, procedures and products
4. Evaluate the internal and external factors that influence business sustainability and competitive advantages in business
5. Make operations-management decisions which create value while minimizing risk for the purposes of meeting specified customer requirements
6. Develop and apply appropriate resource management techniques for promoting accountability, sustainability, and organizational effectiveness

## **Requirements**

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

Business Core

30 Total Credits

- 30 credit(s) from:

Major Courses

21 Total Credits

- Complete all of the following
  - Complete:
    - QSO320 - Management Science through Spreadsheets (3)
    - QSO325 - Continuous Improvement Tools and Techniques (3)
    - QSO328 - Sustainable Operations (3)
    - QSO330 - Supply Chain Management (3)
    - QSO415 - Trends in Operations Management (3)
    - QSO489 - Capstone in Operations Management (3)
  - 1 of the following:
    - QSO340 - Project Management (3)
    - QSO345 - Project Management for CAPM® Certification (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from:
  - IT252 - Information Technology Teams and Group Dynamics (3)
  - IT261 - IT Service Management (3)
  - IT328 - Project Management in Information Technology (3)
  - IT332 - Infrastructure Management (3)

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- PHL316 - Business Ethics (3)
- QSO322 - Logistics Management (3)
- QSO349 - Project Contracting and Procurement (3)
- QSO355 - Resource Estimating and Scheduling (3)
- QSO420 - Integrated Cost and Schedule Control (3)
- QSO425 - Reverse Logistics (3)
- QSO435 - Adaptive Project Management (3)
- QSO450 - Transportation Management (3)
- QSO455 - Integrated Supply Chain Management (3)
- SCI218 - Natural Resources (3)
- SCI219 - Environmental Issues (3)
- SCI220 - Energy and Society (3)
- SCI333 - Waste: Sources, Reduction, & Remediation (3)
- SOC318 - Sustainable Communities (3)

Subject(s): ADV, BUS, ECO, FIN, INT, IT, MKT, OL, or QSO within the range of course numbers 300-499

Free Electives  
12 Total Credits

- 12 credit(s).

Grand Total Credits: **120**

## **Operations Management (BS) - Logistics and Transportation (Concentration)**

### **Description**

The Logistics and Transportation concentration provides students with an opportunity to focus their studies on how to effectively manage the flow and storage of information or materials into and through production and manufacturing processes. With an emphasis on keeping customer service levels high, students will review concepts in logistics management, reverse logistics, transportations management, and integrated supply chain management.

### **Requirements**

- Complete:
  - QSO322 - Logistics Management (3)
  - QSO425 - Reverse Logistics (3)
  - QSO450 - Transportation Management (3)
  - QSO455 - Integrated Supply Chain Management (3)

Grand Total Credits: **12**

## **Operations Management (BS) - Project Management (Concentration)**

### **Description**

Project managers play a critical role in the strategic direction of an organization by managing and leading project teams. The Project Management concentration provides students with an opportunity to focus their studies on the effective application of knowledge, skills, and techniques in executing and managing projects.

### **Requirements**

- Complete:
  - QSO349 - Project Contracting and Procurement (3)
  - QSO355 - Resource Estimating and Scheduling (3)
  - QSO420 - Integrated Cost and Schedule Control (3)
  - QSO435 - Adaptive Project Management (3)

Grand Total Credits: **12**

## **Operations Management (Minor)**

### **Requirements**

Prerequisite Courses  
3 Total Credits

- Complete:
  - MAT240 - Applied Statistics (3)

Required Courses  
18 Total Credits

- Complete:
  - QSO300 - Operations Management (3)
  - QSO320 - Management Science through Spreadsheets (3)
  - QSO330 - Supply Chain Management (3)
  - QSO340 - Project Management (3)
  - QSO345 - Project Management for CAPM® Certification (3)
  - QSO360 - Six Sigma Quality Management (3)

Grand Total Credits: **21**

## **Organizational Leadership (Minor)**

### **Description**

### **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**

## **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**

## **Public Administration (BA)**

### **Description**

Public administration prepares students for the world of government policy,



organization and management. As a civil servant, public administrators both make policy and enforce programs to help build and strengthen communities and society. Students learn critical subjects such as government structure, administrative management, fiscal budgeting, community dynamics, politics and public policy. Public administration graduates are prepared for careers in government at the city, county, state, national, and international levels, as well as employment in nonprofit and quasi-governmental organizations. The US Department of Labor's Bureau of Labor Statistics projects public administration employment opportunities are expected to grow at about the same rate as other occupations through 2014. Growth will come from the continued need for municipal governments to provide services such as fire protection, criminal justices systems, public works, libraries, schools, public health, transportation, housing and development due to an expanding population. Opportunities for those with public administration experience are increasing in the private sector as regulation becomes more complex.

### **Program Outcomes**

1. Analyze contemporary social problems in America through the application of public administration concepts and theories
2. Integrate the work of public sector departments in a variety of community settings to meet the public's interests
3. Implement public budgets and fiscal management policies for the purpose of developing sustainable communities
4. Analyze and address social, economic, and development issues within a public administration paradigm
5. Manage government and community behaviors, responses and recovery efforts in response to emergencies and disasters

### **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
  - Complete:
    - COM212 - Public Speaking (3)
    - SOC112 - Introduction to Sociology (3)
  - 1 of the following:
    - SCI219 - Environmental Issues (3)
    - SCI220 - Energy and Society (3)

#### Major Courses

36 Total Credits

- Complete:

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- CED301 - Introduction to Community Economic Development (3)
- CED335 - Social Issues and Economic Policies CED (3)
- PAD330 - Public Administration (3)
- PAD331 - Public Administrative Ethics and Theory (3)
- PAD332 - Municipal Government Operations (3)
- PAD340 - Public Fiscal Management (3)
- PAD341 - Disaster Recovery and Response (3)
- POL210 - American Politics (3)
- POL309 - American State and Local Government (3)
- SCS224 - Social Science Research Methods (3)
- SOC213 - Sociology of Social Problems (3)
- SOC318 - Sustainable Communities (3)

Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

## Retailing (Minor)

### 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 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 industries. The Sport Management program is fully accredited under the School of Business ACBSP. The program requires the major in Sport Management to complete 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

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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)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

Business Core  
30 Total Credits

- 30 credit(s) from:

Except:

- INT113 - Introduction to International Business (3)

Must include:

- SPT465 - Global Sport Business (3)

Major Courses  
30 Total Credits

- Complete all of the following

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- Complete:
  - SPT111 - Introduction to Sport Management (3)
  - SPT200 - Sport Business (3)
  - SPT208 - Sport Marketing (3)
  - SPT333 - Sport, Society, and Ethics (3)
  - SPT350 - Sales within Sport (3)
  - SPT360 - Brand Management (3)
  - SPT401 - Sport Facilities Management (3)
  - SPT461 - Seminar in Sport Management (Capstone) (3)
- 6 credit(s) from the following:
  - SPT340 - Practicum in Sport Management (3 - 6)
  - SPT491 - Sport Management Internship (0 - 15)
  - SPT492 - Sport Management Internship II (3)

Free Electives

15 Total Credits

- Complete all of the following
  - 15 credit(s).
  - Undergraduate students with a cumulative GPA of a 2.75 or greater who wish to take graduate classes as electives to complete their remaining undergraduate requirements may do so only if they have earned a minimum of 90 credits and completed all of their major requirements, including the capstone. Students must receive a B or better to receive credit in their graduate program. Students must apply through their academic advisor to enroll. The acceptable graduate classes are: SPT-501 Research Methods in Sport Management and SPT-600 Management of Sport Organizations.

Grand Total Credits: **120**

## **Sport Management (Minor)**

### **Requirements**

Required Courses

12 Total Credits

- Complete:
  - SPT111 - Introduction to Sport Management (3)
  - SPT201 - Governance/Management of Sport Organizations (3)
  - SPT208 - Sport Marketing (3)
  - SPT333 - Sport, Society, and Ethics (3)

Electives

3 Total Credits

- Complete 1 of the following
  - 3 credit(s) from the following:
    - SPT307 - Sport Law (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT320 - Media/Public Relations in Sport (3)
    - SPT401 - Sport Facilities Management (3)
    - SPT402 - Sport Revenue (3)
    - SPT425 - Sport Licensing/Strategic Alliances (3)
    - SPT465 - Global Sport Business (3)
    - SPT491 - Sport Management Internship (0 - 15)
    - SPT492 - Sport Management Internship II (3)
  - 3 credit(s) from the following type of course(s):  
SPT 310, SPT 321, SPT 323, SPT 340, SPT 364, SPT 375, SPT 415, and SPT 430. These courses are no longer offered or they are only available to University College students, but may be taken in conjunction with the electives currently offered by the College of Online and Continuing Education.

Grand Total Credits: **15**

## **Technical Management II (BS)**

### **Description**

The BS in Technical Management program serves students who have completed an Associate's degree in a technical field (e.g., automotive technology, electronics technology, construction engineering, manufacturing engineering, etc.) from an accredited institution prior to joining SNHU. The curriculum is designed to help students master a number of tools and techniques that are essential for management careers in various technical fields.

### **Program Outcomes**

1. Develop and operate efficient supply chains to deliver goods and services.
2. Plan and manage projects effectively through the life cycle of the projects.
3. Analyze and improve processes to cut waste and enhance performance.
4. Plan and schedule production of goods and services for more efficient use of resources.

## **Requirements**

### Transfer Requirements

60 Total Credits

- Complete all of the following
  - Student must transfer in 60 credits from a conferred Associate's Degree in a technical field (e.g. small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.)
  - 60 credit(s).

### General Education Courses

24 Total Credits

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)
  - HIS100 - Perspectives in History (3)
  - HUM100 - Perspectives in the Humanities (3)
  - IT100 - Introduction to Information Technology (3)
  - MAT240 - Applied Statistics (3)

### Business Core

24 Total Credits

- 24 credit(s) from:  
Except:
  - INT113 - Introduction to International Business (3)
  - QSO300 - Operations Management (3)

### Major Courses

12 Total Credits

- Complete all of the following
  - Complete:
    - QSO340 - Project Management (3)
    - QSO360 - Six Sigma Quality Management (3)
  - 2 of the following:
    - OL215 - Principles of Management (3)
    - QSO310 - Management of Service Operations (3)
    - QSO320 - Management Science through Spreadsheets (3)
    - QSO330 - Supply Chain Management (3)
    - QSO440 - Topics in Project Management (3)

# Counseling

## Clinical Mental Health Counseling (MA)

### Description

The Master of Arts in Clinical Mental Health Counseling is a 60-credit degree that meets the academic requirements for licensure as a Clinical Mental Health Counselor in most states. The philosophy takes a broad view of counseling as a discipline to create an inclusive program incorporating a diverse range of counseling approaches. The overarching theme of the program centers around instilling the “counselor identity” in students. This involves helping them to develop an understanding that being a counselor is something that they “are,” not just something that they “do.” The program supports the development of a counselor identity by creating a safe space for students to engage in a process of self-reflection to develop insight and awareness about their own personality, learn how to bring this personality into a counseling relationship, and experience their own vulnerability as they come to understand their personal strengths and growth areas as a counselor. Four subsidiary themes are interwoven throughout the curriculum: developing ethical reasoning, valuing diversity, applying critical thinking, and integrating theory and technique in clinical practice. The program creates an authentic learning environment in which students learn how to apply the theories and techniques of counseling through role-play simulations, allowing them to experience the counseling process from the perspective of the counselor and the client. In addition to the online course work, the training experience includes two face-to-face residencies, a 100-hour practicum, and a 600-hour internship.

### Program Outcomes

1. Develop a professional counseling identity in alignment with ethical and legal standards that advocates on behalf of the profession and promotes client access, equity, and success
2. Cultivate socially, culturally, and spiritually appropriate skills and practices in professional counseling that promote social justice and minimize barriers between counselors and clients
3. Apply theories and etiology of human growth and development and relevant environmental factors to promote optimum wellness for diverse clients across the lifespan
4. Develop strategies for supporting and advocating for clients in relation to their career development based on client needs, industry information, and identified opportunities within the global economy
5. Utilize appropriate counseling theories, models, and culturally relevant strategies in developing professional skills for client consultation, treatment, intervention, and prevention
6. Determine and implement appropriate strategies for effectively forming and facilitating group counseling and group work in a variety of settings with a diverse range of clients
7. Assess the needs of counseling clients validly and reliably through the application



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of basic testing principles, key statistical concepts, and industry-appropriate procedures

8. Evaluate counseling research, programs, and practices using a variety of methods and designs for advancing the counseling profession and incorporating evidence-based, data-driven approaches into current practice
9. Apply culturally relevant strategies, techniques, theories and models of clinical mental health counseling to the assessment and treatment planning of mental health issues, adhering to the legal and ethical standards of clinical and mental healthcare professionals

## **Requirements**

Major Courses  
54 Total Credits

- Complete:
  - COU500 - The Counseling Profession: Orientation, Identity, and Ethics (3)
  - COU510 - Human Development (3)
  - COU520 - Diversity in Counseling (3)
  - COU530 - Theories of Counseling (3)
  - COU540 - Helping Skills and Techniques: Residency I (3)
  - COU600 - Research Methods and Program Evaluation (3)
  - COU610 - Assessment and Evaluation in Counseling (3)
  - COU630 - Career Counseling (3)
  - COU640 - Substance Use Disorders and Process Addictions (3)
  - COU650 - Diagnosis of Emotional and Mental Disorders (3)
  - COU660 - Group Counseling (3)
  - COU680 - Prevention and Intervention of Crisis and Trauma (3)
  - COU690 - Advanced Individual and Group Helping Skills and Techniques: Residency II (3)
  - MHC500 - Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling (3)
  - MHC610 - Treatment Planning in Clinical Mental Health Counseling (3)
  - MHC670 - Clinical Mental Health Counseling Practicum (3)
  - MHC680 - Clinical Mental Health Counseling Internship (3)
  - MHC690 - Advanced Internship in Clinical Mental Health Counseling (3)

State Track Courses  
6 Total Credits

- Complete 1 of the following
  - General**
    - 6 credit(s) from the following:
      - COU605 - Counseling Families, Couples, and Children (3)
      - COU635 - Psychopharmacology (3)
      - COU645 - Counseling Sexuality Issues (3)
      - COU665 - Advanced Psychopathology (3)
      - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

### **Families and Psychopathology**

- Complete:

- COU605 - Counseling Families, Couples, and Children (3)
- COU665 - Advanced Psychopathology (3)

### **Internship**

- Complete all of the following
  - Complete:
    - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)
  - 3 credit(s) from the following:
    - COU605 - Counseling Families, Couples, and Children (3)
    - COU635 - Psychopharmacology (3)
    - COU645 - Counseling Sexuality Issues (3)
    - COU665 - Advanced Psychopathology (3)
    - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

### **Psychopathology**

- Complete all of the following
  - Complete:
    - COU665 - Advanced Psychopathology (3)
  - 3 credit(s) from the following:
    - COU605 - Counseling Families, Couples, and Children (3)
    - COU635 - Psychopharmacology (3)
    - COU645 - Counseling Sexuality Issues (3)
    - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

### **Psychopharmacology**

- Complete all of the following
  - Complete:
    - COU635 - Psychopharmacology (3)
  - 3 credit(s) from the following:
    - COU605 - Counseling Families, Couples, and Children (3)
    - COU645 - Counseling Sexuality Issues (3)
    - COU665 - Advanced Psychopathology (3)
    - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

### **Families**

- Complete all of the following
  - Complete:
    - COU605 - Counseling Families, Couples, and Children (3)
  - 3 credit(s) from the following:
    - COU635 - Psychopharmacology (3)
    - COU645 - Counseling Sexuality Issues (3)
    - COU665 - Advanced Psychopathology (3)
    - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

### **Families and Sexuality**

- Complete:

- COU605 - Counseling Families, Couples, and Children (3)
- COU645 - Counseling Sexuality Issues (3)

### **Families and Psychopharmacology**

- Complete:
  - COU605 - Counseling Families, Couples, and Children (3)
  - COU635 - Psychopharmacology (3)

### **Psychopathology and Internship**

- Complete:
  - COU665 - Advanced Psychopathology (3)
  - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

### **Psychopharmacology and Sexuality**

- Complete:
  - COU635 - Psychopharmacology (3)
  - COU645 - Counseling Sexuality Issues (3)

### **Sexuality and Internship**

- Complete:
  - COU645 - Counseling Sexuality Issues (3)
  - MHC695 - Advanced Internship in Clinical Mental Health Counseling II (3)

Grand Total Credits: **60**

## **Education**

### **Curriculum and Instruction (MEd)**

#### **Description**

The Masters of Education in Curriculum and Instruction prepares educators in all contexts to be leaders in their field, with global awareness across cultures and geographies. The degree program is guided by the necessity to prepare educators to teach in a 21st century context. Educators who complete the program learn to apply local, state, and national standards in designing transformative learning experiences that are relevant, outcome-driven, and culturally inclusive for all ages, education levels, and learning environments. Educators will be prepared to implement positive change within their learning communities by inspiring learners and by serving as role models and support systems for colleagues. Within the degree pathway educators will learn how to be “educational leaders” in both a traditional and non-traditional setting. Educators will learn how to access and use current educational research and data for curricular decision-making. They will take four curriculum design courses that provide a focus on foundational design methodologies, differentiation approaches for diverse teaching and learning needs, assessment strategies and data use, and cutting-edge approaches to design. Moreover, educational technology to enhance both learning and instruction is an embedded aspect of all courses. Students are expected to integrate relevant technologies and applications into their curriculum designs. Other topics

threaded throughout the program include creating and participating in communities of learning, creating community and business partnerships, and the importance of action research in education. Students complete the program with a ready-to-implement, fully fleshed-out curriculum for a chosen age/education-level group, along with a professional portfolio that showcases their abilities as professional education leaders.

### **Program Outcomes**

1. Design curriculum that addresses the complex learning situations of today's students through the application of relevant theory that will help inform flexible, adaptable instructional decisions
2. Support the needs of learners with different backgrounds, abilities, and experiences with targeted, data-informed instructional decisions and with curriculum that incorporates the principles of Universal Design for Learning and other relevant standards
3. Design assessment as an integral part of the curriculum that both guides and measures learners and that utilizes the data necessary for informed teaching and learning decisions
4. Integrate technology in curricular design to enhance teaching and learning that guides students through real world problem solving by incorporating research-based instructional strategies
5. Model educational leadership in implementing positive change for students and colleagues and in creating, sustaining, and supporting learning communities that empower oneself and others in the furtherance of ethical, reflective, and culturally competent teaching and learning
6. Position oneself as an education professional who promotes learning in any education context and who respects and actively works toward the acceptance and inclusion of all learners

### **Requirements**

Major Courses

27 Total Credits

- Complete:
  - EDU515 - The Educator as Leader (3)
  - EDU530 - Evidence-Based Research for Education (3)
  - EDU545 - Leadership in Teaching and Learning (3)
  - EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)
  - EDU615 - Curriculum Design 2: Differentiated Instruction (3)
  - EDU645 - Curriculum Design 3: Assessment for Student Learning (3)
  - EDU655 - Curriculum Design 4: Emerging Theory and Design (3)
  - EDU683 - Seminar in Curriculum and Instruction (3)
  - EDU690 - Capstone in Curriculum and Instruction (3)

Major Electives or choose a Concentration

9 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): DEV, EDU, RDG, or SPED within the range of course numbers 500 - 799
  - 3 credit(s) from subject(s): DEV, EDU, RDG, or SPED within the range of course numbers 600 - 799

## **Curriculum and Instruction (MEd) - Dyslexia Studies and LBLD (Concentration)**

### **Description**

The M.Ed. Curriculum & Instruction program is intended to help students develop a specialized understanding of the latest theories and practices in K-12 curriculum development. By concentrating in Dyslexia Studies and Language-based Learning Disabilities (LBLD), students will learn how to help school age children with language-based learning disabilities, such as dyslexia, succeed academically. Candidates will be introduced to guiding principles while learning how to apply innovative, highly structured practice and research based approaches. These approaches are designed to heighten school age student executive function, information processing skills, oral and written expression levels, social-emotional confidence, and ability to self-advocate. Courses will center on how students with LBLDs learn, self-regulate, and benefit from well-designed instruction. Concentration will require the completion of three courses. The program is a master's only pathway that does not lead to initial teacher licensure or to a NH curriculum administrator endorsement.

### **Requirements**

- Complete:
  - SPED610 - Executive Function and Study Skills (3)
  - SPED630 - Expressive Language-Skills and Writing (3)
  - SPED635 - Reading Interventions for Students with LBLD (3)

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) - Educational Leadership (Concentration)**

### **Description**

Students in the Educational Leadership concentration delve into what it means to be a leader in the field of education through positional and dispositional lenses. Students explore leadership roles—such as district and site administrators, classroom teachers, directors of peer groups—and their responsibilities. In embracing the role of inspiring, motivating, and challenging their students, colleagues, and communities, students learn to become the drivers of educational change. Students examine the many facets of leading educational organizations, including the legal and ethical aspects and the building of educational communities.

### **Concentration Outcomes**

1. Develop personalized approaches to leadership of educational organizations through the application of relevant strategies and philosophies of educational leadership
2. Determine appropriate courses of action within educational environments that create positive change for diverse learning communities

### **Requirements**

- Complete:
  - EDU612 - Educational Law and Ethics (3)
  - EDU617 - Building Community Through Education (3)
  - EDU619 - Leading Educational Organizations (3)

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) - Reading (Concentration)**

### **Requirements**

- Complete:
  - RDG503C - Emerging and Early Literacy Development K-4 (3)
  - RDG504C - Content Area Literacy Grades 4-8 (3)
  - RDG582 - Assessing and Instructing Students with Literacy Difficulty (3)

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) - Special Education (Concentration)**

### **Requirements**

- 9 credit(s) from subject(s): SPED

Grand Total Credits: **9**

## **Curriculum and Instruction (MEd) - Technology (Concentration)**

### **Requirements**

- Complete:
  - EDU640C - Integrating Digital Technology I K-12 (3)
  - EDU641C - Integrating Digital Technology II K-12 (3)
  - EDU642C - Integration Specialist Toolbox (3)

Grand Total Credits: **9**

## **Dyslexia and LBLD (Graduate Certificate)**

### **Description**

Teachers, administrators, parents and other caregivers have become increasingly aware of how students with language-based learning disabilities (LBLD) can be well served by deliberate instructional planning and engagement. The Graduate Certificate for Dyslexia and Other Language Based Learning Disabilities allows for myriad stakeholders to learn more about six guiding principles and how these can be leveraged to help school-aged students with language-based learning disabilities achieve academic and social success. Graduate certificate seekers are required to complete five courses that focus on how students with LBLD process information, express knowledge, respond well to appropriate instructional models and exemplars, and must learn to self-advocate for their own learning. This graduate certificate does not lead to initial teacher licensure or administrator endorsement.

### **Requirements**

Required Courses

15 Total Credits

- Complete:
  - SPED610 - Executive Function and Study Skills (3)
  - SPED630 - Expressive Language-Skills and Writing (3)
  - SPED635 - Reading Interventions for Students with LBLD (3)
  - SPED640 - Language-Based Learning Environments (3)
  - SPED650 - Social-Emotional Competencies and Students with LBLD (3)

Grand Total Credits: **15**



## 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) from subject(s): DEV, EDU, LIT, PSY, or SPED

Free Electives  
18 Total Credits

- 18 credit(s).

Grand Total Credits: **120**

## Higher Education Administration (MS)

### Description

The field of higher education administration continues to evolve as it tries to keep pace with revolutionary changes in learning, technology, student demographics, and myriad regulations in our increasingly inclusive 21st century world. Effective administrators embrace this complexity and are now, more than ever, required to make empirical data-based decisions to create fiscally sound programs that capably address students' academic and non-academic needs. Furthermore, effective administrators must collaboratively craft accountability and evidence-based continuous improvement plans that will further the success of these programs and the university mission. The Master

of Science in Higher Education Administration degree program equips graduates with the analytical skills necessary for leading within an institution of higher education in the 21st Century. After post-secondary education foundations are established, heavy emphasis is placed on the use of empirical research, data-centric decision-making and analytical problem-solving across various higher education contexts. Students will analyze and work with a variety of datasets to derive/infer the effectiveness of initiatives, draw data-based conclusions, and apply findings to solve real world problems.

### **Program Outcomes**

1. Design, develop and implement innovative strategies based on empirically derived data and research to address the challenges facing higher education which further an institutions mission, vision and goals
2. Apply empirical research methodologies to evaluate program effectiveness that address underrepresented needs of the increasingly diverse college student population
3. Critically evaluate the historic and social context of higher education for its reciprocity between institutional, local and national policy
4. Utilize compliance, regulatory, and accreditation standards to inform institutional decision-making
5. Apply strategies for facilitating effective communication, collaboration, and data-based continuous improvement as an administrator across institutional units
6. Apply empirically based financial management skills related to budgeting, resource allocation, and funding to support an institution's strategic goals

### **Requirements**

Major Courses  
27 Total Credits

- Complete:
  - HEA510 - Philosophy and History of Higher Education (3)
  - HEA520 - Contemporary Issues in Higher Education (3)
  - HEA530 - Data-Driven Decision-Making in Higher Education (3)
  - HEA540 - Program Evaluation (3)
  - HEA550 - Higher Education Law and Regulation (3)
  - HEA610 - Enrollment Management and Marketing (3)
  - HEA620 - Budget and Financial Management in Higher Education (3)
  - HEA630 - Leading Change in Higher Education (3)
  - HEA690 - Capstone in Higher Education (3)

Major Electives  
9 Total Credits

- Complete all of the following
  - 2 of the following:
    - HEA560 - Educational Policy Making (3)
    - HEA640 - Critical Issues in Student Affairs (3)
    - HEA660 - Community College Administration (3)
  - 1 of the following:
    - COM600 - Communication for Leadership (3)

- HEA560 - Educational Policy Making (3)
- HEA640 - Critical Issues in Student Affairs (3)
- HEA660 - Community College Administration (3)
- OL500 - Human Behavior in Organizations (3)

Grand Total Credits: **36**

## **General Education**

### **General Education**

#### **Description**

The General Education program at Southern New Hampshire University provides our students with a learning model and framework that encourages intentional and relevant discipline investigation and demonstration of essential knowledge, skills, abilities, and dispositions in order for students to be successful in their upper division academic program requirements and chosen career path. Students investigate relevant topics across the General Education curriculum through the perspective of humanistic, historical, social, and natural scientific (empirical) lenses to demonstrate mastery of core skills. These core skills (such as information literacy, critical thinking, global knowledge and awareness, etc.) are identified as critical factors toward a student's ability to succeed in their academic and professional goals, and are applicable to any major in any discipline. By asking our students to study these worldviews, we equip them with lifelong skills that enable them to interact through these lenses, make sense of the world and information around them, and analyze interdisciplinary connections within different modes of thought. This work is crucial for students to have a transformative college experience that fosters personal growth, encourages proactive engagement in their academic studies, allows for planning for their professional careers, and inspires our graduates to give back to their communities. The ultimate purpose of the General Education program is to provide students with an intentional undergraduate experience that contributes to the development of higher order skills that employers find necessary for students to succeed, regardless of chosen career field. We also want our students, however, to not only understand the practical applicability of the General Education curriculum toward future career preparation but also for them to become better informed citizens, open to discussion of differing viewpoints and ready for a life of civic engagement and continual self-improvement. By successfully completing the General Education program at SNHU's College of Online and Continuing Education, our students are able to synthesize this experience into their upper division program coursework and chosen professions far beyond graduation. The General Education program has six distinct goals, or program outcome statements, that serve as a roadmap toward the development of our curriculum. The program outcomes are aligned to the outcomes for the individual courses utilized in the General Education program which in turn are aligned to the core skills determined to be critical factors toward student's ability to succeed in their academic and professional goals.

#### **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

15 Total Credits

- Complete all of the following
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)
    - IDS100 - Perspectives in Liberal Arts (3)
    - SNHU107 - Success Strategies for Online Learning (3)
  - 1 of the following:
    - MAT125 - Quantitative Reasoning & Problem Solving (3)
    - MAT130 - Applied Finite Mathematics (3)
    - MAT135 - The Heart of Mathematics (3)
    - MAT136 - Introduction to Quantitative Analysis (3)
    - MAT240 - Applied Statistics (3)
  - NOTE: MAT240 is required for all Business Programs.

### Exploration Courses

24 Total Credits

- Complete all of the following
  - Fine Arts and Humanities (EFAH)**
    - Complete:
      - HUM100 - Perspectives in the Humanities (3)
      - HUM200 - Applied Humanities (3)
  - Social and Behavioral Sciences (ESBS)**
    - Complete:
      - SCS100 - Perspectives in the Social Sciences (3)
      - SCS200 - Applied Social Sciences (3)

- NOTE: Students in all Business Programs and BS Information Technology take ECO 201 and ECO 202.

### **Science, Technology, and Mathematics (ESTM)**

- Complete:
  - SCI100 - Perspectives in the Natural Sciences (3)
  - SCI200 - Applied Natural Sciences (3)

### **History (EHIS)**

- Complete:
  - HIS100 - Perspectives in History (3)
  - HIS200 - Applied History (3)

### Integration Courses

6 Total Credits

- Complete all of the following
  - 1 of the following:
    - IDS400 - Diversity (3)
    - IDS401 - Global Society (3)
    - IDS402 - Wellness (3)
    - IDS403 - Technology and Society (3)
    - IDS404 - Popular Culture (3)
  - 3 credit(s) from the following type of course(s):  
Free Electives

Grand Total Credits: **45**

## **General Studies (BA)**

### **Description**

The purpose of the B.A. General Studies is to serve those students who want a broad general education without an in-depth study in one discipline area. This program provides students a broad education that permits them the freedom to take coursework in multiple academic disciplines but, at the same time, allows them to earn a concentration in one area of study. The degree consists of four separate sections. The first section of 45 credits is the university general education core. The core provides the broad general education that the university believes should be the foundation for all SNHU students. The second component of the degree consists of a degree planning course. The third section of the general studies degree is the 12 credit concentration. The final section of the general studies degree consists of 60 credits of free electives for students. These free electives serve multiple purposes. First, they enable the student to explore different discipline areas; an exploration that may lead to their changing their general studies degree to a specific discipline major or it may lead them to continue their general studies program with a specific concentration. Free electives also allow students who have chosen a concentration to complete any prerequisites that may be required for courses in that program.

### **Program Outcomes**

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1. Evaluate human cultures and the physical and natural world using multiple lenses, including fine arts and humanities, social and behavioral sciences, and science, technology, and mathematics for their implications in contributing to cultural, historical, and social history
2. Apply and adapt appropriate written, verbal, and non-verbal communication for various situations and audiences
3. Analyze relevant information using qualitative and quantitative reasoning and evidence and assess it for its applicability to various situations
4. Demonstrate an empathetic and ethical viewpoint of diverse cultures and perspectives in achieving successful collaborative environments and reaching common goals
5. Apply professional and ethical approaches to decision-making that communicate personal integrity, responsible citizenship and commitment to positive change
6. Synthesize general and discipline-based knowledge for application to and reflection on experiences in and beyond the classroom

### **Requirements**

#### General Education Courses

45 Total Credits

- 45 credit(s) from:

#### Major Courses

3 Total Credits

- Complete:
  - IND299 - Strategies for Specialization Planning (3)

#### Concentration

12 Total Credits

- Complete all of the following
  - Students will need to declare an approved concentration for the General Studies major. The concentration is determined in consultation with the student's advisor. Students may take no more than two 100-level courses in any concentration.
  - 12 credit(s).

#### Free Electives

60 Total Credits

- 60 credit(s).

Grand Total Credits: **120**

## **General Studies (BA) - Accounting (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial Accounting (3)
    - ACC207 - Cost Accounting (3)
  - 3 credit(s) from subject(s): ACC within the range of course numbers 300 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Accounting and Finance (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - ACC201 - Financial Accounting (3)
    - ACC202 - Managerial Accounting (3)
    - FIN320 - Principles of Finance (3)
  - 3 credit(s) from subject(s): FIN within the range of course numbers 100 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Addictions (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY200 - Foundations of Addictions (3)
    - PSY406 - Contemporary Issues in Addictions (3)
  - 6 credit(s) from the following:
    - PSY225 - Health Psychology (3)
    - PSY300 - Biopsychology (3)
    - PSY315 - Counseling Process and Techniques (3)
    - PSY335 - Assessment and Testing (3)

Grand Total Credits: **12**

## **General Studies (BA) - American History (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in American History provides students with a broad overview of American History. Students explore various time periods and themes throughout American History. Additionally, students examine significant economic, political, and ideological developments and their overall impact on the development and expansion of the United States.

### **Concentration Outcomes**

1. Analyze key American events and figures as they pertain to significant historical periods and themes within American History

### **Requirements**

- 12 credit(s) from the following:
  - HIS113 - United States History I: 1607-1865 (3)
  - HIS114 - United States History II: 1865-Present (3)
  - HIS245 - United States History since 1945 (3)
  - HIS330 - Civil War and Reconstruction (3)
  - HIS332 - Colonial New England (3)
  - HIS338 - Young America (3)
  - HIS340 - Making History (3)
  - HIS460 - History Research Seminar (Capstone) (3)

Grand Total Credits: **12**



## **General Studies (BA) - Applied Political Science (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - POL210 - American Politics (3)
    - POL370 - Analysis and Research in Political Science (3)
  - 6 credit(s) from the following:
    - POL211 - International Relations (3)
    - POL309 - American State and Local Government (3)
    - POL313 - Political Theory and Applications (3)
    - POL327 - US Government and Contemporary Issues (3)
    - POL328 - The Legal System in America (3)
    - POL360 - Introduction to Comparative Politics (3)
    - POL364 - Globalization and World Politics (3)
    - POL371 - Political Parties and Interest Groups (3)
    - POL372 - Campaign Finance and Fundraising (3)
    - POL374 - Campaign Organizing and Mobilization (3)

Grand Total Credits: **12**

## **General Studies (BA) - Applied Psychology (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY407 - Contemporary Issues in Applied Psychology (3)
  - 9 credit(s) from the following:
    - PSY201 - Educational Psychology (3)
    - PSY205 - Forensic Psychology (3)
    - PSY225 - Health Psychology (3)
    - PSY226 - Sport Psychology (3)
    - PSY258 - Industrial Organizational Psychology (3)
    - PSY300 - Biopsychology (3)
    - PSY307 - Sensation and Perception (3)
    - PSY442 - Community Psychology (3)

Grand Total Credits: **12**

## **General Studies (BA) - Business Administration (Concentration)**

### **Requirements**

- Complete:
  - OL125 - Human Relations in Administration (3)
  - OL211 - Human Resource Management (3)
  - OL215 - Principles of Management (3)
  - OL342 - Organizational Behavior (3)

Grand Total Credits: **12**

## **General Studies (BA) - Business Information Systems (Concentration)**

### **Requirements**

- Complete all of the following
  - 6 credit(s) from subject(s): IT within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): MAT within the range of course numbers 100 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Business Studies (Concentration)**

### **Requirements**

- Complete all of the following
  - 12 credit(s) from subject(s): ACC, BUS, ECO, FIN, OL, or QSO within the range of course numbers 100 - 499
  - NOTE: There is a maximum of two (2) courses per subject and a maximum of two (2) courses at the 100 level.

Grand Total Credits: **12**

## **General Studies (BA) - Business Studies - Sports Management (Concentration)**

### **Requirements**

- Complete all of the following
  - 6 credit(s) from subject(s): OL within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): SPT within the range of course numbers 100 - 499
  - NOTE: There is a maximum of two (2) courses at the 100 level.

Grand Total Credits: **12**

## **General Studies (BA) - Campaign Leadership (Concentration)**

### **Requirements**

- Complete:
  - POL210 - American Politics (3)
  - POL371 - Political Parties and Interest Groups (3)
  - POL372 - Campaign Finance and Fundraising (3)
  - POL374 - Campaign Organizing and Mobilization (3)

Grand Total Credits: **12**

## **General Studies (BA) - Child and Adolescent Development (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY211 - Lifespan Development (3)
  - 9 credit(s) from the following:
    - PSY314 - Disorders of Childhood and Adolescence (3)
    - PSY319 - Social Development: Child and Adolescent (3)
    - PSY321 - Child Development (3)
    - PSY322 - Adolescent Development (3)

Grand Total Credits: **12**

## **General Studies (BA) - Communication (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Communication exposes students to a variety of strategies used for communicating messages to different audiences. Students develop targeted messaging through the application of various platforms, tools, and technologies. In addition, students assess current trends in digital communication and diverse cultures across the globe.

### **Concentration Outcomes**

1. Examine various communication strategies, tools, and technology for developing content appropriate for engaging and communicating with diverse audiences

### **Requirements**

- Complete all of the following
  - Complete:
    - COM212 - Public Speaking (3)
  - 9 credit(s) from the following:
    - COM126 - Introduction to Mass Communication (3)
    - COM227 - Public Relations (3)
    - COM230 - Graphics and Layout in Print Media (3)
    - COM232 - Desktop Publishing (3)
    - COM235 - Multimedia Journalism (3)
    - COM310 - Social Media (3)
    - COM320 - Exploring World Cultures/Mass Media (3)
    - COM430 - Organizational Communications (3)
    - COM490 - Communication Internship (0 - 15)

Grand Total Credits: **12**

## **General Studies (BA) - Computer Informational Technology (Concentration)**

### **Requirements**

- Complete:
  - IT201 - Computer Platform Technologies (3)
  - IT210 - Business Systems Analysis and Design (3)
  - IT330 - Database Design and Management (3)
  - IT340 - Network and Telecommunication Management (3)

Grand Total Credits: **12**

## **General Studies (BA) - Counterterrorism (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Counterterrorism offers students a unique educational program designed to provide for a better understanding of the threat of terrorism and how best to respond to it. Students examine the nature and history of terrorism, how terrorist groups succeed and fail, how to combat terror, and responses to domestic and/or international terrorist campaigns. In addition, the concentration covers a wide range of domestic security efforts that introduce students to the analytical skills that this industry requires.

### **Concentration Outcomes**

1. Assess the threat level of various terrorist groups through analysis of intelligence information for informing preventative strategies in the counterterrorism field

### **Requirements**

- Complete all of the following
  - Complete:
    - CJ430 - Terrorist Techniques (3)
    - JUS101 - Introduction to Criminal Justice (3)
  - 6 credit(s) from the following:
    - CJ467 - Threat Assessment Fundamentals (3)
    - CJ468 - Intelligence, Surveillance, and Reconnaissance (3)
    - CJ469 - Counterterrorism Techniques (3)

Grand Total Credits: **12**

## **General Studies (BA) - Creative Writing and English (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Creative Writing and English provides students with opportunities to apply foundational aspects of craft to their writing as they familiarize themselves with the techniques and genre conventions of major forms. Students produce and share original work for instructor and peer review. Additionally, students explore issues of process and craft through reading and discussing exemplar and peer works and integrating peer feedback into revisions.

### **Concentration Outcomes**

1. Develop creative works within a variety of written forms that integrate genre-appropriate techniques and conventions
2. Produce constructive recommendations for improvement of creative works within variety of written forms

### **Requirements**

- Complete all of the following
  - Complete:
    - ENG226 - Introduction to Creative Writing (3)
  - 9 credit(s) from the following:
    - ENG323 - Introduction to Screenwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)
    - ENG350 - The English Language (3)

Grand Total Credits: **12**

## **General Studies (BA) - Creative Writing and English - Fiction (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Creative Writing and English / Fiction provides students with opportunities to develop craft skills and personal style as a writers of fiction. Topics for writing practice include structure, character development, dialogue, pacing, and point of view. Peer roundtable discussions guide the revision process, as students gain strategies for polishing a work of fiction for publication submission.

### **Concentration Outcomes**

1. Develop high-quality works of fiction that integrate the major conventions of one's chosen genre and a distinct authorial voice and style
2. Develop a constructive approach to peer review that informs improvements of one's own original fiction works and supports peers in their revision strategies

### **Requirements**

- Complete:
  - ENG226 - Introduction to Creative Writing (3)
  - ENG329 - Fiction Writing Workshop (3)
  - ENG349 - Intermediate Fiction Writing Workshop (3)
  - ENG359 - Advanced Fiction Writing Workshop (3)

Grand Total Credits: **12**

## **General Studies (BA) - Creative Writing and English - Nonfiction (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Creative Writing and English / Nonfiction provides students with opportunities to develop writing techniques and personal style as writers of creative nonfiction and magazine feature articles. Topics include nonfiction writing genres, developing focus and structure, creating a framework, and writing for a specific audience. Student-centered workshop critiques and instructor conferences guide the revision process, as students gain strategies for polishing a creative nonfiction work for publication submission.

### **Concentration Outcomes**

1. Develop high-quality works of nonfiction that integrate the major conventions of one's chosen genre and a distinct authorial voice and style
2. Develop a constructive approach to peer review that informs improvements of one's own original nonfiction works and supports peers in their revision strategies

### **Requirements**

- Complete:
  - ENG226 - Introduction to Creative Writing (3)
  - ENG330 - Nonfiction Writing Workshop (3)
  - ENG341 - Intermediate Nonfiction Writing Workshop (3)
  - ENG351 - Advanced Nonfiction Writing Workshop (3)

Grand Total Credits: **12**



## **General Studies (BA) - Creative Writing and English - Poetry (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Creative Writing and English / Poetry provides students with opportunities to develop as poets and readers of poetry. In-depth reading and discussion of methods applied in distinguished poems from multiple forms is accompanied by exploration and writing practice. Peer critiques guide the revision process, as students gain strategies for polishing a poem for publication submission.

### **Concentration Outcomes**

1. Develop high-quality works of poetry that integrate the major conventions of one's chosen genre and a distinct authorial voice and style
2. Develop a constructive approach to peer review that informs improvements of one's own original works of poetry and supports peers in their revision strategies

### **Requirements**

- Complete:
  - ENG226 - Introduction to Creative Writing (3)
  - ENG328 - Poetry Writing Workshop (3)
  - ENG348 - Intermediate Poetry Writing Workshop (3)
  - ENG358 - Advanced Poetry Writing Workshop (3)

Grand Total Credits: **12**

## **General Studies (BA) - Creative Writing and English - Screenwriting (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Creative Writing and English / Screenwriting provides students with opportunities to develop a unique style and voice as screenwriters. Topics for writing practice include dramatic structure, character development, dialogue conflict, and creative writing techniques. Workshop discussions and personalized instructor feedback guide the revision process, as students gain strategies for polishing a screenplay for publication submission.

### **Concentration Outcomes**

1. Develop high-quality screenplays that integrate the major conventions of one's chosen genre and a distinct authorial voice and style
2. Develop a constructive approach to peer review that informs improvements of one's own screenplays and supports peers in their revision strategies

### **Requirements**

- Complete:
  - ENG226 - Introduction to Creative Writing (3)
  - ENG323 - Introduction to Screenwriting Workshop (3)
  - ENG347 - Intermediate Screenwriting Workshop (3)
  - ENG357 - Advanced Screenwriting Workshop (3)

Grand Total Credits: **12**

## **General Studies (BA) - Criminal Justice (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - JUS101 - Introduction to Criminal Justice (3)
  - 9 credit(s) from the following:
    - CJ104 - Ethics and the Criminal Justice Leader (3)
    - CJ202 - Writing for the Criminal Justice Profession (3)
    - CJ303 - Psychopaths, Sociopaths and Serial Killers (3)
    - CJ330 - Leadership and Management in Criminal Justice Organizations (3)
    - CJ331 - Effective Patrol and Community Policing (3)
    - CJ332 - Crisis Intervention for Police (3)
    - CJ400 - Crime Analysis and Effective Police Service (3)
    - CJ401 - Emergency and Disaster Management (3)
    - CJ430 - Terrorist Techniques (3)
    - CJ467 - Threat Assessment Fundamentals (3)
    - CJ468 - Intelligence, Surveillance, and Reconnaissance (3)
    - CJ469 - Counterterrorism Techniques (3)

Grand Total Credits: **12**

## **General Studies (BA) - Criminology (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Criminology provides students with an overview of the contributions and approaches of the social and behavioral sciences toward criminal behavior. Students examine the psychosocial theories of crime and identify the causal factors associated with the inception, continuity and subscription to a criminal lifestyle.

### **Concentration Outcomes**

1. Examine criminal behavior in determining causality and impact of crime through legal, psychological, and sociological lenses

### **Requirements**

- Complete all of the following
  - Complete:
    - JUS101 - Introduction to Criminal Justice (3)
    - PSY215 - Abnormal Psychology (3)
  - 6 credit(s) from the following:
    - CJ303 - Psychopaths, Sociopaths and Serial Killers (3)
    - PSY205 - Forensic Psychology (3)
    - PSY310 - Criminal Psychology (3)
    - SOC324 - Sociology of Crime and Violence (3)

Grand Total Credits: **12**

## **General Studies (BA) - English Language and Literature (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in English Language and Literature provides students with opportunities to develop critical thinking and communication skills through the interpretation and study of literature. Students explore themes such as identity, race, gender, and class as well as the social and cultural influences impacting writers of a range of historical time periods. Students also sharpen skills in persuasion through communicating and supporting unique ideas and perspectives in writing.

### **Concentration Outcomes**

1. Analyze literature for communicating unique interpretations that are supported with textual evidence
2. Articulate the historical importance of literature of a range of genres and traditions through examining major authors and seminal movements as they relate to contemporary cultural issues of race, class, gender, and orientation

### **Requirements**

- Complete all of the following
  - 3 credit(s) from subject(s): ENG within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): LIT within the range of course numbers 100 - 499
  - 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Environmental Science (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Environmental Science focuses on environmental issues through an interdisciplinary lens that integrates components of the biological, physical, and social sciences. Students in this concentration apply a systems approach and quantitative reasoning to examine real life environmental issues surrounding topics such as climate change, environmental law and politics, natural resources, energy, waste, and conservation. Students also engage in assignments focused on the social and economic implications surrounding these complex environmental issues.

### **Concentration Outcomes**

1. Apply fundamental science concepts and principles in analyzing environmental issues and determining potential societal and economic implications of human inaction

### **Requirements**

- Complete all of the following
  - Complete:
    - ENV101 - Environmental Science (3)
  - 9 credit(s) from the following:
    - BIO315 - Ecological Principles and Field Methods (3)
    - BIO330 - Conservation Biology (3)
    - ENV250 - Environmental Science Research Methods (3)
    - ENV305 - Global Climate Change (3)
    - ENV319 - US Environmental Law and Politics (3)
    - SCI218 - Natural Resources (3)
    - SCI220 - Energy and Society (3)
    - SCI333 - Waste: Sources, Reduction, & Remediation (3)

Grand Total Credits: **12**

## **General Studies (BA) - European History (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in European History provides students with a broad overview of European History. Students explore various time periods and themes throughout European History. In addition, students examine significant economic, political, and ideological developments and their overall impact on Europe and the rest of the world.

### **Concentration Outcomes**

1. Analyze key European events and figures as they pertain to significant historical periods and themes within European History

### **Requirements**

- 12 credit(s) from the following:
  - HIS117 - World Civilizations: Prehistory-1500 (3)
  - HIS118 - World Civilizations: 1500 - Present (3)
  - HIS220 - Modern European History: 1890-Present (3)
  - HIS240 - World War I (3)
  - HIS241 - World War II (3)
  - HIS314 - European Conquest of New World (3)
  - HIS321 - The Ancient World of Greece and Rome (3)
  - HIS340 - Making History (3)
  - HIS374 - The Renaissance and the Reformation (3)
  - HIS460 - History Research Seminar (Capstone) (3)

Grand Total Credits: **12**

## **General Studies (BA) - Fashion Merchandising (Concentration)**

### **Concentration Outcomes**

### **Requirements**

- Complete all of the following
  - Complete:
    - FMM101 - Basic Design and Color Theory (3)
    - FMM114 - Introduction to Fashion Merchandising (3)
    - FMM204 - Textiles and Color Theory (3)
  - 3 credit(s) from subject(s): MKT within the range of course numbers 300 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Finance (Concentration)**

### **Requirements**

- Complete:
  - FIN320 - Principles of Finance (3)
  - FIN325 - Financial Statements and Reporting Analysis (3)
  - FIN335 - Financial Markets (3)
  - FIN340 - Fundamentals of Investments (3)

Grand Total Credits: **12**

## **General Studies (BA) - Forensic Accounting and Fraud Examination (Concentration)**

### **Requirements**

- Complete:
  - ACC308 - Intermediate Accounting II (3)
  - ACC421 - Auditing and Forensic Accounting (3)
  - ACC423 - Detection/Prevention Fraudulent Financial Statements (3)
  - ACC425 - Interview Techniques/Legal Aspects Fraud (3)

Grand Total Credits: **12**



## **General Studies (BA) - History (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in History provides students with a broad foundation in United States, European, and Western Civilization history. Students explore a variety of themes and significant events for their historical impact.

### **Concentration Outcomes**

1. Examine key historical events and themes for developing historical perspectives on the development of human societies

### **Requirements**

- Complete all of the following
  - 6 credit(s) from the following:
    - HIS220 - Modern European History: 1890-Present (3)
    - HIS245 - United States History since 1945 (3)
    - HIS314 - European Conquest of New World (3)
    - HIS321 - The Ancient World of Greece and Rome (3)
    - HIS340 - Making History (3)
    - HIS460 - History Research Seminar (Capstone) (3)
  - 6 credit(s) from the following:
    - HIS113 - United States History I: 1607-1865 (3)
    - HIS114 - United States History II: 1865-Present (3)
    - HIS117 - World Civilizations: Prehistory-1500 (3)
    - HIS118 - World Civilizations: 1500 - Present (3)
    - HIS220 - Modern European History: 1890-Present (3)
    - HIS245 - United States History since 1945 (3)
    - HIS314 - European Conquest of New World (3)
    - HIS321 - The Ancient World of Greece and Rome (3)
    - HIS340 - Making History (3)
    - HIS460 - History Research Seminar (Capstone) (3)

Grand Total Credits: **12**

## **General Studies (BA) - Human Resource Management (Concentration)**

### **Requirements**

- Complete all of the following
  - 9 credit(s) from the following:
    - OL211 - Human Resource Management (3)
    - OL318 - Employee and Labor Relations (3)
    - OL325 - Total Rewards (3)
    - OL442 - Human Resource Strategy and Development (3)
  - 3 credit(s) from subject(s): OL

Grand Total Credits: **12**

## **General Studies (BA) - Human Services (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - HSE101 - Introduction to Human Services (3)
    - PSY108 - Introduction to Psychology (3)
  - 6 credit(s) from the following:
    - HSE220 - Communication Skills for Human Service Professionals (3)
    - HSE320 - Human Services Organizational Systems (3)
    - HSE330 - Public Policy and Advocacy (3)
    - HSE340 - Law and Ethics in Human Services (3)
    - HSE410 - Case Management (3)
    - PSY230 - Psychology of Individual Differences and Special Needs (3)
    - PSY257 - Social Psychology (3)
    - SOC317 - Sociology of the Family (3)

Grand Total Credits: **12**

## **General Studies (BA) - Industrial Organizational Psychology (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY258 - Industrial Organizational Psychology (3)
  - 9 credit(s) from the following:
    - PSY224 - Research II: Scientific Investigations (3)
    - PSY257 - Social Psychology (3)
    - PSY305 - Cognitive Psychology (3)
    - PSY335 - Assessment and Testing (3)

Grand Total Credits: **12**

## **General Studies (BA) - International Business (Concentration)**

### **Requirements**

- 12 credit(s) from the following:
  - INT113 - Introduction to International Business (3)
  - INT221 - Global Financial System (3)
  - INT309 - Legal Environment of International Business (3)
  - INT315 - International Management (3)
  - INT316 - Cultural & Political Environment of International Business (3)

Grand Total Credits: **12**

## **General Studies (BA) - Marketing (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - MKT113 - Introduction to Marketing (3)
  - 3 credit(s) from subject(s): MKT within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): MKT within the range of course numbers 300 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Mathematics (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Mathematics offers students the ability to develop an appreciation for the significant role that mathematics plays in society. Students are exposed to mathematical concepts and methods that develop their computational reasoning and quantitative and problem solving skills. Additionally, students engage in coursework that emphasizes the broad nature of mathematics in the modern world, and its connections to both abstract and real world problems.

### **Concentration Outcomes**

1. Apply mathematical reasoning and analysis in evaluating solutions and solving problems in a variety of contexts within the field of mathematics

### **Requirements**

- Complete all of the following
  - 6 credit(s) from subject(s): MAT within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): MAT within the range of course numbers 200 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Middle Eastern Studies (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Middle Eastern Studies focuses on the history of the Middle East from the rise of Islam through the present, with an emphasis on the Arab-Israeli conflict of the twentieth and twenty-first centuries.

### **Concentration Outcomes**

1. Analyze key events and figures as they pertain to significant historical periods and themes within Middle Eastern History

### **Requirements**

- Complete all of the following
  - Complete:
    - HIS371 - History of the Middle East I (3)
    - HIS372 - History of the Middle East II (3)
    - HIS373 - Arab-Israeli Conflict (3)
  - 3 credit(s) from subject(s): HIS

Grand Total Credits: **12**

## **General Studies (BA) - Military History (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Military History examines military strategy and tactics and their effects on Western societies. Students explore battles, campaigns, and events of different wars and how they influenced change throughout the world.

### **Concentration Outcomes**

1. Evaluate military tactics and technology as they pertain to the evolution of warfare in the modern world

### **Requirements**

- Complete all of the following
  - 9 credit(s) from the following:
    - HIS223 - Modern War & Society (3)
    - HIS240 - World War I (3)
    - HIS241 - World War II (3)
    - HIS245 - United States History since 1945 (3)
    - HIS330 - Civil War and Reconstruction (3)
  - 3 credit(s) from subject(s): HIS

Grand Total Credits: **12**

## **General Studies (BA) - New Media (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in New Media examines digital communication mediums and their impact on mass media, culture, and society. Students explore the evolution and history of media and technology. Additionally, students develop professional communication skills and engage with global concepts and issues surrounding new media.

### **Concentration Outcomes**

1. Assess communication strategies across digital mediums for their influence on content and marketing messages that address various audiences

### **Requirements**

- Complete all of the following
  - Complete:
    - COM126 - Introduction to Mass Communication (3)
    - COM310 - Social Media (3)
  - 6 credit(s) from the following:
    - COM315 - Communication in the Digital Age (3)
    - COM329 - New Media Technologies (3)
    - COM445 - Writing for New Media (3)
    - MKT355 - Social Media Marketing Strategy (3)

Grand Total Credits: **12**

## **General Studies (BA) - Operations Management (Concentration)**

### **Requirements**

- Complete:
  - QSO300 - Operations Management (3)
  - QSO320 - Management Science through Spreadsheets (3)
  - QSO325 - Continuous Improvement Tools and Techniques (3)
  - QSO330 - Supply Chain Management (3)

Grand Total Credits: **12**

## **General Studies (BA) - Police Administration and Operations (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - CJ330 - Leadership and Management in Criminal Justice Organizations (3)
    - CJ331 - Effective Patrol and Community Policing (3)
    - JUS101 - Introduction to Criminal Justice (3)
  - 3 credit(s) from the following:
    - CJ202 - Writing for the Criminal Justice Profession (3)
    - CJ332 - Crisis Intervention for Police (3)
    - CJ401 - Emergency and Disaster Management (3)

Grand Total Credits: **12**

## **General Studies (BA) - Political Science (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Political Science offers students an educational experience designed to expose them to the historical events and theoretical beliefs that have shaped the policies and practices of today. This concentration provides an opportunity for students to examine the structure and function of the American political system, policy-making and electoral processes, and the study and practice of international relations.

### **Concentration Outcomes**

1. Analyze the roles of various stakeholders in the structure and function of national and international political systems

### **Requirements**

- Complete all of the following
  - Complete:
    - POL210 - American Politics (3)
    - POL211 - International Relations (3)
  - 2 of the following:
    - POL309 - American State and Local Government (3)
    - POL313 - Political Theory and Applications (3)
    - POL327 - US Government and Contemporary Issues (3)
    - POL360 - Introduction to Comparative Politics (3)
    - POL364 - Globalization and World Politics (3)

Grand Total Credits: **12**

## **General Studies (BA) - Professional Writing (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Professional Writing provides students with foundational skills in editing, copywriting, and technical writing. Students create different formats of public communications and produce documents of a technical nature. Additionally, students develop skills and strategies for delivering content through new media and diverse multimedia platforms.

### **Concentration Outcomes**

1. Apply industry-specific writing techniques in developing content appropriate for engaging diverse audiences

### **Requirements**

- Complete:
  - COM325 - Editing for Media and Publication (3)
  - COM340 - Writing for Public Relations (3)
  - COM341 - Technical Writing (3)
  - COM445 - Writing for New Media (3)

Grand Total Credits: **12**

## **General Studies (BA) - Psychology (Concentration)**

### **Requirements**

- Complete all of the following
  - 6 credit(s) from subject(s): PSY within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): PSY within the range of course numbers 300 - 499

Grand Total Credits: **12**



## **General Studies (BA) - Public Administration (Concentration)**

### **Requirements**

- Complete all of the following
  - 12 credit(s) from subject(s): CED, PAD, POL, or SOC
  - NOTE: There is a maximum of two (2) POL courses, two (2) SOC courses, and two (2) courses at the 100 level.

Grand Total Credits: **12**

## **General Studies (BA) - Public Relations (Concentration)**

### **Description**

The Bachelor of Arts in General Studies concentration in Public Relations provides students with a broad but focused overview of public relations in the United States. Students learn about the theory and practice of public relations and develop communication strategies to reach diverse audiences on different platforms. In addition, students explore strategies behind communications such as public service announcements, video news releases, and editorials.

### **Concentration Outcomes**

1. Apply the theory and practice of public relations in developing public communications that reach diverse audiences on various platforms

### **Requirements**

- 12 credit(s) from the following:
  - COM227 - Public Relations (3)
  - COM336 - Electronic Public Relations (3)
  - COM340 - Writing for Public Relations (3)
  - COM448 - Media Ethics and Law (3)
  - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)

Grand Total Credits: **12**

## **General Studies (BA) - Retailing (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - MKT222 - Principles of Retailing (3)
    - MKT322 - International Retailing (3)
  - 6 credit(s) from subject(s): FMM, OL, or QSO

Grand Total Credits: **12**

## **General Studies (BA) - Small Business Management (Concentration)**

### **Requirements**

- Complete:
  - OL215 - Principles of Management (3)
  - OL317 - Small Business Management (3)
  - OL320 - Entrepreneurship (3)
  - OL321 - Business Plan Preparation (3)

Grand Total Credits: **12**

## **General Studies (BA) - Social Media Marketing (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - MKT355 - Social Media Marketing Strategy (3)
    - MKT455 - Social Media Campaign (3)
  - 3 credit(s) from the following:
    - COM310 - Social Media (3)
    - MKT229 - Principles of Integrated Marketing Communications (3)
  - 3 credit(s) from subject(s): MKT

Grand Total Credits: **12**

## **General Studies (BA) - Social Psychology (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY257 - Social Psychology (3)
  - 9 credit(s) from the following:
    - PSY323 - Psychology of Gender (3)
    - PSY324 - Cross-Cultural Psychology (3)
    - PSY326 - Social Cognition and Perception (3)
    - PSY327 - Social Influence (3)
    - PSY331 - Human Sexuality (3)
    - PSY405 - Contemporary Issues in Social Psychology (3)

Grand Total Credits: **12**

## **General Studies (BA) - Sociology (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - SOC112 - Introduction to Sociology (3)
    - SOC213 - Sociology of Social Problems (3)
  - 6 credit(s) from subject(s): SOC within the range of course numbers 300 - 499

Grand Total Credits: **12**

## **General Studies (BA) - Sport Management (Concentration)**

### **Requirements**

- Complete all of the following
  - Complete:
    - SPT111 - Introduction to Sport Management (3)
    - SPT201 - Governance/Management of Sport Organizations (3)
  - 6 credit(s) from the following:
    - SPT208 - Sport Marketing (3)
    - SPT307 - Sport Law (3)
    - SPT319 - Sport Sales and Promotions (3)
    - SPT320 - Media/Public Relations in Sport (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  
45 Total Credits

- Complete all of the following
  - Complete:
    - SNHU107 - Success Strategies for Online Learning (3)
    - IDS100 - Perspectives in Liberal Arts (3)
    - ENG122 - English Composition I (3)

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- ENG123 - English Composition II (3)
- COM212 - Public Speaking (3)
- FAS202 - Introduction to Humanities II (3)
- SCS100 - Perspectives in the Social Sciences (3)
- SCS200 - Applied Social Sciences (3)
- HUM100 - Perspectives in the Humanities (3)
- HUM200 - Applied Humanities (3)
- SCI100 - Perspectives in the Natural Sciences (3)
- SCI200 - Applied Natural Sciences (3)
- HIS100 - Perspectives in History (3)
- HIS200 - Applied History (3)
- 1 of the following:
  - MAT125 - Quantitative Reasoning & Problem Solving (3)
  - MAT130 - Applied Finite Mathematics (3)
  - MAT135 - The Heart of Mathematics (3)
  - MAT136 - Introduction to Quantitative Analysis (3)
  - MAT240 - Applied Statistics (3)

Free Electives  
15 Total Credits

- 15 credit(s).

Grand Total Credits: **60**

## Health Professions

### Community Health Education (BS)

#### Description

The B.S. in Community Health Education program addresses the responsibilities, functions, skills, and knowledge to become a successful and effective community health educator. Students explore effective ways to promote health and prevent disease in populations, and to plan, develop, implement and evaluate community health education programs. Students learn important the critical components of community health education such as social and behavioral health, research and assessment, epidemiology and chronic and communicable diseases. According to the U.S. Bureau of Labor Statistics (2014), "employment of health educators and community health workers is projected to grow 21 percent from 2012 to 2022, faster than the average for all occupations. Growth will be driven by efforts to improve health outcomes and to reduce healthcare costs by teaching people about healthy habits, behaviors and utilization of available health care services." This degree program is designed for students who want careers in public or private health organizations. Health educators are professionals who plan, implement, and evaluate activities to help improve the health of people in settings such as schools, workplace programs, community agencies, health care facilities, government organizations, businesses, and colleges. The BS in Community Health Education program prepares the student for the

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professional certification examination to become a Certified Health Education Specialist (CHES) offered through the National Commission for Health Education Credentialing.

### **Program Outcomes**

1. Apply statistical constructs and epidemiological principles to recognize patterns and trends within the scope of public health
2. Apply fundamental community health strategies in assessment, planning, and prevention to improve the health, safety, and quality of life for people in their communities
3. Analyze the efficacy of health programs targeted at improving healthcare access, quality, and delivery to ensure community and population health
4. Describe the fundamental social and behavioral theories relevant to community health to identify health disparities and promote social justice
5. Utilize principles and functions of management to foster consensus, promote effective use of human resources, and enhance operations
6. Evaluate health communication and literacy strategies to promote effective health communication campaigns
7. Develop a professional identity from which to make globally, socially, and ethically responsible decisions that are aligned with legal and organizational policy requirements

### **Requirements**

General Education Courses  
45 Total Credits

- 45 credit(s) from:

Must include:

- BIO210 - Introduction to Anatomy and Physiology (3)
- IHP340 - Statistics for Healthcare Professionals (3)
- PSY108 - Introduction to Psychology (3)

Major Courses  
36 Total Credits

- Complete:
  - CHE110 - Introduction to Community Health Education (3)
  - CHE220 - Communicable Diseases (3)
  - CHE300 - Methods and Materials in Health Education (3)
  - CHE350 - Program Administration (3)
  - CHE460 - Health Communication, Social Marketing, and Advocacy (3)
  - CHE490 - Community Health Capstone (3)
  - IHP200 - Wellness Across the Lifespan (3)
  - IHP330 - Principles of Epidemiology (3)
  - PHE327 - Research and Assessment in Public Health (3)
  - PHE340 - Social and Behavioral Health (3)
  - PHE423 - Evaluation Methods in Public Health (3)
  - PHE425 - Programming Planning in Public Health (3)

Major Electives  
12 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): CHE, IHP, or PHE within the range of course numbers 100 - 499
  - 9 credit(s) from subject(s): CHE, IHP, or PHE within the range of course numbers 300 - 499

Free Electives  
27 Total Credits

- 27 credit(s).

Grand Total Credits: **120**

## **Health Information Management (BS)**

### **Description**

Health Information (HI) professionals possess the knowledge, attitudes, and skills to facilitate effective integration of technology in healthcare organizations. Healthcare organizations rely on health information systems to support legal, fiscal, human, and regulatory processes. HI professionals are needed for the implementation and ongoing management of health information systems. The provisions of the American Recovery and Reinvestment Act (ARRA) require healthcare organizations to develop and transition to “meaningful” use of electronic health records by 2014. However, data from the US Bureau of Labor Statistics (BLS’s) projects that the number of active HI professionals will fall well below the necessary level to accomplish this transformation. This shortfall is due to an aging workforce, coupled with an insufficient number of graduates from too few HI academic programs (AHIMA, & AMIA, 2006). The AHIMA calls upon leaders of the healthcare industry and federal and state governments to support and fund the education necessary to ensure adequate numbers of HI professionals are in place to provide access to accurate, complete health information in this transitional electronic environment, and to manage, sustain, and improve our nation’s use of health information in the years to come (AHIMA, & AMIA, 2006). The goal of this program is to help close the gap between supply and demand of HI professionals. The Professional Practice portion of the program is designed to prepare students for Health Information Management (HIM) careers by providing students with hands-on experience. Students will choose either a traditional on-site internship with a preceptor or a hybrid internship which includes working with a preceptor on an off-site project and participating in an online simulation. HIM professionals are highly trained individuals who know how to analyze data which will help improve patient care and control costs (AHIMA, n.d.). HIM professionals work in a variety of settings and job titles serving as analysts, trainers, HIM managers, connecting clinical, operational, and administrative functions. By using skilled HIM professionals, organizations are assured of having the right information on hand and maintains the highest standards of data integrity, confidentiality, and security (CAHIIM, n.d.).

### **Program Outcomes**

1. Apply health data structure, standards, and regulations, to manage clinical classification systems and reimbursement
2. Analyze the uses, risks, and management of health statistics and biomedical

research data and their support to performance improvement programs

3. Interpret and apply current laws, regulations, policies, and healthcare ethics as they relate to decision-making in healthcare delivery and systems
4. Implement and manage hardware and software technologies to ensure effective data collection, storage, analysis, and reporting of information
5. Evaluate information system applications (databases, selection processes, service applications, etc.) for their capacity to meet the needs of health care organizations
6. Using current management principles, and recognizing limits on human and financial resources, propose solutions and develop project management plans to solve organizational challenges

## **Requirements**

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- BIO210 - Introduction to Anatomy and Physiology (3)
- IHP340 - Statistics for Healthcare Professionals (3)

Major Courses

57 Total Credits

- Complete:
  - HCM205 - Medical Terminology (3)
  - HCM340 - Healthcare Delivery Systems (3)
  - HCM345 - Healthcare Reimbursement (3)
  - HIM200 - Introduction to Health Information Technology (3)
  - HIM215 - Coding & Classification Systems (3)
  - HIM220 - Healthcare Data Management (3)
  - HIM350 - Communication and Technologies (3)
  - HIM360 - Coding and Classifications Systems II (3)
  - HIM400 - Communication and Technologies II (3)
  - HIM422 - Ethical and Legal Considerations in Health Information Management (3)
  - HIM440 - Management of Health Information Services (3)
  - HIM445 - Professional Practical Experience (3)
  - HIM480 - Health Information Management Capstone (3)
  - IHP310 - Pathophysiology and Pharmacology Concepts (3)
  - IHP430 - Healthcare Quality Management (3)
  - IHP450 - Healthcare Management and Finance (3)
  - IT201 - Computer Platform Technologies (3)
  - IT204 - Introduction to Data and Information Management (3)
  - OL211 - Human Resource Management (3)

Free Electives

18 Total Credits

- 18 credit(s).





## **Health Information Management (MS)**

### **Description**

The Master of Science in Health Information Management (HIM) program is designed for professionals in HIM or related fields, or for those who hold an undergraduate degree in HIM or Health Information Technology (HIT). This program works to build upon essential skills sought in today's HIM workplace, including leadership, critical thinking, communications, and problem solving. The curriculum utilizes an approach that focuses on information governance, data protection, health informatics, revenue management, compliance, healthcare law, ethics, and analytics.

### **Program Outcomes**

1. Evaluate and create data management policies and procedures that help ensure data accuracy and integrity through focused attention on the application of health information management principles
2. Ensure the integrity and privacy of patient data through advanced technology solutions and ethical and legal practices in all aspects of the health information management profession
3. Leverage advanced data analytics, statistical, and research techniques and technologies in health care enterprise planning and decision making
4. Develop strategic and operational models for managing reimbursements and the revenue cycle in healthcare enterprises, adhering to current regulations
5. Formulate health information compliance programs that integrate data analytics and ensure compliance and fraud mitigation in healthcare organizations
6. Develop leadership approaches in relation to healthcare enterprise strategic goals that foster collaboration across functional areas and guide organizations through adversity and change

### **Requirements**

Major Courses  
36 Total Credits

- Complete:
  - HIM510 - HIM Applications and Systems (3)
  - HIM520 - Leading as a HIM Professional (3)
  - HIM530 - Information Protection & Security in HIM (3)
  - HIM540 - Health Information Governance (3)
  - HIM550 - Data Management and Data Quality (3)
  - HIM560 - HIM Informatics and Technology Infrastructure (3)
  - HIM600 - Managing Compliance (3)
  - HIM660 - HIM Strategic Planning and Financial Management (3)
  - HIM675 - Research Methods and Evaluation (3)
  - HIM680 - Advanced Topics in HIM I (3)
  - HIM685 - Advanced Topics in HIM II (3)
  - HIM690 - Health Information Management Capstone (3)

Grand Total Credits: **36**

## **Health Sciences (BS)**

### **Description**

The Bachelor of Science in Health Sciences is a transfer-friendly degree completion program targeting Associate degree holders in the Allied Health Sciences discipline. The program's design facilitates the transfer of prior clinical coursework typically found in degrees such as an Associate of Applied Science. The program is open only to graduates and degree holders of an Associate degree in the Allied Health field. The Allied Health Sciences encompasses a variety of occupations including diagnostic technicians and technologists, emergency medical technicians, medical assistants, dental hygienists, laboratory technicians and nuclear medicine technologists. The program builds on prior coursework and provides current practitioners with the competencies to qualify for supervisory and managerial roles in their respective fields. The Bachelor of Science in Health Sciences is designed for motivated professionals who have earned an allied-health related associate's degree and have a desire to advance in their careers. The degree program is structured to maximize the student's transfer of credit while at the same time ensuring the student benefits from a broad general curriculum as well as specific healthcare-related courses designed to develop a managerial perspective. The program recognizes that individuals admitted into the program possess an academic focus in their technical/clinical area. Students will find that the B.S. in Health Sciences accepts as transferable credit, acceptable college level courses in both general education / liberal arts as well as the applied sciences within their clinical focus area. This is of particular benefit to those graduating with an Associate of Applied Science. The Bachelor of Science in Health Sciences builds upon this prior learning to prepare the graduate to assume supervisory or managerial roles in healthcare.

### **Program Outcomes**

1. Engage diverse health care stakeholders using communications that reflect keen interpersonal skills, effective collaboration practices, and deep cultural competence
2. Demonstrate knowledge of microeconomic, macroeconomic and financial principles through monitoring and utilization of financial and economic data for decision-making and strategic planning
3. Utilize principles and functions of management to foster organizational development, promote effective use of human resources, and enhance operations
4. Assess contemporary policies, regulations, and governance structures relevant to the United States health care delivery system and their implications for ethical decision-making
5. Promote dynamic organizational cultures that establish strategic visions, methodically analyze and interpret data based on sound epidemiological and statistical principles, and embrace change for continuous health care quality improvement
6. Demonstrate the application of healthcare management principles to improve the delivery of patient care within their technical discipline/department

### **Requirements**

Transfer Requirements

21 Total Credits

- Complete all of the following
  - Transfer from an Associate Degree in an Allied Health discipline.
  - 21 credit(s).

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- BIO210 - Introduction to Anatomy and Physiology (3)
- IHP340 - Statistics for Healthcare Professionals (3)

Major Courses

21 Total Credits

- Complete:
  - HCM320 - Healthcare Economics (3)
  - HCM340 - Healthcare Delivery Systems (3)
  - HCM345 - Healthcare Reimbursement (3)
  - HCM400 - Healthcare Finance (3)
  - HCM491 - Health Sciences Capstone (3)
  - IHP420 - Ethical and Legal Considerations of Healthcare (3)
  - IHP430 - Healthcare Quality Management (3)

Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## **Healthcare Administration (BS)**

### **Description**

Healthcare is the largest industry in the United States and the second largest employer, with more than 11 million jobs (AUPHA). Healthcare managers, administrators and executives are responsible for planning, directing, and coordination health services for the populations they serve at the micro, meso and macro levels. Healthcare administration professionals provide leadership in hospitals, physician group practices, skilled nursing facilities, home health and other community agencies. Healthcare Administration (HCA) professionals possess the knowledge, attitudes, and skills to successfully lead healthcare organizations while working closely with clinicians to ensure the highest quality of care is provided in a fiscally responsible manner. The B.S. Healthcare Administration program has been developed in alignment with Association of University Programs in Health Administration (AUPHA). Content areas selected for the B.S. Healthcare Administration program represent the core body of knowledge identified by AUPHA as being essential for the Healthcare Administrator.

Competencies are the skills, knowledge and abilities that healthcare administrators need to master and transcend organizational settings (Healthcare Leadership Alliance, 2010). Upon completion of the B.S. Healthcare Administration program, graduates will demonstrate the four competencies identified by AUHPA as critical to their success including the following: communication (written and oral); computational skills (mathematics and quantification); critical thinking (ability to analyze problems); and societal and cultural context (historical, philosophical, social, cultural, economic, political, and scientific foundations). The Healthcare Leadership Alliance (HLA) created the HLA Competency Directory which provides an interactive tool to ensure current and future healthcare leaders have the training and expertise needed to manage the nation's healthcare organizations. The HLA is comprised of the following professional organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSS); and the Medical Group Management Association (MGMA). The AUPHA competencies are in alignment with the competencies identified as critical by the Healthcare Leadership Alliance. Through meeting Program Outcomes, graduates from the B.S. Healthcare Administration program will demonstrate these competencies.

### **Program Outcomes**

1. Engage diverse health care stakeholders using communications that reflect keen interpersonal skills, effective collaboration practices, and deep cultural competence
2. Demonstrate knowledge of microeconomic, macroeconomic and financial principles through monitoring and utilization of financial and economic data for decision-making and strategic planning
3. Utilize principles and functions of management to interpret market analyses for strategic planning and to foster organizational development, promote effective use of human resources, and enhance operations
4. Propose recommendations to improve the effectiveness and integration of information management systems at the various levels of health care organizations and achieve organizational goals
5. Assess contemporary policies, regulations, and governance structures relevant to the United States health care delivery system for their impacts to populations' health and their implications for ethical decision-making
6. Promote dynamic organizational cultures that establish strategic visions, methodically analyze and interpret data based on sound epidemiological and statistical principles, and embrace change for continuous health care quality improvement

### **Requirements**

General Education Courses  
45 Total Credits

- 45 credit(s) from:

Must include:

- BIO210 - Introduction to Anatomy and Physiology (3)
- IHP340 - Statistics for Healthcare Professionals (3)
- IT210 - Business Systems Analysis and Design (3)

Major Courses

45 Total Credits

- Complete:
  - HCM320 - Healthcare Economics (3)
  - HCM325 - Healthcare Marketing (3)
  - HCM340 - Healthcare Delivery Systems (3)
  - HCM345 - Healthcare Reimbursement (3)
  - HCM400 - Healthcare Finance (3)
  - HCM415 - Healthcare Strategic Management and Policy (3)
  - HCM440 - Healthcare Research and Evaluation Methodologies (3)
  - HCM490 - Healthcare Administration Capstone (3)
  - IHP330 - Principles of Epidemiology (3)
  - IHP410 - Population Health and Cultural Competence (3)
  - IHP420 - Ethical and Legal Considerations of Healthcare (3)
  - IHP430 - Healthcare Quality Management (3)
  - OL125 - Human Relations in Administration (3)
  - OL211 - Human Resource Management (3)
  - OL342 - Organizational Behavior (3)

Major Electives

9 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): CHE, HCM, HIM, IHP, OL, PHE, or QSO within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): CHE, HCM, HIM, IHP, OL, PHE, or QSO within the range of course numbers 300 - 499

Free Electives

21 Total Credits

- 21 credit(s).

Grand Total Credits: **120**

## **Healthcare Administration (BS) - Health Information Management (Concentration)**

### **Description**

The concentration in Health Information Management builds on the knowledge, attitudes, and skills developed in the core Healthcare Administration degree by focusing on the effective integration of technology in healthcare organizations. Students will be exposed to the design and use of medical databases, as well as how to implement business rules and data modeling to develop effective medical information management systems. Students will also engage in assignments focused on long and short-term planning, operations, maintenance and forecasting in healthcare organizations.

### **Requirements**

- Complete:
  - HIM220 - Healthcare Data Management (3)
  - HIM350 - Communication and Technologies (3)
  - HIM425 - Healthcare IT Infrastructure and Network Management (3)

Grand Total Credits: **9**

## **Healthcare Administration (BS) - Patient Safety and Quality (Concentration)**

### **Description**

The concentration in Patient Safety and Quality focuses on the development and use of techniques to raise patient quality and safety awareness within healthcare organizations, including the various factors that impact patient safety and quality and their inter-relationships.

### **Requirements**

- Complete:
  - IHP315 - Patient Safety Systems and Strategies (3)
  - IHP355 - Healthcare Regulatory Compliance and Accreditation (3)
  - IHP435 - Performance Improvement Measurement and Methodologies (3)

Grand Total Credits: **9**

## **Healthcare Administration (MS)**

### **Description**

Healthcare is the largest industry in the United States and the second largest

employer, with more than 11 million jobs (AUPHA). Healthcare Administration (HCA) professionals educated at the graduate level have a strong foundation in healthcare finance and economics, law, policy, performance and process improvement, leadership, informatics and strategic planning. The Healthcare Administrator provides leadership and strategic vision for the organization in collaboration with clinicians and internal and external stakeholders to ensure equitable healthcare quality and access to care. The M.S. Healthcare Administration program has been developed in alignment with Association of University Programs in Health Administration (AUPHA). Content areas selected for the M.S. Healthcare Administration program represent the core body of knowledge identified by AUPHA as being essential for the Healthcare Administrator. Competencies are the skills, knowledge and abilities that healthcare administrators need to master and transcend organizational settings (Healthcare Leadership Alliance, 2010). Upon completion of the M.S. Healthcare Administration program, graduates will demonstrate the four competencies identified by AUPHA as critical to their success including the following: communication (written and oral); computational skills (mathematics and quantification); critical thinking (ability to analyze problems); and societal and cultural context (historical, philosophical, social, cultural, economic, political, and scientific foundations). The Healthcare Leadership Alliance (HLA) created the HLA Competency Directory which provides an interactive tool to ensure current and future healthcare leaders have the training and expertise needed to manage the nation's healthcare organizations. The HLA is comprised of the following professional organizations: American College of Healthcare Executives (ACHE); American College of Physician Executives (ACPE); American Organization of Nurse Executives (AONE); Healthcare Financial Management Association (HFMA); Healthcare Information and Management Systems Society (HIMSS); and the Medical Group Management Association (MGMA). The AUPHA competencies are in alignment with the competencies identified as critical by the Healthcare Leadership Alliance. Through meeting Program Outcomes, graduates from the M.S. Healthcare Administration program will demonstrate these competencies.

### **Program Outcomes**

1. Demonstrate interpersonal skills, effective collaborative practices and cultural competence through meaningful verbal and written communication in individual and group interactions
2. Assimilate principles and functions of management to foster organizational development, promote effective use of human resources, enhance operations, and position the organization through application of market analysis
3. Integrate knowledge of microeconomic, macroeconomic and financial principles to monitor, analyze and interpret healthcare financial and economic data for decision-making and strategic planning
4. Appraise the effectiveness, utilization and integration of information management systems within the micro and meso systems of the organization
5. Translate the knowledge of U. S. Healthcare Delivery System, healthcare reimbursement, health policy, governance, and ethical considerations to promote population health and strategic planning at the organizational level
6. Propose strategies that foster a dynamic organizational culture that clearly defines its strategic vision, identifies opportunities, and methodically engages in data analysis using epidemiologic and statistical principles to support strategic planning, operations management, and continuous quality improvement

### **Requirements**



Foundation Courses

0 Total Credits

- Complete:
  - IHP515 - Population-Based Epidemiology (3)
  - OL500 - Human Behavior in Organizations (3)

Major Courses

36 Total Credits

- Complete:
  - HCM700 - Healthcare Administration Capstone (3)
  - HIM500 - Healthcare Informatics (3)
  - IHP501 - Global Health and Diversity (3)
  - IHP510 - Marketing, Communications Strategies and Outreach (3)
  - IHP525 - Biostatistics (3)
  - IHP604 - Healthcare Quality and Improvement (3)
  - IHP610 - Health Policy and Law (3)
  - IHP620 - Economic Principles of Healthcare (3)
  - IHP630 - Healthcare Finance and Reimbursement (3)
  - IHP670 - Program Design, Planning and Evaluation (3)
  - OL600 - Strategic Human Resource Management (3)
  - OL665 - Leading/Managing Not-For-Profit Orgs (3)

Grand Total Credits: **36**

## **Public Health (BS)**

### **Description**

The Centers for Disease Control and Prevention (CDC) notes that serious public health workforce shortages exist in disciplines that perform surveillance functions and the Association of Schools and Programs of Public Health (ASPH) estimates that 250,000 more public health workers will be needed by 2020 to meet these needs. Further complicating the workforce shortages is the need for a prevention and a population health perspective in healthcare educational programs (Institute of Medicine). The BS in Public Health program explores concepts of preventing disease, prolonging life, and improving health with a population-based focus. It provides a strong foundation in biological and social sciences with emphasis on evidence-based approaches in program assessment, planning and evaluation for the protection and improvement of the health of individuals, communities and populations. This program is aligned with the Council on Education for Public Health curriculum standards for baccalaureate programs to provide graduates with the core competencies for entry into the profession.

### **Program Outcomes**

1. Apply statistical constructs and epidemiological principles to recognize patterns and trends within the scope of public health
2. Apply fundamental public health strategies in assessment, planning, and prevention to improve the health, safety, and quality of life for people in their

communities

3. Articulate the efficacy of health programs targeted at improving healthcare access, quality, and delivery to ensure community and population health
4. Describe the fundamental social and behavioral frameworks in public health to identify health disparities and promote social justice
5. Develop a professional identity from which to make globally, socially, and ethically responsible public health decisions that are aligned with legal and organizational policy requirements
6. Design technical and professional communication strategies that promote effective public health campaigns

## **Requirements**

General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- BIO210 - Introduction to Anatomy and Physiology (3)
- IHP340 - Statistics for Healthcare Professionals (3)
- PSY108 - Introduction to Psychology (3)

Major Courses

36 Total Credits

- Complete:
  - HCM340 - Healthcare Delivery Systems (3)
  - IHP330 - Principles of Epidemiology (3)
  - IHP410 - Population Health and Cultural Competence (3)
  - IHP420 - Ethical and Legal Considerations of Healthcare (3)
  - PHE101 - Fundamentals of Public Health (3)
  - PHE321 - Biological Concepts for Public Health (3)
  - PHE327 - Research and Assessment in Public Health (3)
  - PHE330 - Public Health Education and Communication (3)
  - PHE340 - Social and Behavioral Health (3)
  - PHE423 - Evaluation Methods in Public Health (3)
  - PHE425 - Programming Planning in Public Health (3)
  - PHE489 - Public Health Capstone Communication (3)

Major Electives

12 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): CHE, HCM, IHP, or PHE within the range of course numbers 100 - 499
  - 6 credit(s) from subject(s): CHM, HCM, IHP, or PHE within the range of course numbers 300 - 499

Free Electives

27 Total Credits

- 27 credit(s).



## **Public Health (MS)**

### **Description**

The Master of Science in Public Health program provides the students with the knowledge and skills required for careers in public health research, teaching, and practice. Public Health is a discipline dedicated to preventing disease and promoting health. There is a strong demand for public health professionals and researchers to deal with chronic and emerging diseases, environmental health, health care policy and reform, and global health issues. This program provides students with the skills to conduct research, affect policy change and development, and implement successful public health programs. The Master of Science in Public Health is a widely recognized credential for those who are seeking leadership, teaching, and research positions in public health. The program includes a capstone experience.

### **Program Outcomes**

1. Solve population-based, health problems by applying statistical constructs and epidemiological principles to recognize patterns and trends within the scope of public health
2. Integrate assessment, monitoring, and prevention strategies to address environmental insults that improve the health, safety, and quality of life for people in their communities
3. Develop evidence-based, health program proposals targeted at improving healthcare access, quality, and delivery to ensure community health
4. Apply social and behavioral health science frameworks and research to evaluate the development and implementation of programs that change behaviors
5. Analyze public health policy and formulate communication outreach strategies to promote the health and social justice of individuals, communities, and populations
6. Evaluate the emerging public health issues and trends to develop initiatives that protect and promote the health of individuals, communities, and populations

### **Requirements**

Major Courses

27 Total Credits

- Complete:
  - IHP515 - Population-Based Epidemiology (3)
  - IHP525 - Biostatistics (3)
  - PHE500 - Principles of Public Health (3)
  - PHE505 - Research Methods in Public Health (3)
  - PHE525 - Social and Behavioral Sciences (3)
  - PHE540 - Principles of Environmental Health (3)
  - PHE610 - Health Policy and Management (3)
  - PHE630 - Program Planning and Evaluation in Public Health (3)
  - PHE690 - Public Health Capstone (3)

Major Electives or choose a Concentration

9 Total Credits

- 9 credit(s) from subject(s): HCM, HIM, IHP, or PHE

Grand Total Credits: **36**

## **Public Health (MS) - Global Health (Concentration)**

### **Description**

The concentration in Global Health provides students with a strong foundation in analyzing health issues in developing countries, assessing the root causes of health inequities in populations, addressing population health disparities, and critiquing global health interventions for their effectiveness. Integrating the global health practice domains instituted by the Association of Schools and Programs in Public Health (ASPPH), graduates will be prepared to understand the complexities of working in a global health environment, critically examine pressing global health issues, and create solutions to global health issues that are both meaningful, effective, and ethically sound.

### **Concentration Outcomes**

1. Apply global health concepts, theories, and principles to effectively address global health issues

### **Requirements**

- Complete:
  - PHE550 - Principles of Global Health (3)
  - PHE660 - Global Health Policy, Practice, and Partnerships (3)
  - PHE665 - Case Studies in Global Health (3)

Grand Total Credits: **9**

## **Liberal Arts**

## **American Studies (Minor)**

### **Requirements**

Required Courses

15 Total Credits

- Complete all of the following
  - 5 of the following:
    - FAS370 - American Art (3)
    - HIS245 - United States History since 1945 (3)
    - HIS270 - American Environmental History (3)
    - HIS319 - African-American History since the Civil War (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)
    - LIT314 - American Realism and Naturalism (3)
    - LIT315 - Twentieth Century American Literature and Beyond (3)
    - LIT350 - The Black Literary Tradition (3)
    - LIT450 - Seminar in American Literature (3)
    - POL210 - American Politics (3)
  - May also include FAS 301, HIS 254, LIT 313, LIT 328, LIT 335, POL 305, POL 306 and POL 348. These courses are no longer offered or they are only available to University College students, but may be taken in conjunction with the electives currently offered by the College of Online and Continuing Education.
  - NOTE: Maximum three (3) courses per subject.

Grand Total Credits: **15**

## **Art History (Minor)**

### **Requirements**

Required Courses

6 Total Credits

- Complete:
  - FAS201 - Introduction to Humanities I (3)
  - FAS202 - Introduction to Humanities II (3)

Electives

9 Total Credits

- Complete all of the following
  - 3 of the following:
    - FAS110 - Introductory Drawing (3)
    - FAS226 - Digital Photography (3)
    - FAS260 - History of Architecture (3)
    - FAS270 - Introduction to Film History (3)
    - FAS320 - History of Design (3)
    - FAS326 - History of Photography (3)
    - FAS342 - Modernism (3)
    - FAS370 - American Art (3)
    - FAS380 - Women, Art and Society (3)
  - May also include FAS 301, FAS 302, FAS 303, FAS 305, FAS 335, and FAS 345. These courses are no longer offered or they are only available to University College students, but may be taken in conjunction with the electives currently offered by the College of Online and Continuing Education.

Grand Total Credits: **15**

## **Communication (BA)**

### **Description**

The Communication major prepares students for a wide variety of fields including public relations, corporate communications and training, government relations, leadership tasks, 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. The concentrations in this program offer students the ability to further their skills in new media, public relations and professional writing.

### **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)
  - 2 of the following:
    - GRA310 - Digital Graphic Design for the Web (3)
    - HIS114 - United States History II: 1865-Present (3)
    - POL210 - American Politics (3)
    - PSY257 - Social Psychology (3)
    - SCI219 - Environmental Issues (3)
    - SOC328 - Sociology of Aging (3)

### Major Courses

21 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)
  - COM235 - Multimedia Journalism (3)
  - COM310 - Social Media (3)
  - COM430 - Organizational Communications (3)

### Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from the following:
  - COM232 - Desktop Publishing (3)



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- COM315 - Communication in the Digital Age (3)
- COM320 - Exploring World Cultures/Mass Media (3)
- COM325 - Editing for Media and Publication (3)
- COM329 - New Media Technologies (3)
- COM336 - Electronic Public Relations (3)
- COM340 - Writing for Public Relations (3)
- COM341 - Technical Writing (3)
- COM445 - Writing for New Media (3)
- COM448 - Media Ethics and Law (3)
- COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)
- COM476 - Corporate Communications Seminar (Capstone) (3)
- COM490 - Communication Internship (0 - 15)

Free Electives  
33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## **Communication (BA) - New Media (Concentration)**

### **Description**

The field and practice of communication is characterized by the continual evolutions of media technology and the impact that these changes have made on communication practices, relationships, and culture. Students who are seeking employment as a communication professional must be prepared to enter into a dynamic and shifting landscape of technology and media and approach these changes with technical savvy and an ethical mind. The concentration in New Media builds on the foundations of communication media and technology in the core Communication program and extends these ideas to the particular developments in new media technology, social media research and marketing, interpersonal development in mediated environments, and content production for new media platforms.

### **Concentration Outcomes**

1. Utilize professional communication skills and competencies in evaluating the appropriate use of new media technologies and developing dynamic content and marketing messages for a variety of contemporary audiences.

### **Requirements**

- Complete:
  - COM315 - Communication in the Digital Age (3)
  - COM329 - New Media Technologies (3)
  - COM445 - Writing for New Media (3)
  - MKT355 - Social Media Marketing Strategy (3)

Grand Total Credits: **12**

## **Communication (BA) - Professional Writing (Concentration)**

### **Description**

The Concentration in Professional Writing serves as an extension of the skills learned in the Communication core requirements and focuses on topics such as editing, copywriting, technical writing, and writing for specific media and audiences.

### **Concentration Outcomes**

1. Apply industry-specific writing and media formatting techniques in developing content appropriate for engaging different audiences

### **Requirements**

- Complete:
  - COM325 - Editing for Media and Publication (3)
  - COM340 - Writing for Public Relations (3)
  - COM341 - Technical Writing (3)
  - COM445 - Writing for New Media (3)

Grand Total Credits: **12**

## **Communication (BA) - Public Relations (Concentration)**

### **Description**

The field of public relations is a fast-paced and ever-changing combination of understanding the purpose of new media and technologies and learning how to develop and implement targeted communications to specific audiences. Students in the Public Relations Concentration will build on the skills developed in the Communication core by focusing on the ethical responsibilities of communication to a public audience using specified technological tools and multimedia platforms.

### **Concentration Outcomes**

1. Apply ethical communication strategies for developing public communications that utilize appropriate technological tools and multimedia platforms to reach a variety of audiences

### **Requirements**

- Complete:
  - COM336 - Electronic Public Relations (3)
  - COM340 - Writing for Public Relations (3)
  - COM448 - Media Ethics and Law (3)
  - COM452 - Public Relations Campaign Planning Seminar (Capstone) (3)

Grand Total Credits: **12**

## **Communication (MA)**

### **Description**

Technological advances present an exciting opportunity for a new type of communication professional that can effectively convey messages in a globalized society. The Master of Arts in Communication seeks to prepare students with the knowledge and skills that are most relevant to a wide variety of professions and organizations. Instead of focusing on particular technological tools, students will become self-directed learners that are fluent in the language of technology, thereby preparing them for the next major innovation—and, the one after that. In this way, the M.A. in Communication positions one as a "value add" to a range of employers within and outside of the traditional communication field. Graduates of the degree program could potentially pursue careers in public relations, business, writing, journalism, marketing, health, entertainment, politics, education, and many other fields.

### **Program Outcomes**

1. Apply moral reasoning to make ethically sound and socially responsible choices that are consistent with a cogent personal framework and accepted standards in the field of communication
2. Utilize multiple appropriate, strategic approaches in making decisions, formulating solutions, and solving problems that reflect creativity and versatility of thought
3. Engage diverse audiences effectively through an open-minded, empathetic treatment of different cultural perspectives and an awareness of self and one's impact in a global, interdependent age
4. Integrate multiple communication technologies and collaborate in communities of practice to carefully curate shared messages while generating new meaning
5. Create, manage, and grow an authentic, personal brand with purpose and savvy using innovative communication strategies, professional networks, and relevant tools and technology
6. Employ a broad, contemporary knowledge base, self-directed learning skills, and a practiced adaptability to remain on the cutting edge of the communication field as an empowered agent of change

### **Requirements**

Major Courses  
24 Total Credits

- Complete:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)
  - COM530 - Law & Ethics: A Line in the Sand (3)
  - COM540 - Second Self: Identity & Personal Brands (3)
  - COM600 - Communication for Leadership (3)
  - COM610 - More than Words: Communication by Design (3)
  - COM620 - Strategic Communication in a New Age (3)
  - COM690 - Communication Capstone (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from subject(s): COM

Grand Total Credits: **36**

## **Communication (MA) - New Media and Marketing (Concentration)**

### **Description**

Today's Communications professional faces an ever-changing technological industry. The digital realm allows us to reach a global audience with a single tweet or post. Composing and curating content for these new media platforms are essential skills for a successful career. Students of the New Media and Marketing Concentration will build on the Communications core curriculum and gain experience with the latest developments in technology, interpret social catalysts that drive technological change, and learn best practices for producing social media campaigns.

### **Concentration Outcomes**

1. Develop new media marketing campaigns that integrate a variety of media tools and resources with curated content for effectively communicating marketing messages to contemporary audiences

### **Requirements**

- Complete:
  - COM565 - Communication with Media Technology (3)
  - COM566 - Pen to Platform (3)
  - COM567 - Digital Tools and Teams (3)
  - COM568 - New Media Campaign Design & Marketing (3)

Grand Total Credits: **12**

## **Communication (MA) - Public Relations (Concentration)**

### **Description**

Public Relations Specialists stand at the forefront of the media landscape, witness to continuous developments in social media and communications technology. As intermediary between business corporations and their respective clients, PR Specialists navigate unique challenges and opportunities developing and executing relevant public relations campaigns. Building on the Communications core curriculum students in the Public Relations Concentration will gain academic and practical experience while developing proficiency in the relevant tools and technology to mount effective campaigns and management strategies to communicate efficiently with co-workers, clients, and the general public.

### **Concentration Outcomes**

1. Develop targeted and persuasive messaging, effective campaign management practices, and crisis communication strategies using a variety of media technologies and resources

### **Requirements**

- Complete:
  - COM655 - Reputation Management: Building a Brand (3)
  - COM656 - Spread the Word: Social Media Practices (3)
  - COM657 - Crisis Communication in a 24/7 World (3)
  - COM658 - Integrated Public Relations Campaigns & Measurement (3)

Grand Total Credits: **12**

## **Communication (Minor)**

### **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**

The online degree in Creative Writing and English provides students with opportunities to cultivate and improve upon their unique writing craft. With a catalogue of courses in creative writing and literature, students utilize literary analysis to inform their imaginative application of storytelling elements. Published writers, professional editors and publishers, and established literary critics guide students through their work in SNHU's primary writing genres: fiction, nonfiction, screenwriting, and poetry. After advanced study in this program, students will have essential writing and critical thinking skillsets that translate to a wide range of professions, including journalism, editing, copywriting, publishing, filmmaking, and more.

## **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
  - 6 credit(s) from subject(s): LIT within the range of course numbers 100 - 299
  - 1 of the following:
    - COM212 - Public Speaking (3)
    - HIS114 - United States History II: 1865-Present (3)
    - PHL210 - Introduction to Philosophy (3)

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)
    - LIT319 - Shakespeare (3)
  - 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 299

- 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:
  - 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
  - Exception(s):
    - ENG421 - New Media: Writing and Publishing (3)
  - NOTE: Students in the Fiction Writing concentration must take ENG 421 in the concentration, in place of ENG 431 in the major.
  - Complete:
    - ENG329 - Fiction Writing Workshop (3)
    - ENG349 - Intermediate Fiction Writing Workshop (3)
    - ENG359 - Advanced Fiction Writing Workshop (3)

Grand Total Credits: **9**

## **Creative Writing and English (BA) - Non-Fiction Writing (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG421 - New Media: Writing and Publishing (3)
  - NOTE: Students in the Non-Fiction Writing concentration must take ENG 421 in the concentration, in place of ENG 431 in the major.
  - Complete:
    - ENG330 - Nonfiction Writing Workshop (3)
    - ENG341 - Intermediate Nonfiction Writing Workshop (3)
    - ENG351 - Advanced Nonfiction Writing Workshop (3)

Grand Total Credits: **9**

## **Creative Writing and English (BA) - Poetry (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG421 - New Media: Writing and Publishing (3)
  - NOTE: Students in the Poetry concentration must take ENG 421 in the concentration, in place of ENG 431 in the major.
  - Complete:
    - ENG328 - Poetry Writing Workshop (3)
    - ENG348 - Intermediate Poetry Writing Workshop (3)
    - ENG358 - Advanced Poetry Writing Workshop (3)

Grand Total Credits: **9**



## **Creative Writing and English (BA) - Screenwriting (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG421 - New Media: Writing and Publishing (3)
  - NOTE: Students in the Screenwriting concentration must take ENG 421 in the concentration, in place of ENG 431 in the major.
  - Complete:
    - ENG323 - Introduction to Screenwriting Workshop (3)
    - ENG347 - Intermediate Screenwriting Workshop (3)
    - ENG357 - Advanced Screenwriting Workshop (3)

Grand Total Credits: **9**

## **Creative Writing (MFA)**

### **Description**

The online Master of Fine Arts in Creative Writing provides broad access to writers to pursue a genre-focused, entirely online education that embraces practicality, diversity, and community. In choosing from four fiction genre tracks (contemporary, romance, young adult, and speculative) the SNHU online MFA brings together talented faculty and industry professionals to guide students in preparation for the art and business of writing in a realistic 21st century context. In doing so, students produce tangible works that build their resume as professional writers, including a finished, revised full-length novel. Students study elements of storytelling, including a keen focus on the aspects and specialties of their chosen genre, participating in genre-specific courses, and engaging as a literary citizen through genre-driven communities and practices. Employing a workshop format, the SNHU online MFA teaches students to revise and reflect on their art while learning the print and digital business models they need to support their creative endeavors. In addition, students choose one of two certificate options as they move through the online MFA program in either Professional Writing or Online Teaching of Writing. A hallmark of the SNHU online MFA is its focus on practicality and helping students understand the myriad of careers available to writers today. Students learn business skills that both help them develop an audience for their work as well support career aspirations in areas such as marketing, publishing, managing, content writing, teaching, and freelancing. Coursework includes the fundamentals of building a writer's platform, the use of social media tools, and copywriting. As students develop their writing skills, they also develop an understanding of the publishing landscape and how to position themselves in it. Throughout the program, students gain the confidence and flexibility to adapt to the ever-changing literary landscape.

### **Program Outcomes**

1. Create publishable works of fiction in specific genre by effectively controlling and manipulating the elements of storytelling
2. Hone one's own writing process and craft through practice, constructive workshopping, and reflection
3. Synthesize the literature and history of one's chosen genre for situating oneself in the literary landscape
4. Leverage a realistic understanding of the publishing ecosystem in achieving business and artistic goals
5. Explore viable, current writing career opportunities that enhance and sustain one's experiences as a professional author
6. Build a writer's platform that advances artistic and career goals and is grounded in literary citizenship

## **Requirements**

Required Courses

48 Total Credits

- Complete all of the following
  - Complete:
    - MFA505 - Introduction to the Online MFA (3)
    - MFA507 - Advanced Studies in Literature (3)
    - MFA509 - Storytelling (3)
    - MFA514 - Advanced Studies in Genre Literature (3)
  - 1 of the following:
    - MFA524 - Contemporary Fiction Writing I (3)
    - MFA525 - Romance Fiction Writing I (3)
    - MFA526 - Young Adult Fiction Writing I (3)
    - MFA527 - Speculative Fiction Writing I (3)
  - Complete:
    - MFA600 - The Publishing Ecosystem (3)
    - MFA602 - The Business of Writing (3)
    - MFA604 - Finding and Reaching an Audience (3)
    - MFA606 - Copy and Content Writing (3)
    - MFA608 - Editing and Coaching (3)
  - 1 of the following:
    - MFA624 - Contemporary Fiction Writing II (3)
    - MFA625 - Romance Fiction Writing II (3)
    - MFA626 - Young Adult Fiction Writing II (3)
    - MFA627 - Speculative Fiction Writing II (3)
  - Complete:
    - MFA700 - Thesis Writing I (3)
    - MFA701 - Thesis Writing II (3)
    - MFA702 - Thesis Writing III (Capstone) (3)
  - 2 of the following:
    - MFA630 - Writing Short Works (3)
    - MFA640 - Engaging Online Writing Students (3)
    - COM510 - The Vantage Point: Knowledge & New Media (3)
    - ENG670 - Seminar in Writing Instruction (3)

- ENG675 - Online Teaching Experience (3)
- MKT555 - Social Media Marketing (3)
- MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)
- MKT665 - Digital Story Telling and Branding (3)

Grand Total Credits: **48**

## **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)
  - 3 credit(s) from subject(s): LIT within the range of course numbers 300 - 399
  - ENG 480 may also be taken as an elective. This course is no longer offered or it is only available to University College students, but may be taken in conjunction with the electives currently offered by the College of Online and Continuing Education.

Grand Total Credits: **15**

## **Digital Photography (AA)**

### **Description**

The AA in Digital Photography at Southern New Hampshire University provides students the technical skills of digital camera operation, lighting, and post-production image editing while also developing a strong business acumen. Students of the AA Digital Photography Program will be current practitioners within the commercial industry seeking a degree and/or those who seek to establish the necessary foundation for a career as a commercial photographer. The AA Digital Photography Program equips students with knowledge of the latest technology as they focus their

study on developing or furthering the necessary skills for a career in commercial photography. Coursework within the AA Digital Photography Program scaffolds projects with a focus on students building the necessary skill set to produce work typical of industry standards while also establishing a creative voice, brand identity, and ethical practice. The goal of the AA in Digital Photography is to promote professional development and to prepare students for a career in commercial photography.

### **Program Outcomes**

1. Develop professional skills and behaviors that are aligned with legal and ethical standards and best practices of the photographic industry
2. Employ industry-appropriate tools and techniques in capturing, editing, and delivering high quality photographic works
3. Employ the elements and principles of art and design in making informed formal and conceptual decisions in photography
4. Communicate ideas and themes to specific audiences by applying a creative, client-centered approach to the creation of photographic works

### **Requirements**

#### General Education Courses

21 Total Credits

- 21 credit(s) from:

Must include:

- ENG122 - English Composition I (3)
- ENG123 - English Composition II (3)
- FAS202 - Introduction to Humanities II (3)
- HIS100 - Perspectives in History (3)
- MAT125 - Quantitative Reasoning & Problem Solving (3)
- SCS100 - Perspectives in the Social Sciences (3)
- SNHU107 - Success Strategies for Online Learning (3)

#### Major Courses

27 Total Credits

- Complete:
  - COM130 - Media Communication and Visual Literacy (3)
  - FAS226 - Digital Photography (3)
  - FAS235 - Photographic Practice in the Digital Age (3)
  - FAS240 - The Business of Photography (3)
  - FAS255 - Lighting for Photography (3)
  - FAS326 - History of Photography (3)
  - FAS375 - Photographic Aesthetic Concepts (3)
  - GRA101 - Basic Design and Color Theory (3)
  - GRA220 - Introduction to Digital Imaging (3)

#### Free Electives

12 Total Credits

- 12 credit(s).

## **Digital Photography (BA)**

### **Description**

The BA in Digital Photography provides students with a strong foundation in the technical skills of digital camera operation, lighting, and post-production image editing while developing students' visual literacy, artistic talents, and foundation in the humanities. Graduates will be equipped with knowledge of the latest technology as they explore various genres of the photographic medium for possible career options after graduation. Because the degree is grounded in the Liberal Arts, students will be well versed with skills in written and oral communication, critical thinking and creative problem solving, and the ethical, dispositional, and collaborative abilities to succeed in the professional realm. Students enrolled in this program will develop a professional portfolio for career advancement and personal fulfillment. This program is especially designed for students who have artistic talent and/or professional interests in the field and also seek creative, meaningful, and practical employment upon graduation.

### **Program Outcomes**

1. Create, manage, and grow an authentic, personal aesthetic and brand using professional networks and relevant tools and technologies
2. Cultivate skills and behaviors that foster professional success while adhering to legal and ethical standards of the photographic industry
3. Critique photographic works through historical, social, and political contexts to assess their impact on contemporary culture and one's personal vision
4. Employ industry-appropriate tools and techniques in capturing, editing, and delivering high quality photographic works
5. Employ the elements and principles of art and design in analyzing formal, aesthetic, and conceptual decisions in photography
6. Create photographic works that effectively communicate ideas, emotions, and messages to diverse audiences

### **Requirements**

General Education Courses  
45 Total Credits

- 45 credit(s) from:
  - Must include:
    - FAS202 - Introduction to Humanities II (3)

Arts and Sciences Courses  
9 Total Credits

- Complete all of the following
  - Complete:
    - GRA101 - Basic Design and Color Theory (3)
    - FAS326 - History of Photography (3)

- 1 of the following:
  - FAS110 - Introductory Drawing (3)
  - FAS260 - History of Architecture (3)
  - FAS270 - Introduction to Film History (3)
  - FAS320 - History of Design (3)

#### Major Courses

33 Total Credits

- Complete:
  - COM130 - Media Communication and Visual Literacy (3)
  - COM310 - Social Media (3)
  - FAS226 - Digital Photography (3)
  - FAS235 - Photographic Practice in the Digital Age (3)
  - FAS240 - The Business of Photography (3)
  - FAS255 - Lighting for Photography (3)
  - FAS360 - Innovations in Digital Imaging (3)
  - FAS375 - Photographic Aesthetic Concepts (3)
  - FAS400 - Digital Narratives and Documentary (3)
  - FAS485 - Digital Photography Portfolio (3)
  - GRA220 - Introduction to Digital Imaging (3)

#### Free Electives

33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## English and Creative Writing (MA)

### Description

The Master of Arts in English and Creative Writing fuses literary study with creative storytelling, guiding students through the art of the writing craft in four possible genres – fiction, nonfiction, screenwriting, and poetry – or a comprehensive capstone experience. Students have the opportunity to investigate and develop creative works that can contribute to their professional advancement. With additional study in teaching methodologies and language, as well as electives ranging from genre fiction to editing, students gain skillsets that contribute to a wide range of possible careers, including professional writing, editing, literary research, and higher education. This M.A. degree from Southern New Hampshire University also prepares graduates for further studies in a terminal degree track, such as a Ph.D. or an M.F.A.

### Program Outcomes

1. Integrate principles drawn from evaluation of form, language, literary and cultural contexts, and historical traditions of classic and contemporary literary works into one's personal style and voice
2. Embrace and integrate an iterative, critical, and peer-based approach into the

creative process for developing personal voice and the creation of original literary works of publishable quality

3. Maintain a reflective perspective on and articulate with analytic language one's goals, process, and ethos as a creative writer
4. Infuse current technologies into the writing process both as a stylistic tool and as a vehicle in the promotion of one's literary work
5. Cultivate a professional identity that promotes confident self-presentation in multiple media formats and contributes to one's advancement in the literary world

## **Requirements**

Major Courses

30 Total Credits

- Complete all of the following
  - Complete:
    - ENG510 - Studying the Craft (3)
    - ENG520 - Story and Concept (3)
    - ENG550 - Graduate Studies in English Language (3)
    - ENG690 - English and Creative Writing Capstone (3)
    - LIT500 - Graduate Studies in Literary Theory (3)
  - 1 of the following:
    - ENG670 - Seminar in Writing Instruction (3)
    - ENG675 - Online Teaching Experience (3)
  - 6 credit(s) from subject(s): LIT within the range of course numbers 500 - 699
  - 2 of the following:
    - ENG523 - Screenwriting Fundamentals (3)
    - ENG528 - Poetry Fundamentals (3)
    - ENG529 - Fiction Fundamentals (3)
    - ENG530 - Non-Fiction Fundamentals (3)
    - ENG531 - Fiction and Film (3)
    - ENG532 - Studies in Place & Setting (3)
    - ENG533 - Genres: Fantasy, Sci-Fi, and Other Popular Fiction (3)
    - ENG540 - Contemporary Writers and Publishing (3)
    - ENG542 - The Editor (3)

Major Electives or choose a Concentration

6 Total Credits

- 2 of the following:
  - ENG523 - Screenwriting Fundamentals (3)
  - ENG528 - Poetry Fundamentals (3)
  - ENG529 - Fiction Fundamentals (3)
  - ENG530 - Non-Fiction Fundamentals (3)

Grand Total Credits: **36**

## **English and Creative Writing (MA) - Fiction (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG529 - Fiction Fundamentals (3)
  - NOTE: Students in the Fiction concentration must take ENG 529 as part of the concentration in place of ENG 690 in the major.
  - Complete:
    - ENG549 - Fiction Thesis Writing (3)
    - ENG559 - Fiction Thesis Completion (3)

Grand Total Credits: **6**

## **English and Creative Writing (MA) - Non-Fiction (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG530 - Non-Fiction Fundamentals (3)
  - NOTE: Students in the Non-Fiction concentration must take ENG 530 as part of the concentration in place of ENG 690 in the major.
  - Complete:
    - ENG541 - Non-Fiction Thesis Writing (3)
    - ENG551 - Non-Fiction Thesis Completion (3)

Grand Total Credits: **6**



## **English and Creative Writing (MA) - Poetry (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG528 - Poetry Fundamentals (3)
  - NOTE: Students in the Poetry concentration must take ENG 528 as part of the concentration in place of ENG 690 in the major.
  - Complete:
    - ENG548 - Poetry Thesis Writing (3)
    - ENG558 - Poetry Thesis Completion (3)

Grand Total Credits: **6**

## **English and Creative Writing (MA) - Screenwriting (Concentration)**

### **Requirements**

- Complete all of the following
  - Exception(s):
    - ENG523 - Screenwriting Fundamentals (3)
  - NOTE: Students in the Screenwriting concentration must take ENG 523 as part of the concentration in place of ENG 690 in the major.
  - Complete:
    - ENG547 - Screenwriting Thesis Writing (3)
    - ENG557 - Screenwriting Thesis Completion (3)

Grand Total Credits: **6**

## **English Language and Literature (BA)**

### **Description**

There is immense power in the written word. Texts have served as the foundation of nations. They've inspired revolts, sparked movements, and established unlikely unions. How, exactly, did seminal works inspire monumental acts? With an emphasis on critical thinking, analysis, and audience-appropriate writing, SNHU's BA in English Language and Literature degree gives students what they need to help them investigate and harness the power of the written word. Students also gain essential communication and research skills that are prized by employers. Possible careers include professional writing, editing, publishing, marketing, law, communication, politics, and more

### **Program Outcomes**

## College of Online and Continuing Education 2017-2018

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
  - 6 credit(s) from subject(s): LIT within the range of course numbers 100 - 299
  - 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)
    - LIT319 - Shakespeare (3)
  - 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
  - 1 of the following:
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)

- ENG329 - Fiction Writing Workshop (3)
- ENG330 - Nonfiction Writing Workshop (3)
- Complete 1 of the following
  - 6 credit(s) from subject(s): LIT within the range of course numbers 300 - 499
  - Complete:
    - LIT485A - Senior Thesis in Literature (3)
    - LIT485B - Senior Thesis in Literature (3)

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**

## English (MA)

### Description

Literature stands the test of time. Seminal works created centuries ago have morphed and shifted, their meaning and themes altered to new audiences, but they have carried on with power and influence. Why have certain texts emerged to popular reception, whether positive or negative? Why have certain texts evolved over time? What themes continue to be explored across cultures and periods? How will we cement our place in the future through our development and study of literature? These are just some of the guiding questions in Southern New Hampshire University's MA English degree. With a multitude of courses in American, British, Global, and Ethnic literature, among others, students can tailor the program to fit their specialized interests. Through critical analysis and professional writing, students investigate texts and topics with the goal of adding to the current body of critical work. Upon completion of the MA English degree,

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students might pursue a doctoral degree in literature, teach at the community college or secondary levels, earn a professional degree in law or business, or work in publishing or public relations.

### **Program Outcomes**

1. Evaluate, synthesize, and incorporate various theoretical arguments into original interpretation of literary texts
2. Demonstrate expertise in a literary subject and articulate new potential connections between language/literature and social and cultural history
3. Articulate several theoretical approaches to literature and apply both theory and form to primary texts, for purpose of informed, original interpretations that contribute to the field of study
4. Compose essays of significant depth that involve researching, evaluating, and integrating a variety of literary sources into scholarly papers, each containing an extended, cohesive and original literary argument that contributes to the field of study
5. Produce scholarship that adds to others' aesthetic appreciation for literature and articulates the critical role it plays in culture and society

### **Requirements**

Major Courses  
36 Total Credits

- Complete all of the following
  - Complete:
    - ENG550 - Graduate Studies in English Language (3)
    - ENG555 - Composition Theory & Teaching of Writing (3)
    - LIT500 - Graduate Studies in Literary Theory (3)
    - LIT502 - Topics in American Literature (3)
    - LIT503 - Topics in British Literature (3)
    - LIT652 - Graduate Seminar in Global Literature (3)
    - LIT690 - Master of Arts in English Capstone (3)
  - 1 of the following:
    - LIT650 - Graduate Seminar in American Literature (3)
    - LIT651 - Graduate Seminar in British Literature (3)
  - 1 of the following:
    - LIT512 - Graduate Studies in Early American Literature (3)
    - LIT513 - Graduate Studies in the American Renaissance (3)
    - LIT514 - Graduate Studies in American Realism and Naturalism (3)
    - LIT515 - Graduate Studies in 20th Century American Literature (3)
    - LIT555 - American Modernism (3)
  - 1 of the following:
    - LIT506 - Graduate Studies in Medieval Literature (3)
    - LIT507 - Graduate Studies in Renaissance and Restoration Literature (3)
    - LIT508 - Graduate Studies in 18th Century British Literature (3)
    - LIT519 - Graduate Studies in Shakespeare (3)
  - 1 of the following:

- LIT509 - Graduate Studies in Romantic Literature (3)
- LIT510 - Graduate Studies in Victorian Literature (3)
- LIT511 - Graduate Studies in Modern British Literature (3)
- 1 of the following:
  - LIT528 - Graduate Studies in Multi-Ethnic Literature (3)
  - LIT530 - Graduate Studies in Gender and Text (3)
  - LIT545 - Graduate Studies Postcolonial Encounters (3)
  - LIT550 - Graduate Studies in the Black Literary Tradition (3)

Grand Total Credits: **36**

## **Game Art and Development (BA)**

### **Description**

Electronic gaming has become one of the most popular forms of entertainment in the world today. But gaming is used also for education, training and other important purposes. Consequently, the industry is large, diverse and growing, offering huge opportunities for a host of careers. Including but not limited to Lead Storyteller, Designer, Sound Producer, General Producer, and Programmer. The worldwide game industry is expected to reach \$68 billion by 2012, with an increasing demand for university graduates with game-related skills. Our gaming major prepares students for these exciting new careers.

### **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:

Arts and Sciences Courses  
9 Total Credits

- Complete:

- ENG226 - Introduction to Creative Writing (3)
- FAS110 - Introductory Drawing (3)
- LIT229 - World Mythology (3)

#### Major Courses

36 Total Credits

- Complete:
  - FAS310 - Illustration (3)
  - GRA101 - Basic Design 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)
  - GRA311 - Environment Design (3)
  - GRA220 - Introduction to Digital Imaging (3)
  - GRA401 - Character Design (3)
  - GRA402 - Creature Design (3)
  - GRA440 - 3-D Art and Design (3)
  - GRA492 - Game Art and Development Capstone (3)

#### Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

## 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)

### Arts and Sciences Courses

9 Total Credits

- Complete all of the following
  - Complete:
    - COM212 - Public Speaking (3)
  - 3 credit(s) from subject(s): HIS within the range of course numbers 300 - 499
  - 3 credit(s) from subject(s): FAS within the range of course numbers 300 - 499

### Major Courses

33 Total Credits

- Complete all of the following
  - Complete:
    - COM130 - Media Communication and Visual Literacy (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)
    - GRA491 - Graphic Design Portfolio (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 and Media Arts (BA) - 3-D Modeling and Animation (Concentration)**

### **Description**

The game design industry represents one of the most creative and lucrative fields in the entertainment industry. Students in the Graphic Design Program concentrating in 3D Modeling and Animation acquire the practical skills necessary to compete in this highly competitive field. Working with emerging technology and industry standard software students blend theory and practice assembling cutting edge skills including 3D modeling, anatomy illustration, digital painting, texturing, and rigging. Course curriculum exposes students to the industry's standard workflow pipeline and culminates in a comprehensive portfolio showcasing professional design work.

### **Concentration Outcomes**

1. Design and present engaging 3D models and animated performances that utilize the principles of animation to follow basic standards and practices in the animation and game production environments

### **Requirements**

- Complete:
  - GRA201 - Intro to Digital Sculpting (3)
  - GRA202 - 3-D Modeling and Animation (3)
  - GRA211 - Interactive Animation (3)
  - GRA212 - 3-D Character Animation (3)

Grand Total Credits: **12**



## **Graphic Design and Media Arts (BA) - Web Design (Concentration)**

### **Description**

The B.A. in Graphic Design with a concentration in Web Design will provide students with artistic and design capabilities, user interface expertise, and hands-on technical proficiency to design and develop world class web page prototypes for real world use. Students will focus not only on the tools for developing web pages for a multitude of platforms and devices, but also on the strategies for publishing, self-promotion, and for continually improving one's skills in an ever changing marketplace. This concentration will balance design and artistic interests with practical applications for career opportunities.

### **Concentration Outcomes**

1. Develop a variety of Web design solutions that function on multiple platforms and devices and are designed to meet changing client and user experience needs

### **Requirements**

- Complete:
  - GRA332 - Digital Publishing (3)
  - GRA431 - Interactive Animation for the Web (3)
  - GRA451 - Advanced Multiplatform Design (3)
  - GRA470 - User Interface and Experience (3)

Grand Total Credits: **12**

## **Graphic Design (Minor)**

### **Requirements**

Prerequisite Courses

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 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, primarily through primary sources, and then may, in consultation with their advisor, design their own course of study incorporating coursework from throughout the university. 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. The flexibility of the history major prepares students to enter a wide variety of fields upon graduation. SNHU students have gone on to graduate school in many areas in addition to history. They are active in the Department of State, politics, museum work, research, law, journalism, and of course, business. Some choose to teach. The history major prepares you for whatever life may throw your way because it teaches you to think critically, research thoroughly, and synthesize varied and disparate materials and ideas all the while communicating effectively. These skills translate to every walk of life.

### **Program Outcomes**

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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:

Must include:

- HIS114 - United States History II: 1865-Present (3)

#### Arts and Sciences Courses

9 Total Credits

- Complete all of the following
  - Complete:
    - COM212 - Public Speaking (3)
  - 3 credit(s) from subject(s): LIT within the range of course numbers 200 - 399
  - 1 of the following:
    - FAS201 - Introduction to Humanities I (3)
    - FAS202 - Introduction to Humanities II (3)
    - FAS342 - Modernism (3)
    - FAS370 - American Art (3)
    - MUS223 - Appreciation and History of Music (3)

#### Major Courses

24 Total Credits

- Complete all of the following
  - Complete:
    - HIS113 - United States History I: 1607-1865 (3)
    - HIS117 - World Civilizations: Prehistory-1500 (3)
    - HIS118 - World Civilizations: 1500 - Present (3)
    - HIS340 - Making History (3)
    - HIS460 - History Research Seminar (Capstone) (3)
  - 9 credit(s) from subject(s): HIS within the range of course numbers 200 - 499

#### Major Electives or choose a Concentration

9 Total Credits

- 9 credit(s) from subject(s): HIS within the range of course numbers 200 - 499

Free Electives  
33 Total Credits

- 33 credit(s).

Grand Total Credits: **120**

## **History (BA) - American History (Concentration)**

### **Description**

Students pursuing a BA in History with a Concentration in American History focus study on a comprehensive history of the United States of America. Building upon a foundational survey of Western Civilization, courses are arranged chronologically or thematically, with a focus on the colonial and national eras of American history. Students also complete courses in historical methods and a senior colloquium culminating in a senior thesis.

### **Concentration Outcomes**

1. Assess the significance of larger historical periods and themes of American history through an analysis of key American events and figures and their connections to historical contexts

### **Requirements**

- 9 credit(s) from the following:
  - HIS245 - United States History since 1945 (3)
  - HIS270 - American Environmental History (3)
  - HIS319 - African-American History since the Civil War (3)
  - HIS330 - Civil War and Reconstruction (3)
  - HIS332 - Colonial New England (3)
  - HIS338 - Young America (3)
  - HIS357 - American Slavery (3)

Grand Total Credits: **9**

## **History (BA) - European History (Concentration)**

### **Description**

Students pursuing a BA in History with a Concentration in European History focus study on the history of Europe and western Asia from antiquity to the present, with an emphasis on the twentieth century. Building upon a foundational survey of Western Civilization, courses are arranged chronologically and thematically but vary in scope. Students also complete courses in historical methods and a senior colloquium culminating in a senior thesis.

### **Concentration Outcomes**

1. Assess the significance of larger historical periods and themes of European history through an analysis of key European events and figures and their connections to historical contexts

### **Requirements**

- 9 credit(s) from the following:
  - HIS220 - Modern European History: 1890-Present (3)
  - HIS235 - Modern Russia (3)
  - HIS240 - World War I (3)
  - HIS241 - World War II (3)
  - HIS314 - European Conquest of New World (3)
  - HIS321 - The Ancient World of Greece and Rome (3)
  - HIS374 - The Renaissance and the Reformation (3)

Grand Total Credits: **9**

## **History (BA) - Middle Eastern Studies (Concentration)**

### **Description**

The BA History degree with a Concentration in Middle Eastern Studies focuses on the history of the Middle East from the rise of Islam through the present, with a emphasis on the Arab-Israeli conflict of the twentieth and twenty-first centuries. Courses in this concentration are chronological but vary in scope. Students also complete courses in historical methods and a senior colloquium culminating in senior thesis.

### **Concentration Outcomes**

1. Assess the significance of larger historical periods and themes of Middle Eastern history through an analysis of key Middle Eastern events and figures and their connections to historical contexts

### **Requirements**

- Complete:
  - HIS371 - History of the Middle East I (3)
  - HIS372 - History of the Middle East II (3)
  - HIS373 - Arab-Israeli Conflict (3)

Grand Total Credits: **9**

## **History (BA) - Military History (Concentration)**

### **Description**

The BA History degree with a Concentration in Military History focuses on the history of the military strategy and tactics and their effects on civilian populations. Students pursuing the Concentration in Military History build upon a core curriculum in Western Civilization supplementing it with courses emphasizing twentieth century military history. Students also complete courses in historical methods and a senior colloquium culminating in senior thesis.

### **Concentration Outcomes**

1. Assess major wars and conflicts in Western military history for the military strategy and tactics that were used and how they intersect with and influence broader economic, technological, and social contexts

### **Requirements**

- 9 credit(s) from the following:
  - HIS223 - Modern War & Society (3)
  - HIS240 - World War I (3)
  - HIS241 - World War II (3)
  - HIS245 - United States History since 1945 (3)
  - HIS330 - Civil War and Reconstruction (3)

Grand Total Credits: **9**

## **History (MA)**

### **Description**

People often say that "history repeats itself," implying that there is a tangible benefit in accessing, absorbing, and understanding history. While many would deny that old adage, the implication is still true—history is not only relevant, but crucial for comprehending the present, articulating and justifying viewpoints, and preserving cultural identities. The practical need for historians is ever-present, including traditional historians, government employees, library curators, preservationists, secondary and post-secondary teachers, and educational publishers. The Master of Arts in History degree extends students' expertise in the discipline by effectively preparing them to apply their skills in a variety of professions and contexts. Students deepen their knowledge of the process of "making" history, through analyzing primary and secondary sources, evaluating historiography, applying research methods, defining and researching a specific area of history, and effectively defending and articulating theses. Students have the option of exploring history through traditional coursework, focused on research and writing, or by investigating subjects pertinent to public history, such as understanding the latest technology for preserving and digitizing history. Emphasis is also placed on strategies to keep the student on the cutting-edge of the field, such as using quantitative reasoning in historical analysis and information

systems to promote the dissemination of meaningful interpretation of the past. This program will provide students the skills they need to function both ethically and practically in the real world and place themselves within the context of their field, whether in academia, the private business world, or the public realm. The abilities here will make the student a better researcher, writer, and critical thinker.

### **Program Outcomes**

1. Develop sophisticated interpretations of history that are substantiated by cogent syntheses of appropriate primary and secondary sources
2. Analyze historical scholarship for its credibility, methodologies, biases, and potential implications with a professional level of objectivity and precision of thought
3. Craft written communications that are effectively tailored to one's audience, exhibit an economical command of language, and accurately apply appropriate styles and conventions
4. Articulate and act in accordance with an ethical system that incorporates the societal responsibilities entrusted to historians as the caretakers of our collective narratives and cultural identities
5. Defend the essential relevance of the past for making informed decisions in the future by promoting transparency in the interpretation of historical truth
6. Employ information systems, quantitative reasoning, and emerging technologies in the innovative preservation, organization, assessment, and dissemination of historical knowledge

### **Requirements**

Major Courses

18 Total Credits

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)
  - HIS510 - Comparative History and Research (3)
  - HIS520 - Historical Lenses and Scholarship (3)
  - HIS790 - Research Seminar for Historians (Capstone) (3)
  - HIS791 - Capstone for Research Historians (3)

Major Electives or choose a Concentration

15 Total Credits

- 15 credit(s) from subject(s): HIS within the range of course numbers 600 - 699

Grand Total Credits: **33**



## **History (MA) - American History (Concentration)**

### **Description**

Students pursuing the MA History with Concentration in American History degree enhance their understanding of American History while mastering the skills of a Research Historian. Through a core curriculum focused on establishing responsible research techniques, critical-thinking, and writing skills students develop the expertise to contribute meaningful original scholarship in their desired field of concentration. Students focus their research through a variety of thematic-based courses followed by the Research Seminar for Historians and Research Capstone culminating in a project of original research.

### **Concentration Outcomes**

1. Assess the significance of larger themes in American history within original scholarship by analyzing relationships among historical narratives, perspectives, and trends within particular contexts

### **Requirements**

- 15 credit(s) from the following:
  - HIS600 - Early American Encounters (3)
  - HIS601 - New American Nation (3)
  - HIS602 - Era of the Civil War (3)
  - HIS603 - The Gilded Age and Progressive Era (3)
  - HIS604 - America and the World Wars (3)
  - HIS605 - Cold War and the American Empire (3)

Grand Total Credits: **15**

## **History (MA) - Military History (Concentration)**

### **Description**

Students pursuing the MA History with Concentration in Military History degree enhance their understanding of Military History while mastering the skills of a Research Historian. Through a core curriculum focused on establishing responsible research techniques, critical-thinking, and writing skills students develop the expertise to contribute meaningful original scholarship in their desired field of concentration. Students focus their research through a variety of thematic-based courses followed by the Research Seminar for Historians and Research Capstone culminating in a project of original research.

### **Concentration Outcomes**

1. Assess wars and conflicts in the West from antiquity to modern times within original scholarship by analyzing the relationships among military and political institutions and their economic, technological, and social contexts

### **Requirements**

- Complete all of the following
  - Complete:
    - HIS620 - History of Military Thought (3)
  - 12 credit(s) from the following:
    - HIS602 - Era of the Civil War (3)
    - HIS604 - America and the World Wars (3)
    - HIS605 - Cold War and the American Empire (3)
    - HIS630 - The Russian Revolutions (3)
    - HIS640 - Chinese Imperialism (3)

Grand Total Credits: **15**

## **History (MA) - Public History (Concentration)**

### **Description**

The MA History with Concentration in Public History degree offers graduate students the practical skills necessary to practice history outside the walls of the classroom, in the public domain. After completing the Master's in History core curriculum, Public History students take five Public History courses and complete a capstone experience that results in a Public History project. Students complete the Public History Concentration prepared to lead museum and historical society work, community history projects, preservation programs, and local and federal research projects.

### **Concentration Outcomes**

1. Develop professional skills as a public historian that are applicable to a wide range of historical projects and research in real-world contexts

### **Requirements**

- Complete all of the following
  - Exception(s):
    - HIS792 - Capstone for Public Historians (3)
  - NOTE: Students in the Public History concentration must take HIS 792 in the concentration, in place of HIS 791 in the major.
  - Complete:
    - HIS660 - Introduction to Public History (3)
    - HIS661 - Public History Strategic Management (3)
    - HIS662 - Digitization of History (3)
  - 6 credit(s) from the following:
    - HIS663 - Documentary Editing (3)
    - HIS664 - Archival Management (3)
    - HIS665 - Museum Collection Management (3)

Grand Total Credits: **15**

## **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**

## **Online Teaching of Writing (Graduate Certificate)**

### **Description**

Specifically designed for students in the online Master of Fine Arts, the graduate certificate in Online Teaching of Writing guides students through the development of an individualized approach to pedagogy for teaching the craft of creative writing online. Students explore tools for facilitating learning environments such as web-based courses and writing workshops, and practice effective approaches to editing and coaching. Students learn how to establish a positive and influential virtual instructor presence and methods for supporting and engaging students within online writing communities.

### **Requirements**

Required Courses

18 Total Credits

- Complete all of the following
  - Complete:
    - MFA514 - Advanced Studies in Genre Literature (3)
  - 1 of the following:
    - MFA524 - Contemporary Fiction Writing I (3)
    - MFA525 - Romance Fiction Writing I (3)
    - MFA526 - Young Adult Fiction Writing I (3)
    - MFA527 - Speculative Fiction Writing I (3)
  - Complete:
    - MFA509 - Storytelling (3)
    - MFA608 - Editing and Coaching (3)
    - MFA640 - Engaging Online Writing Students (3)
  - 1 of the following:
    - ENG670 - Seminar in Writing Instruction (3)
    - ENG675 - Online Teaching Experience (3)

Grand Total Credits: **18**

## **Philosophy (Minor)**

### **Requirements**

Required Courses

15 Total Credits

- 15 credit(s) from subject(s): PHL

Grand Total Credits: **15**

## **Professional Writing (Graduate Certificate)**

### **Description**

Specifically designed for students in the online Master of Fine Arts, the graduate certificate in Professional Writing provides students with the tools and knowledge necessary to build a sustainable writing career in today's project-driven economy. Students develop professional copywriting skills for a range of career interests, and learn key aspects of freelancing, including lead generation, pricing, and contract law. Additionally, students obtain experience through electives focused on content generation and marketing principles.

### **Requirements**

Required Courses

12 Total Credits

- Complete all of the following
  - Complete:
    - MFA602 - The Business of Writing (3)
    - MFA604 - Finding and Reaching an Audience (3)
    - MFA606 - Copy and Content Writing (3)
  - 1 of the following:
    - COM510 - The Vantage Point: Knowledge & New Media (3)
    - MKT555 - Social Media Marketing (3)
    - MKT635 - Websites and Search Engine Marketing/ Search Engine Optimization (3)
    - MKT665 - Digital Story Telling and Branding (3)

Grand Total Credits: **12**

## **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)
  - May also include ENG-480. This course is no longer offered or is only available to University College students, but may be taken in conjunction with the electives currently offered by the College of Online and Continuing Education.

Grand Total Credits: **15**

## **Nursing**

### **Clinical Nurse Leader (MSN)**

#### **Description**

The Master of Science in Nursing in Clinical Nurse Leader (CNL) provides students with the opportunity to practice the essential skills required by registered nurses in the CNL role. The CNL program is based on the competencies and practice standards defined by the American Association of Colleges of Nursing (AACN). Graduates of the program are eligible to sit for the national CNL exam offered by the Commission on Nurse Certification (CNC). The program provides theoretical and practical knowledge in the areas of advanced nursing practice, leadership, research and evidence-based practice, care coordination, and transition management. This program requires 400 clinical practice experience (CPE) hours including 300 precepted practicum hours and 100 practical application hours.

#### **Program Outcomes**

1. Propose informatics systems initiatives and technologies that facilitate effective decision-making in delivering upon and enhancing patient care
2. Employ research practices, methodologies, and a spirit of scholarly inquiry to

motivate change and drive real-world improvement in healthcare

3. Create client-centered, culturally-appropriate health prevention and promotion initiatives that improve the health, safety, and quality of life for people and their communities
4. Generate data driven solutions for operational challenges that navigate the intersection of quality and cost in ensuring excellence in healthcare across diverse settings
5. Advocate for ethically responsible policies and effective systems that empower practitioners and meets the needs of healthcare consumers
6. Model leadership and professional practices in healthcare by building effective working relationships and facilitating ethical and strategic decision making across organizations
7. Design, implement, and evaluate population-based programs of care to achieve quality outcomes through the clinical nurse leader role

## **Requirements**

Major Courses

39 Total Credits

- Complete all of the following
  - Complete:
    - IHP501 - Global Health and Diversity (3)
    - IHP505 - Leadership in Clinical Microsystems (3)
    - IHP525 - Biostatistics (3)
    - IHP604 - Healthcare Quality and Improvement (3)
    - NUR506 - Evidence-Based Practice (3)
    - NUR507 - Transition to Graduate Nursing Practice (3)
    - NUR515 - Advanced Nursing Concepts (3)
    - NUR530 - Systems Leadership and Collaborative Practice (3)
    - NUR602 - Advanced Pharmacology Across the Life Span (3)
    - NUR650 - Care Coordination and Outcomes Management (3)
    - NUR684 - Clinical Nurse Leader Capstone (3)
  - 3 credit(s) from the following:
    - NUR540 - Advanced Pathophysiology Across the Life Span (3)
    - NUR601 - Advanced Pathophysiology (3)
  - 3 credit(s) from the following:
    - NUR545 - Advanced Health and Literacy Assessment (3)
    - NUR607 - Advanced Health Assessment (3)

Grand Total Credits: **39**

## **Nurse Educator (MSN)**

### **Description**

The Master of Science in Nursing in Nurse Educator (NE) is based on the competencies and practice standards defined by the American Association of Colleges of Nursing (AACN) Essentials of a Master's Education and the National League for Nursing (NLN)



Core Competencies of Nurse Educators. Graduates are eligible to sit for the national Certified Nurse Educator exam offered by the National League for Nursing. The NE program provides the essential skills required by registered nurses to function in the NE role in academic, online, and clinical settings - facilitating learning through curriculum design, teaching, evaluation, and advisement. This program requires 400 clinical practice experience (CPE) hours including 120 precepted practicum hours and 280 practical application hours.

### **Program Outcomes**

1. Propose informatics systems initiatives and technologies that facilitate effective decision-making in delivering upon and enhancing patient care
2. Employ research practices, methodologies, and a spirit of scholarly inquiry to motivate change and drive real-world improvement in healthcare
3. Create client-centered, culturally-appropriate health prevention and promotion initiatives that improve the health, safety, and quality of life for people and their communities
4. Generate data driven solutions for operational challenges that navigate the intersection of quality and cost in ensuring excellence in healthcare across diverse settings
5. Advocate for ethically responsible policies and effective systems that empower practitioners and meets the needs of healthcare consumers
6. Model leadership and professional practices in healthcare by building effective working relationships and facilitating ethical and strategic decision making across organizations
7. Synthesize educational theory, research, evaluation, and experiential knowledge in nursing education settings

### **Requirements**

Major Courses

39 Total Credits

- Complete all of the following
  - Complete:
    - IHP501 - Global Health and Diversity (3)
    - IHP525 - Biostatistics (3)
    - NUR506 - Evidence-Based Practice (3)
    - NUR507 - Transition to Graduate Nursing Practice (3)
    - NUR515 - Advanced Nursing Concepts (3)
    - NUR530 - Systems Leadership and Collaborative Practice (3)
    - NUR602 - Advanced Pharmacology Across the Life Span (3)
    - NUR635 - Teaching and Learning for Nurse Educator (3)
    - NUR640 - Assessment and Evaluation in Nursing Education (3)
    - NUR645 - Curriculum Design in Nursing (3)
    - NUR685 - Nurse Educator Capstone (3)
  - 3 credit(s) from the following:
    - NUR540 - Advanced Pathophysiology Across the Life Span (3)
    - NUR601 - Advanced Pathophysiology (3)
  - 3 credit(s) from the following:
    - NUR545 - Advanced Health and Literacy Assessment (3)

Grand Total Credits: **39**

## **Nursing (BSN)**

### **Description**

The RN to BSN program prepares the registered nurse with the core knowledge, attitude, skills, and abilities to confront complex healthcare challenges in nursing. The coursework provides the nurse with the core competencies essential to practice as recommended by American Association for Colleges of Nursing (AACN). The design of the program is based upon Transformational Learning Theory which promotes critical reflection and autonomous thinking. The goal is to educate the nurse to function effectively in the workforce to improve health outcomes of individuals and communities. The Capstone project designs individual experiences to apply personal and interpersonal skills to effectively promote health outcomes in complex health systems. Successful completion of the program provides the BSN with a foundation for graduate preparation in nursing.

### **Program Outcomes**

1. Apply skills in using patient care technologies, information systems and clinical decision support tools to promote safe nursing practice and quality patient outcomes
2. Utilize evidence-based practice in planning, implementing and evaluating outcomes of care
3. Formulate strategies to promote health and prevent disease in individuals and populations across the lifespan
4. Implement patient safety and quality initiatives within the complex clinical microsystem using leadership and communication skills
5. Analyze trends in healthcare policy, finance and regulatory environments and their implications for healthcare access, equity, and affordability
6. Evaluate life-long learning and nursing engagement to promote personal and professional transformation

### **Requirements**

Transfer Requirements  
36 Total Credits

- Complete all of the following
  - 36 credit(s).
  - NOTE: Students with a completed Associate Degree or diploma in nursing are awarded 36 credits for pre-licensure nursing coursework.

General Education Courses  
45 Total Credits

- Complete all of the following
  - 42 credit(s) from:

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Must include:

- BIO205 - Human Anatomy and Physiology I (3)
- BIO211 - Anatomy and Physiology II (3)
- BIO212 - Microbiology (3)
- ENG122 - English Composition I (3)
- ENG123 - English Composition II (3)
- IDS400 - Diversity (3)
- IHP340 - Statistics for Healthcare Professionals (3)
- PSY108 - Introduction to Psychology (3)
- PSY211 - Lifespan Development (3)
- SNHU107 - Success Strategies for Online Learning (3)
- Two (2) General Education courses must be from Fine Arts and Humanities (EFAH).
- Two (2) General Education courses must be from Fine Arts and Humanities (EFAH), Social and Behavioral Sciences (ESBS), Science, Technology, and Mathematics (ESTM), or General Education Electives (EGED).
- 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)
  - MAT299 - Mathematical Proof and Problem Solving (3)

### Major Courses

30 Total Credits

- Complete all of the following
  - Complete:
    - IHP420 - Ethical and Legal Considerations of Healthcare (3)
    - IHP450 - Healthcare Management and Finance (3)
    - NUR300 - Scholarly Inquiry (3)
    - NUR305 - Information Management and Patient Care Technologies (3)
    - NUR350 - Community and Population Health (3)
    - NUR400 - Systems Leadership for Continuous Quality (3)
    - NUR440 - Research & Evidence-Based Practice (3)
    - NUR490 - Transformational Capstone (3)
  - 1 of the following:
    - NUR315 - Pathophysiology for Nurses (3)
    - NUR540 - Advanced Pathophysiology Across the Life Span (3)
  - 1 of the following:
    - NUR325 - Patient Assessment and Health Literacy (3)
    - NUR545 - Advanced Health and Literacy Assessment (3)

### Free Electives

9 Total Credits

- 9 credit(s).

## **Nursing (MSN)**

### **Description**

The Master of Science in Nursing, Generalist program provides the student with the opportunity to acquire key competencies necessary for advanced nursing practice. MSN students will be able to customize their degree with the selection of two electives that provide specialty knowledge in the areas of continuous improvement, quality, and safety of healthcare systems, patient-centered care, inter-professional collaboration, and evidence-based practice. This program requires 400 clinical practice experience (CPE) hours including 280 hours of practical application and 120 capstone hours

### **Program Outcomes**

1. Propose informatics systems initiatives and technologies that facilitate effective decision-making in delivering upon and enhancing patient care
2. Employ research practices, methodologies, and a spirit of scholarly inquiry to motivate change and drive real-world improvement in healthcare
3. Create client-centered, culturally-appropriate health prevention and promotion initiatives that improve the health, safety, and quality of life for people and their communities
4. Generate data driven solutions for operational challenges that navigate the intersection of quality and cost in ensuring excellence in healthcare across diverse settings
5. Advocate for ethically responsible policies and effective systems that empower practitioners and meets the needs of healthcare consumers
6. Model leadership and professional practices in healthcare by building effective working relationships and facilitating ethical and strategic decision making across organizations

### **Requirements**

Major Courses  
39 Total Credits

- Complete all of the following
  - Complete:
    - IHP501 - Global Health and Diversity (3)
    - IHP525 - Biostatistics (3)
    - IHP604 - Healthcare Quality and Improvement (3)
    - NUR506 - Evidence-Based Practice (3)
    - NUR507 - Transition to Graduate Nursing Practice (3)
    - NUR515 - Advanced Nursing Concepts (3)
    - NUR602 - Advanced Pharmacology Across the Life Span (3)
    - NUR682 - Generalist Nursing Capstone (3)
  - 1 of the following:
    - NUR540 - Advanced Pathophysiology Across the Life Span (3)
    - NUR601 - Advanced Pathophysiology (3)

- 1 of the following:
  - NUR545 - Advanced Health and Literacy Assessment (3)
  - NUR607 - Advanced Health Assessment (3)
- 1 of the following:
  - IHP505 - Leadership in Clinical Microsystems (3)
  - NUR530 - Systems Leadership and Collaborative Practice (3)
- 2 of the following:
  - IHP610 - Health Policy and Law (3)
  - IHP640 - Measurement, Analysis, & Models for Performance Improvement (3)
  - IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture (3)
  - NUR502 - Teaching and Learning in Nursing (3)
  - NUR603 - Epidemiology (3)
  - NUR650 - Care Coordination and Outcomes Management (3)

Grand Total Credits: **39**

## **Patient Safety and Quality (MSN)**

### **Description**

The Master of Science in Nursing in Patient Safety and Quality program is based on the Institute of Medicine's "The Future of Nursing" competencies for nurses, which include critical thinking/critical decision making, communication, ethics, professional development, nursing technology and resource management, and more. The program focuses on healthcare quality improvement, risk assessment, communication, legal issues, and strategies that contribute to building a culture of safety and assuring accountability and reliability in care processes, among others. Courses in this program explore healthcare systems and processes that contribute to risk reduction, evidence-based practice, knowledge of the healthcare environment, leadership, accountability, professionalism, and business skills. This program requires 400 clinical practice experience (CPE) hours which includes 280 practical application hours and 120 capstone hours.

### **Program Outcomes**

1. Propose informatics systems initiatives and technologies that facilitate effective decision-making in delivering upon and enhancing patient care
2. Employ research practices, methodologies, and a spirit of scholarly inquiry to motivate change and drive real-world improvement in healthcare
3. Create client-centered, culturally-appropriate health prevention and promotion initiatives that improve the health, safety, and quality of life for people and their communities
4. Generate data driven solutions for operational challenges that navigate the intersection of quality and cost in ensuring excellence in healthcare across diverse settings
5. Advocate for ethically responsible policies and effective systems that empower practitioners and meets the needs of healthcare consumers

6. Model leadership and professional practices in healthcare by building effective working relationships and facilitating ethical and strategic decision making across organizations
7. Develop continuous improvement of the patient care process through analysis and measured change to current clinical programs in the inpatient and outpatient environments

## **Requirements**

Major Courses

39 Total Credits

- Complete:
  - IHP501 - Global Health and Diversity (3)
  - IHP525 - Biostatistics (3)
  - IHP604 - Healthcare Quality and Improvement (3)
  - IHP610 - Health Policy and Law (3)
  - IHP630 - Healthcare Finance and Reimbursement (3)
  - IHP640 - Measurement, Analysis, & Models for Performance Improvement (3)
  - IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture (3)
  - IHP670 - Program Design, Planning and Evaluation (3)
  - NUR506 - Evidence-Based Practice (3)
  - NUR507 - Transition to Graduate Nursing Practice (3)
  - NUR515 - Advanced Nursing Concepts (3)
  - NUR530 - Systems Leadership and Collaborative Practice (3)
  - NUR683 - Patient Safety and Quality Capstone (3)

Grand Total Credits: **39**

## **Patient Safety and Quality (Post Master's Graduate Certificate)**

### **Description**

The Post Master's Certificate in Patient Safety and Quality is intended for students who hold a master's degree, a doctoral degree, or are matriculated in a doctoral program in a health profession and would like to obtain knowledge and experience in the continuous improvement of the patient care process through strategies for improving patient safety and quality. This certificate program emphasizes critical thinking/critical decision making, communication, ethics, professional development, technology and resource management, and more. The program focuses on healthcare quality improvement, risk assessment, communication, legal issues, and strategies that contribute to building a culture of safety and assuring accountability and reliability in care processes, among others. Courses in this program explore healthcare systems and processes that contribute to risk reduction, evidence-based practice, knowledge of the healthcare environment, leadership, accountability, professionalism and business skills.

### **Requirements**

Required Courses

12 Total Credits

- Complete:
  - IHP604 - Healthcare Quality and Improvement (3)
  - IHP640 - Measurement, Analysis, & Models for Performance Improvement (3)
  - IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture (3)
  - IHP670 - Program Design, Planning and Evaluation (3)

Grand Total Credits: **12**

## **STEM**

## **Applied Mathematics (Minor)**

### **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

- Complete all of the following
  - Complete all of the following
    - 6 credit(s) from:
      - MAT135 - The Heart of Mathematics (3)
    - Subject(s): MAT within the range of course numbers 200-499
    - Except: MAT 206, MAT 360, or MAT 362
  - May also include MAT 160. This course is no longer offered or is only available to University College students, but may be taken in conjunction with the electives currently offered by the College of Online and Continuing Education.

Grand Total Credits: **15**

## **Computer Science (BS)**

### **Description**

The Bachelor of Science in Computer Science provides students with opportunities to move from theory to practice by working on authentic problems. Students develop practical skills in computer science and collaborate on real world projects using critical thinking approaches for decision making and problem solving. Building upon strong mathematical and quantitative problem solving, they are exposed to various programming languages, operating systems, systems architecture, modeling, quality assurance, the software development lifecycle, and a variety of other topics that are necessary to be successful in the field.

### **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

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT136 - Introduction to Quantitative Analysis (3)
- MAT140 - Precalculus (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Core Courses

19 Total Credits

- Complete:
  - CS200 - Computer Science's Role in Industry (3)
  - IT201 - Computer Platform Technologies (3)
  - IT145 - Foundation in Application Development (3)
  - PHY101 - Principles of Physics (3)
  - PHY101L - Principles of Physics Lab (1)
  - DAD220 - Introduction to Structured Query Language (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)

Major Courses

39 Total Credits

- Complete:
  - CS250 - Software Development Lifecycle (3)
  - CS260 - Data Structures and Algorithms (3)
  - CS310 - Collaboration and Team Projects (3)
  - CS320 - Software Testing, Automation, and Quality Assurance (3)
  - CS330 - Computational Graphics and Visualization (3)
  - CS340 - Advanced Programming Concepts (3)
  - CS499 - Computer Science Capstone (3)
  - DAT220 - Fundamentals of Data Mining (3)
  - IT255 - Introduction to the Linux Operating System (3)

- IT315 - Object Oriented Analysis and Design (3)
- IT365 - Operating Environments (3)
- MAT230 - Discrete Mathematics (3)
- MAT350 - Applied Linear Algebra (3)

Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): CS, DAD, DAT, GAM, IT, or ISE
  - 6 credit(s) from subject(s): CS, DAD, DAT, GAM, IT, or ISE within the range of course numbers 300 - 499

Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **121**

## **Computer Science (BS) - Information Security (Concentration)**

### **Description**

The concentration in Information Security provides students with a deeper understanding of the complexities in the vital field of Information Security related to network and systems level engineering. In this program students examine the current landscape of vulnerabilities, risks, and security disciplines, and how these relate to the field of computer science. Students also investigate vulnerabilities common to operating systems for their implications to the development of software for a variety of systems.

### **Concentration Outcomes**

1. Analyze and mitigate security risks in designing and maintaining network systems and software

### **Requirements**

- Complete all of the following
  - Complete:
    - CS405 - Secure Coding (3)
    - IT340 - Network and Telecommunication Management (3)
    - IT380 - Cybersecurity and Information Assurance (3)
  - 3 credit(s) from the following:
    - CS410 - Software Reverse Engineering (3)
    - IT320 - Network Security (3)

Grand Total Credits: **12**

## **Computer Science (BS) - Software Engineering (Concentration)**

### **Description**

The concentration in Software Engineering introduces the fundamental concepts and principles of engineering as they relate to the field of software development. Students engage in sophisticated problem solving including software design patterns used in software design process as well as using design methodologies. Students use varying approaches to developing code for structures as well as test approaches associated with software testing.

### **Concentration Outcomes**

1. Employ proven, software engineering design methodologies, patterns, and processes for successful software design and development
2. Evaluate various system architectures, security approaches, and software functionalities for use in effective software development

### **Requirements**

- Complete:
  - CS350 - Emerging Systems Architectures & Technologies (3)
  - CS360 - Mobile Architecture and Programming (3)
  - CS405 - Secure Coding (3)
  - CS410 - Software Reverse Engineering (3)

Grand Total Credits: **12**

## **Cyber Security (MS)**

### **Description**

With the rise in cybercrime in the US, the need for professionals to protect against ever increasing cyber security risks, stay current with rapid technology changes, and understand changing compliance requirements has become essential across organizations. Graduates of the Master of Science in Cyber Security program will gain competence in managing the design, oversight and assessment of information security for an enterprise with a focus on the human element of information security. The degree program will focus on five key areas of competence: information security governance, information security risk and compliance, information security program creation and management, information security incidence response and business continuity, and leadership/collaboration and communication. The Master of Science in Cyber Security program is designed for students who want to meet the challenges posed by security threats, learn to protect the confidentiality, availability, and integrity of data, and develop risk management and mitigation strategies. Graduates of this program will be prepared for a wide range of careers in the security field as managers, analysts, developers, or administrators of varying aspects of information security and assurance.

### **Program Outcomes**

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1. Assess the effectiveness of information security governance policies and strategies for planning, preparing, and responding to critical threats within diverse organizational contexts and situations in a manner aligned with cyber security standards and frameworks
2. Develop risk management plans for conducting risk assessment and managing identified risk to align with the needs of internal and external controls, governing bodies, and vested stakeholders
3. Develop strategic information security plans; strategies for establishing policies to guide internal and external influences that are aligned with national and international standards and practices
4. Develop information security incident management and business continuity plans aligned with legal, regulatory, and organizational standards for appropriately responding to incidents in consideration of diverse demographics
5. Employ leadership strategies for ethical behavior, tech standards, and emerging trends for advancing an organization's strategic goals in diverse and multi-functional cyber security teams
6. Enhance collaboration and communication by employing interpersonal communication skills and establishing communication plans and processes aligned to the needs of internal and external audiences

### **Requirements**

#### Foundation Courses

0 Total Credits

- Complete:
  - IT505 - Core Technologies (3)

#### Major Courses

27 Total Credits

- Complete:
  - ISE510 - Security Risk Analysis and Planning (3)
  - ISE620 - Incident Detection and Response (3)
  - ISE640 - Investigation and Digital Forensics (3)
  - ISE690 - Cyber Security Capstone (3)
  - IT549 - Foundation in Information Assurance (3)
  - IT552 - Human Factors in Security (3)
  - IT640 - Telecommunications and Networking (3)
  - IT643 - Network Assessment and Defense (3)
  - IT659 - Cyberlaw and Ethics (3)

#### Major Electives or choose a Concentration

9 Total Credits

- 9 credit(s) from subject(s): DAT, ISE, or IT within the range of course numbers 500 - 799, excluding:
  - DAT500 - Data and Information Management (3)
  - IT500 - Information Technology (3)
  - IT505 - Core Technologies (3)

Grand Total Credits: **36**

## **Cyber Security (MS) - Information Technology Management (Concentration)**

### **Description**

The IT Management concentration focuses on enterprise level technology management. Students will focus on managing varying aspects of information technology including the relationships between structure and process in project management and the management of IT functions within an organization. Additionally, students will explore enterprise resource planning and the implications of cyber law and ethics.

### **Concentration Outcomes**

1. Facilitate best practices for managing information technology functions and interrelationships within an organization relating to organizational process and structure; adoption of new technologies; and projects within the IT organizational unit

### **Requirements**

- Complete:
  - IT510 - Advanced Information Technology (3)
  - IT550 - Management of Information Technology (3)
  - IT657 - Enterprise Resource Planning (3)

Grand Total Credits: **9**

## **Data Analytics (BS)**

### **Description**

Across multiple industries, organizations are innovating customer-relations practices, consumer and public outreach, design of products and services, and decision-making practices by harnessing massive amounts of internal and external data. Businesses are becoming smarter, more efficient, and savvier at predicting future opportunities and risks through data analytics, and the need for talented professionals to shepherd data analytics initiatives forward is ever-increasing. With the increase in availability and access to public and private data, organizations face a number of challenges: What data should an organization use? Where should an organization look for data opportunities? How does an organization leverage that data appropriately? What technologies can streamline analytics processes and provide immediate access to results? What are the most efficient and ethical ways to secure data and protect users, consumers, and organizations? How can an organization use the insight from analytics to transform business and operations? The Bachelor of Science program in Data Analytics provides students with the technical abilities, business expertise, and practical, applied skills to help organizations in a variety of industries leverage data analytics to innovate practices, products, and processes. Students are exposed to the

entire lifecycle of data analytics initiatives from consulting stakeholders on data opportunities to delivering accurate, persuasive presentations of recommendations. Emphasis is placed on practical, contextual strategies by exploring various cases relevant to many industries, such as health care, marketing, operational management, information technology, financial management, and government. Students also develop an ethical perspective on crucial privacy and security issues related to data collection, storage, and analysis.

### **Program Outcomes**

1. Integrate appropriate tools and technology in the development of analytical algorithms and models that meet various business and industry requirements
2. Employ accurate and detailed analysis throughout the life cycle of data analytics initiatives to ensure the integrity and validity of reports
3. Evaluate requirements and specifications of business problems to recommend possible solutions provided by data analytics initiatives
4. Apply appropriate data warehousing and database management solutions to meet the security, quality, storage, and privacy needs of organizations
5. Apply quantitative techniques, including probability, statistics, optimization, and simulation to deploy appropriate models for prediction and analysis
6. Collaborate on multi-functional teams throughout the life cycle of data analytics initiatives to improve the quality and input of projects
7. Protect the integrity and privacy of data, organizations, and consumers through technology solutions and ethical practices in all aspects of the profession
8. Design and deliver presentations, reports, and recommendations that effectively translate technical results and are coherent and persuasive to a variety of stakeholders internal and external to an organization

### **Requirements**

General Education

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT136 - Introduction to Quantitative Analysis (3)
- MAT140 - Precalculus (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Core Courses

12 Total Credits

- Complete all of the following
  - Complete:
    - IT140 - Introduction to Scripting (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT300 - Applied Statistics II: Regression Analysis (3)
  - 1 of the following:
    - DAD215 - Introduction to Statistical Analysis System (3)
    - DAD220 - Introduction to Structured Query Language (3)

## Major Courses

30 Total Credits

- Complete:
  - DAT210 - Foundation of Data Analytics (3)
  - DAT220 - Fundamentals of Data Mining (3)
  - DAT310 - Data Analytics I (3)
  - DAT320 - Data Analytics II (3)
  - DAT410 - Decision Support Presentation (3)
  - DAT490 - Capstone in Data Analytics (3)
  - IT204 - Introduction to Data and Information Management (3)
  - IT235 - Database Design (3)
  - IT328 - Project Management in Information Technology (3)
  - QSO320 - Management Science through Spreadsheets (3)

## Electives

9 Total Credits

- 9 credit(s) from:
  - BUS206 - Business Law I (3)
  - COM227 - Public Relations (3)
  - COM310 - Social Media (3)

Subject(s): DAD, IT, DAT, or QSO within the range of course numbers 200-499

## Free Electives

24 Total Credits

- 24 credit(s).

Grand Total Credits: **120**

## Data Analytics (MS)

### Description

Today's businesses, government, health care organizations, manufacturing operations, and information technology security organizations (among many others) are wrestling with how to effectively leverage "big data" for competitiveness, risk-assessment, mission-critical decision-making, and organizational effectiveness. Data has become increasingly ubiquitous, particularly in unstructured formats and through disparate sources, requiring organizations to become more advanced in the collection, storage, analysis, security, and reporting of data. With increasing demand within organizations to make big decisions with big data, so too does the need for professionals with specialized skills and education in data analytics to fill the talent gap that exists today. The M.S. in Data Analytics focuses on the strategic and advanced uses of data analytics across a broad range of industries and occupations. Students in the program are engaged in advanced technologies for data mining, visualization, modeling, and optimization while understanding the requirements and needs of the organizational

environment through business research and in-depth analysis. The ethical uses of data and ensuring appropriate security measures for data collection and storage are a key feature of the program and students will engage in advanced techniques for protecting the integrity and privacy of data, organizations, and consumers. The graduate degree program prepares students to position themselves as a strategic asset to any organization by making data immediately beneficial to strategic decision-making for any organization.

### **Program Outcomes**

1. Conduct thorough needs assessments using statistical, analytical, and applied research techniques and consult organizational stakeholders on business requirements to offer logical and effective recommendations for data analytics initiatives
2. Design and implement advanced modeling techniques, such as predictive modeling, risk-assessment and optimization, and analytics algorithms using structured and unstructured data to provide new solutions to complex organizational issues
3. Communicate with professionalism, accuracy, and transparency using interactive and dynamic visualization tools to translate technical information and offer effective solutions to organizational stakeholders
4. Apply effective collaborative and essential project management strategies to facilitate and improve the work of diverse and multi-functional teams, streamline processes, and lead projects to successful outputs
5. Protect the integrity and privacy of data, organizations, and consumers through advanced technology solutions and ethical and legal practices in all aspects of the profession
6. Employ applied, contextual knowledge of an organizations industry to target new data opportunities that improve an organizations competitiveness, effectiveness, and longevity
7. Adapt and implement innovative methods, models, and technologies that allow for adaptability to new and unexpected changes and improve the agility of data analytics projects
8. Position data analytics as a competitive advantage to organizations by accurately communicating the cost and benefits of data analytics projects and technologies as well as the long-term benefits of data-driven decision making

### **Requirements**

Foundation Courses

0 Total Credits

- Complete:
  - DAT500 - Data and Information Management (3)
  - SCS501 - Foundations in Statistics (3)

Major Courses

36 Total Credits

- Complete all of the following
  - Complete:
    - DAT510 - Foundations of Data (3)



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- DAT515 - Enterprise Data Management (3)
- DAT520 - Decision Methods and Modeling (3)
- DAT530 - Presentation and Visualization of Data (3)
- DAT610 - Optimization and Risk Assessment (3)
- DAT640 - Predictive Analytics (3)
- DAT650 - Advanced Data Analytics (3)
- DAT690 - Capstone in Data Analytics (3)
- QSO640 - Project Management (3)
- 9 credit(s) from subject(s): IT, or QSO within the range of course numbers 500 - 799, excluding:
  - IT500 - Information Technology (3)
  - IT505 - Core Technologies (3)

Grand Total Credits: **36**

## **Environmental Science (BS)**

### **Description**

The ever increasing role of science in our lives demands a scientifically literate citizenry to choose the best path into the future. According to the United States National Center for Education Statistics, "scientific literacy is the knowledge and understanding of scientific concepts and processes required for personal decision making, participation in civic and cultural affairs, and economic productivity." A scientifically literate citizen is able to evaluate independently the source, methodology and quality of scientific information and arrive at valid conclusions. Consequently, the Science Department has developed a number of interdisciplinary science courses specifically designed to provide science literacy for the non-science majors. Perhaps the greatest challenge in the future will focus on the environment. Environmental science is the interdisciplinary field that integrates the physical and biological sciences into the study of the environment and applies a systems approach to the solution of environmental issues. Many of the non-science faculty at SNHU share this interest in the environment and contribute a diversity of perspectives and dimensions to the major. Students with degrees in environmental science have a variety of opportunities to apply their education to the growing demand for an understanding and expertise in sustainability required by the corporate and nonprofit worlds alike. A minor in environmental studies is also offered for the non-science students who would like to add another dimension to their education.

### **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:

- GEO200 - World Geography (3)
- MAT136 - Introduction to Quantitative Analysis (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### Major Courses

28 Total Credits

- Complete:
  - BIO120 - General Biology I (3)
  - BIO120L - General Biology I Lab (1)
  - BIO315 - Ecological Principles and Field Methods (3)
  - CHM101 - Fundamentals of Chemistry (3)
  - CHM101L - Fundamentals of Chemistry Lab (1)
  - ENV101 - Environmental Science (3)
  - ENV250 - Environmental Science Research Methods (3)
  - ENV344 - Environmental Science Colloquium I (1)
  - ENV444 - Environmental Science Colloquium II (1)
  - IT140 - Introduction to Scripting (3)
  - PHY101 - Principles of Physics (3)
  - PHY105 - Geology (3)

### Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - 6 credit(s) from subject(s): ENV, GEO, or SCI
  - 6 credit(s) from subject(s): ENV, GEO, or SCI within the range of course numbers 300 - 499

### Free Electives

36 Total Credits

- 36 credit(s).

Grand Total Credits: **121**

## **Environmental Science (BS) - Geospatial Technologies (Concentration)**

### **Description**

The concentration in Geospatial Technologies provides students with practical, authentic, real world experience in GIS technology within the context of environmental science. Building from spatial awareness and culminating in remote sensing and imagery analysis, students will gain applied geospatial skill sets for the interdisciplinary field of environmental science. Increasingly, these technologies are an essential planning, analytic, and management tool utilized in the field of environmental sciences, and it helps practitioners to visualize data in a geographic model. With a focus on the tools and techniques offered by these technologies, students will explore the acquisition, integration, and analysis of geospatial data that is applicable to a wide array of environmental issues from local to global scales.

### **Concentration Outcomes**

1. Develop technically correct maps and products using geospatial data to visualize spatial patterns
2. Communicate the results of geospatial analyses using audience specific tools and technologies to internal and external stakeholders

### **Requirements**

- Complete:
  - GEO345 - Remote Sensing and Imagery Analysis (3)
  - IT242 - Introduction to Geographic Information Systems (3)
  - IT338 - Geospatial Programming (3)
  - SCI225 - Spatial Awareness (3)

Grand Total Credits: **12**

## **Environmental Science (BS) - Natural Resources and Conservation (Concentration)**

### **Description**

The concentration in Natural resources and Conservation focuses on natural resource conservation, management, and remediation. Students examine the management and use of natural resources as well as strategies to help solve complex global environmental challenges.

### **Concentration Outcomes**

1. Apply natural resources and conservation concepts, theories, and best practices to make informed decisions about resource use and management

### **Requirements**

- 4 of the following:
  - BIO330 - Conservation Biology (3)
  - ENV305 - Global Climate Change (3)
  - SCI218 - Natural Resources (3)
  - SCI220 - Energy and Society (3)
  - SCI333 - Waste: Sources, Reduction, & Remediation (3)

Grand Total Credits: **12**

## **Game Programming and Development (BS)**

### **Description**

Southern New Hampshire University's Bachelor of Science in Game Programming and Development degree prepares graduates with the knowledge and skills necessary for the challenging and rewarding field of game programming. Students go beyond traditional software development to gain the technical expertise necessary for realizing and enabling the creative vision of game designers and artists. The curriculum is grounded in game design theory, programming, and the various phases of the game development process. Emphasis is placed on the mastery of a variety of computer programming languages, scripting, artificial intelligence, game engine development and deployment, visual design, and the use of industry-standard software applications. Students gain experience in developing games across various platforms, including PC, console, web, and mobile devices. Graduates of the program are well-positioned for careers in game development, be it as part of small indie companies or larger video game development corporations.

### **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

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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

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT136 - Introduction to Quantitative Analysis (3)
- MAT140 - Precalculus (3)

Major Courses

60 Total Credits

- Complete:
  - IT140 - Introduction to Scripting (3)
  - IT145 - Foundation in Application Development (3)
  - IT230 - Software Development with C#.NET (3)
  - IT312 - Software Development with C++.NET (3)
  - IT328 - Project Management in Information Technology (3)
  - IT450 - Artificial Intelligence (3)
  - COM230 - Graphics and Layout in Print Media (3)
  - GAM207 - Information Technology and Digital Games (3)
  - GAM303 - Design of Virtual Game Environments (3)
  - GAM305 - Digital Game Development (3)
  - GAM312 - Scripting for Games (3)
  - GAM415 - Graphics Game Engine (3)
  - GAM465 - Digital Multimedia Development (3)
  - GAM495 - Game Programming Capstone (3)
  - GRA202 - 3-D Modeling and Animation (3)
  - GRA211 - Interactive Animation (3)
  - GRA220 - Introduction to Digital Imaging (3)
  - GRA310 - Digital Graphic Design for the Web (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT350 - Applied Linear Algebra (3)

Free Electives

15 Total Credits

- 15 credit(s).

Grand Total Credits: **120**

## **Geosciences (BS)**

### **Description**

The geosciences are interdisciplinary sciences that integrate geography, geology, earth systems science, physics, chemistry, and spatial awareness into the course of study. According to the American Geosciences Institute (2014), "The major applications of the geosciences are: exploration and responsible development of natural resources (oil, gas, coal, minerals, construction aggregate, water, and soils), preservation of the natural environment, restoration from environmental damage, mitigation of geohazards such as earthquakes and landslides, and exploratory research." The program emphasizes the use of geoscience data for their uses in problem solving and establishing policies that support effective resource management, public health and safety, and environmental protection.

### **Program Outcomes**

1. Develop technically correct maps and products using geospatial data to visualize spatial patterns
2. Communicate the results of geospatial analyses using audience specific tools and technologies to internal and external stakeholders
3. Synthesize qualitative and quantitative data to recognize occurrences and patterns within the scope of the geosciences
4. Develop a professional identity from which to make globally, socially, and ethically responsible geoscientific decisions that are in line with legal and organizational policy requirements
5. Integrate fundamental geographic and geological principles to solve environmental concerns and human-related issues
6. Justify the appropriate field and laboratory tools, technologies, and methods to solve problems in various geoscience settings

### **Requirements**

General Education Courses  
45 Total Credits

- 45 credit(s) from:

Must include:

- GEO200 - World Geography (3)
- MAT136 - Introduction to Quantitative Analysis (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Major Courses  
45 Total Credits

- Complete:

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- CHM101 - Fundamentals of Chemistry (3)
- CHM101L - Fundamentals of Chemistry Lab (1)
- GEO330 - Geohazards (3)
- IT140 - Introduction to Scripting (3)
- PHY101 - Principles of Physics (3)
- PHY101L - Principles of Physics Lab (1)
- PHY103 - Earth System Science (3)
- PHY205 - Principles of Geology (3)
- PHY205L - Principles of Geology Lab (1)
- SCI207 - Atmospheric Science (3)
- SCI218 - Natural Resources (3)
- SCI225 - Spatial Awareness (3)
- SCI310 - Geostatistics and Data Analysis (3)
- SCI320 - Geosciences Methodologies (3)
- SCI350 - Leadership and Ethics in the Geosciences (3)
- SCI425 - Geoscientific Research Methods (3)
- SCI489 - Geosciences Capstone (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from:
  - GEO345 - Remote Sensing and Imagery Analysis (3)
  - GEO450 - Spatial Analysis (3)
  - IT242 - Introduction to Geographic Information Systems (3)
  - IT338 - Geospatial Programming (3)
  - PAD330 - Public Administration (3)
  - PAD331 - Public Administrative Ethics and Theory (3)
  - PAD332 - Municipal Government Operations (3)
  - PAD340 - Public Fiscal Management (3)
  - PAD341 - Disaster Recovery and Response (3)
  - PHE101 - Fundamentals of Public Health (3)
  - SOC318 - Sustainable Communities (3)

Subject(s): BIO, CHM, ENV, GEO, PHY, or SCI within the range of course numbers 100-499

Free Electives

18 Total Credits

- 18 credit(s).

Grand Total Credits: **120**

## **Geosciences (BS) - Geospatial Technology (Concentration)**

### **Description**

The concentration in Geospatial Technologies provides students with practical experience in geospatial analysis using geographic information systems, satellite imagery and commonly used sensors and analytical methods for the geosciences. With a focus on the tools and techniques offered by these technologies, students will explore the acquisition, integration, and analysis of geospatial data that is applicable to a wide array of environmental issues on local to global scales.

### **Requirements**

- Complete:
  - GEO345 - Remote Sensing and Imagery Analysis (3)
  - GEO450 - Spatial Analysis (3)
  - IT242 - Introduction to Geographic Information Systems (3)
  - IT338 - Geospatial Programming (3)

Grand Total Credits: **12**

## **Geosciences (BS) - Natural Resources and Conservation (Concentration)**

### **Description**

The concentration in Natural Resources and Conservation focuses on the conservation and management of natural resources and remediation of natural and human hazards. With a foundation in the natural and physical sciences, students gain a broad-based interdisciplinary skill set that companies and organizations are looking for to solve complex environmental problems. Concepts addressed throughout the program will address important environmental challenges such as climate change, alternative energy, and sustainability.

### **Requirements**

- Complete:
  - ENV305 - Global Climate Change (3)
  - SCI219 - Environmental Issues (3)
  - SCI220 - Energy and Society (3)
  - SCI333 - Waste: Sources, Reduction, & Remediation (3)

Grand Total Credits: **12**

## **Information Technologies (AS)**

### **Description**



Students in this two-year Associate Degree program will learn the fundamentals of information technology. The courses required in the associate program align to the requirements of the bachelor's degree program in Information Technologies, should students wish to pursue a Bachelor of Science degree later.

### **Program Outcomes**

1. Solve fundamental technology related problems using effective and appropriate methods and tools
2. Employ appropriate verbal and written communication skills to meet the needs of end-users and supervisors using oral, print, and multimedia strategies
3. Employ strategies for maintaining and securing existing IT systems
4. Identify current and emerging tools and technologies that meet a given set of technical specifications and organizational goals

### **Requirements**

General Education

24 Total Credits

- Complete all of the following
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)
    - SNHU107 - Success Strategies for Online Learning (3)
    - MAT136 - Introduction to Quantitative Analysis (3)
    - ECO201 - Microeconomics (3)
    - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
  - 1 of the following:
    - HUM100 - Perspectives in the Humanities (3)
    - HUM200 - Applied Humanities (3)
  - 1 of the following:
    - SCI100 - Perspectives in the Natural Sciences (3)
    - SCI200 - Applied Natural Sciences (3)

Major Courses

27 Total Credits

- Complete:
  - MAT140 - Precalculus (3)
  - OL125 - Human Relations in Administration (3)
  - IT140 - Introduction to Scripting (3)
  - IT200 - Fundamentals of Information Technology (3)
  - IT201 - Computer Platform Technologies (3)
  - IT210 - Business Systems Analysis and Design (3)
  - IT328 - Project Management in Information Technology (3)
  - IT340 - Network and Telecommunication Management (3)
  - IT380 - Cybersecurity and Information Assurance (3)

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **60**

## **Information Technologies (BA)**

### **Description**

Technology has become an indispensable part of an organization's operation and there is more need than ever to rethink current digital strategies to leverage data, collaborate in an increasingly virtual marketplace, and put the cloud to work. The Bachelor of Arts program in Information Technologies provides students with the technical abilities and practical skills to help any organization leverage new technologies to innovate practices, products, and processes. Aligned to the Accreditation Board for Engineering and Technology (ABET), this degree program provides a framework that is capable of developing students as leaders in innovation and emerging technologies, while providing a high-quality education that meets the standards of today's professional environment. Students will be exposed to the fundamental information technologies, systems, data manipulation methods, and computational thinking strategies necessary to support organizational decision-making strategies and recommend effective system design and maintenance solutions.

### **Program Outcomes**

1. Solve technology related problems using effective and appropriate methods, tools, and critical soft-skills
2. Develop a professional identity from which to make globally, socially, and ethically responsible information technology and systems decisions that are in line with legal and organizational policy requirements
3. Employ appropriate verbal and written communication skills to meet the needs of diverse audiences using oral, print and multimedia strategies
4. Recommend effective system design and maintenance solutions that meet user and organizational needs based on appropriate tools and applications for a given scenario
5. Recommend appropriate core information technologies, systems, data manipulation methods, and computational thinking solutions to support organizational decision-making strategies within a business environment

### **Requirements**

General Education

45 Total Credits

- 45 credit(s) from:

Must include:

- MAT136 - Introduction to Quantitative Analysis (3)
- PSY108 - Introduction to Psychology (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and

Arts and Sciences Courses  
9 Total Credits

- Complete all of the following
  - Complete:
    - COM126 - Introduction to Mass Communication (3)
    - IT140 - Introduction to Scripting (3)
  - 1 of the following:
    - SCI218 - Natural Resources (3)
    - SCI220 - Energy and Society (3)

Major Courses  
48 Total Credits

- Complete:
  - IT145 - Foundation in Application Development (3)
  - IT200 - Fundamentals of Information Technology (3)
  - IT201 - Computer Platform Technologies (3)
  - IT210 - Business Systems Analysis and Design (3)
  - IT235 - Database Design (3)
  - IT270 - Web Site Design (3)
  - IT315 - Object Oriented Analysis and Design (3)
  - IT328 - Project Management in Information Technology (3)
  - IT331 - Human Factors in Information Technology (3)
  - IT340 - Network and Telecommunication Management (3)
  - IT380 - Cybersecurity and Information Assurance (3)
  - IT385 - Information Technology Communications (3)
  - IT412 - Cyberlaw and Ethics (3)
  - IT415 - Advanced Information Systems Design (Capstone) (3)
  - IT420 - Advanced Information Systems Implementation (Capstone) (3)
  - IT489 - Information Technology Portfolio Planning (3)

Free Electives  
18 Total Credits

- 18 credit(s).

Grand Total Credits: **120**

## Information Technologies (BS)

### Description

Technology has become an indispensable part of an organization's operation and there is more need than ever to rethink current digital strategies to leverage data, collaborate in an increasingly virtual marketplace, and put the cloud to work. The Bachelor of Science program in Information Technologies provides students with the technical abilities, business expertise, and practical skills to help any organization leverage new

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technologies to innovate practices, products, and processes. Aligned to the Accreditation Board for Engineering and Technology (ABET), this degree program provides a framework that is capable of developing students as leaders in innovation and emerging technologies, while providing a high-quality education that meets the standards of today's professional environment. Students will be exposed to the fundamental information technologies, systems, data manipulation methods, and computational thinking strategies necessary to support organizational decision-making strategies and recommend effective system design and maintenance solutions.

### **Program Outcomes**

1. Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions
2. Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline
3. Communicate effectively in a variety of professional contexts
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles
5. Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline
6. Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing based systems

### **Requirements**

General Education  
45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- MAT136 - Introduction to Quantitative Analysis (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

Major Courses  
57 Total Credits

- Complete:
  - IT140 - Introduction to Scripting (3)
  - IT145 - Foundation in Application Development (3)
  - IT200 - Fundamentals of Information Technology (3)
  - IT201 - Computer Platform Technologies (3)
  - IT210 - Business Systems Analysis and Design (3)
  - IT235 - Database Design (3)
  - IT270 - Web Site Design (3)
  - IT328 - Project Management in Information Technology (3)
  - IT331 - Human Factors in Information Technology (3)
  - IT340 - Network and Telecommunication Management (3)
  - IT380 - Cybersecurity and Information Assurance (3)
  - IT385 - Information Technology Communications (3)
  - IT412 - Cyberlaw and Ethics (3)

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- IT415 - Advanced Information Systems Design (Capstone) (3)
- IT420 - Advanced Information Systems Implementation (Capstone) (3)
- IT489 - Information Technology Portfolio Planning (3)
- MAT140 - Precalculus (3)
- MAT223 - Applications of Calculus (3)
- OL125 - Human Relations in Administration (3)

### Electives

12 Total Credits

- 12 credit(s) from subject(s): DAT, DAD, GAM, MIS, or IT, excluding:
  - IT100 - Introduction to Information Technology (3)

### Free Electives

6 Total Credits

- 6 credit(s).

Grand Total Credits: **120**

## Information Technologies (BS) - Cybersecurity (Concentration)

### Description

The concentration in Cybersecurity focuses on the enterprise level of cybersecurity practices. Students will focus on human factors in cybersecurity, Unix/Linux operating systems, network security and the fundamental principles underlying cybersecurity. Students will be exposed to the fundamental principles underlying cybersecurity and explore how the varying principles are employed to achieve secure solutions. Students will explore human factors present in cybersecurity related to ethics, integrity, practices, policies and procedures. Students will also explore Linux/Unix operating systems including maintenance tasks such as backup/restore/shutdown and reboot. Additionally, students will explore network security defense techniques and countermeasures.

### Requirements

- Complete:
  - IT241 - Human Factors in Cybersecurity (3)
  - IT255 - Introduction to the Linux Operating System (3)
  - IT320 - Network Security (3)
  - IT335 - Security Principles (3)

Grand Total Credits: **12**

## **Information Technologies (BS) - Data Analytics (Concentration)**

### **Description**

The concentration in Data Analytics provides students with the technical abilities, business expertise, and practical skills necessary to help organizations in a variety of industries leverage data to innovate practices, products, and processes. Students are exposed to foundations of data analytics initiatives from consulting stakeholders on data opportunities to delivering accurate, persuasive presentations of recommendations.

### **Requirements**

- Complete all of the following
  - Complete:
    - DAT210 - Foundation of Data Analytics (3)
    - DAT310 - Data Analytics I (3)
    - DAT320 - Data Analytics II (3)
  - 3 credit(s) from the following:
    - DAD215 - Introduction to Statistical Analysis System (3)
    - DAD220 - Introduction to Structured Query Language (3)
    - DAD334 - Oracle SQL Fundamentals (3)

Grand Total Credits: **12**

## **Information Technologies (BS) - Geographic Information Systems (Concentration)**

### **Description**

The concentration in G.I.S. (Geographic Information Systems) provides students with practical, authentic, real world experience in geospatial technology with direct applications for use in IT. From data analytics to geospatial programming, students will gain applied geospatial skill sets coupled with desirable experience that is favored in today's high tech workforce. Increasingly, G.I.S. is an essential planning and analytic tool utilized in the IT fields, and it helps to visualize data in a geographic model. With a focus on the tools and techniques offered by these technologies, students will explore the acquisition, integration, and analysis of geospatial data that is applicable to a wide array of topics and issues from organizational to global scales.

### **Concentration Outcomes**

1. Develop technically correct maps and products using geospatial data to visualize spatial patterns
2. Communicate the results of geospatial analyses using audience specific tools and technologies to internal and external stakeholders

### **Requirements**

- Complete:
  - DAT210 - Foundation of Data Analytics (3)
  - DAD220 - Introduction to Structured Query Language (3)
  - IT242 - Introduction to Geographic Information Systems (3)
  - IT338 - Geospatial Programming (3)

Grand Total Credits: **12**

## **Information Technologies (BS) - IT Management (Concentration)**

### **Description**

The concentration in IT Management focuses on the managerial aspects related to infrastructure and service management within an enterprise. It covers topics such as IT service management, infrastructure management, management science, and information technology teams and group dynamics.

### **Requirements**

- Complete:
  - IT252 - Information Technology Teams and Group Dynamics (3)
  - IT261 - IT Service Management (3)
  - IT332 - Infrastructure Management (3)
  - QS0320 - Management Science through Spreadsheets (3)

Grand Total Credits: **12**

## **Information Technologies (BS) - Network and Telecommunications (Concentration)**

### **Description**

The concentration in Network and Telecommunications focuses on the enterprise level of network and telecommunications management. Students will focus on managing varying aspects of networking and telecommunications including the relationship of IT service management to process improvement within an organization. Students will explore Linux/Unix operating systems including maintenance tasks such as backup/restore/shutdown and reboot. Additionally, students will explore network security defense techniques and countermeasures as well as planning, maintaining and auditing data communications and networks within an organization.

### **Requirements**

- Complete:
  - IT255 - Introduction to the Linux Operating System (3)
  - IT261 - IT Service Management (3)
  - IT320 - Network Security (3)
  - IT345 - Network Planning and Maintenance (3)

Grand Total Credits: **12**



## **Information Technologies (BS) - Robotics and Artificial Intelligence (Concentration)**

### **Description**

The concentration in Robotics and Artificial Intelligence focuses on contemporary tools and principles of artificial intelligence as well as 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. Additionally, students develop interactive animations within a three-dimensional virtual reality environment. Emphasis is placed on how artificial systems adapt to novel situations, patterns from data are discovered, and how performance is improved with practice through popular frameworks for learning, including supervised, reinforcement, and unsupervised learning.

### **Requirements**

- Complete:
  - IT209 - Introduction to Robotics (3)
  - IT312 - Software Development with C++.NET (3)
  - IT450 - Artificial Intelligence (3)
  - IT460 - Machine Learning (3)

Grand Total Credits: **12**

## **Information Technologies (BS) - Software Development (Concentration)**

### **Description**

The concentration in Software Development focuses on development of software using contemporary tools and programming languages. Students learn to program event-driven programs using a fully object-oriented, visual programming language as well as programming in a distributed environment and developing interactive animations within a three dimensional virtual reality environment. Additionally, students learn to configure a mobile development environment and build basic applications for mobile devices.

### **Requirements**

- Complete:
  - IT230 - Software Development with C#.NET (3)
  - IT312 - Software Development with C++.NET (3)
  - IT390 - Mobile Application Design and Development (3)
  - IT431 - Software Development in Distributed Systems (3)

Grand Total Credits: **12**

## **Information Technologies (BS) - Web Design and Development (Concentration)**

### **Description**

The concentration in Web Design and Development focuses on creating interactive pages for the World Wide Web and configuring mobile development environments to build basic applications for mobile devices. Additionally, students explore the challenges of creating user-centered mobile applications including design process deliverables used to communicate with clients, technical leads, and stakeholders. Finally, students engage in a comprehensive survey of the principles, techniques and implications of digital commerce and e-business.

### **Requirements**

- Complete:
  - IT355 - Web and Mobile User Experience (3)
  - IT390 - Mobile Application Design and Development (3)
  - IT431 - Software Development in Distributed Systems (3)
  - MIS320 - Electronic Business (3)

Grand Total Credits: **12**

## **Information Technology (Minor)**

### **Requirements**

Required Courses  
9 Total Credits

- Complete:
  - IT140 - Introduction to Scripting (3)
  - IT200 - Fundamentals of Information Technology (3)
  - IT201 - Computer Platform Technologies (3)

Electives  
6 Total Credits

- 6 credit(s) from subject(s): IT

Grand Total Credits: **15**

## **Information Technology (MS)**

### **Description**

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. Professionals who can bridge the communication gap

between IT and business segments are valuable but hard to find, and the demand for this new breed of IT professional is growing. The Master of Science in Information Technology program is designed for students who wish to pursue careers in the analysis, design, creation and management of information technology systems through the application of contemporary technologies. The program emphasizes practical skills based on fundamental core technologies along with their technical and ethical foundations. Students will analyze business needs and determine information systems requirements for those needs by applying an iterative, case-driven process.

### **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**

## **Information Technology (MS) - Data Analytics (Concentration)**

### **Description**

The Data Analytics concentration focuses on big data and the analysis and visual representation of that data within the context of a business environment. Students will interpret data trends and communicate results using a variety of data visualizations appropriate and meaningful to intended audiences.

### **Concentration Outcomes**

1. Analyze the impact of big data on an enterprise in given scenarios
2. Evaluate and interpret data and data trends in relation to other metrics
3. Synthesize technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience

### **Requirements**

- Complete:
  - DAT510 - Foundations of Data (3)
  - DAT520 - Decision Methods and Modeling (3)
  - DAT530 - Presentation and Visualization of Data (3)

Grand Total Credits: **9**

## **Information Technology (MS) - Database Design (Concentration)**

### **Description**

The concentration in Database Design focuses on the design and development of database applications, client/server systems and data warehouses within the context of a business environment. Students will learn to develop multi-user database applications and manipulate data in a shared database environment. Students will also explore principles of design, development and implementation of Data Warehouse DBMS based on the dimensional modeling architecture.

### **Concentration Outcomes**

1. Develop advanced, multi-user database applications using large commercial database systems
2. Design and build client applications that manipulate data in a shared database environment on a network
3. Utilize principles of design to plan the development and implementation of Data Warehouse DBMS based on the dimensional modeling architecture

### **Requirements**

- Complete:
  - IT655 - Database Application Development (3)
  - IT665 - Client/Server Systems (3)
  - IT675 - Data Warehouse Concepts and Design (3)

Grand Total Credits: **9**

## **Information Technology (MS) - Healthcare Informatics (Concentration)**

### **Requirements**

- Complete:
  - HIM500 - Healthcare Informatics (3)
  - IHP600 - Social & Organizational Issues in Healthcare (3)
  - IT550 - Management of Information Technology (3)

Grand Total Credits: **9**

## **Information Technology (MS) - IT Management (Concentration)**

### **Description**

The IT Management concentration focuses on enterprise level technology management. Students will focus on managing varying aspects of information technology including the relationships between structure and process in project management and the management of IT functions within an organization. Additionally, students will explore enterprise resource planning and the implications of cyber law and ethics.

### **Concentration Outcomes**

1. Facilitate best practices for managing information technology functions and interrelationships within an organization relating to organizational process and structure; adoption of new technologies; and projects within the IT organizational unit
2. Justify recommendations for ERP (enterprise resource planning) technology solutions that manage the flow of information and integration in all facets in enterprise systems
3. Analyze ethical and legal issues related to varying technology scenarios within an enterprise in order to propose corrective actions to take in the future

### **Requirements**

- Complete:
  - IT550 - Management of Information Technology (3)
  - IT657 - Enterprise Resource Planning (3)
  - IT659 - Cyberlaw and Ethics (3)

Grand Total Credits: **9**

## **Information Technology (MS) - Information Security (Concentration)**

### **Description**

The concentration in Information Security provides students with a deeper look into the complex and vital field of Information Security. Students will examine the current landscape of vulnerabilities, risks, and security disciplines, and how these relate to the field of computer science.

### **Concentration Outcomes**

1. Recommend best practices for planning, implementing, and managing enterprise level security and system integrity
2. Develop organizational policies and procedures to mitigate potential security threats related to human behaviors
3. Analyze the overall network security posture of an enterprise in a given scenario

### **Requirements**

- Complete:
  - IT549 - Foundation in Information Assurance (3)
  - IT552 - Human Factors in Security (3)
  - IT643 - Network Assessment and Defense (3)

Grand Total Credits: **9**

## **Information Technology (MS) - Software Application Development (Concentration)**

### **Description**

The concentration in Software Application Development focuses on the software development practitioner. It covers topics such as object-oriented development, software design methodologies, mobile application development, and distributed application development. Current and emerging programming methodologies are covered to prepare the graduate to step into innovative projects, focusing on developing software solutions for the 21st Century.

### **Requirements**

- Complete:
  - IT632 - Software Design and Modeling (3)
  - IT633 - Mobile Application Development (3)
  - IT634 - Distributed Application Development (3)

Grand Total Credits: **9**

## **Information Technology (MS) - Web Design (Concentration)**

### **Description**

The concentration in Web Design focuses on the design and development of interactive web sites, web applications and methods for driving traffic to websites. Students will learn to design functional, attractive, and easy-to-navigate websites based on an understanding of how humans actually use the internet. They will also examine how to collect statistics on website usage, and how demographic and other data can be used to improve site functionality and popularity

### **Concentration Outcomes**

1. Utilize appropriate tools and technologies to construct interactive websites
2. Recommend plans to drive traffic to websites using web analytics
3. Alter the interface design of websites using guidelines for identifying design problems and strengths, usability assessments, and best practices for common functions such as web navigation, menus, scrolling, graphics and icons

### **Requirements**

- Complete:
  - IT647 - Website Construction (3)
  - IT648 - Website Optimization (3)
  - IT649 - Interface Design for Websites (3)

Grand Total Credits: **9**

## **Management Information Systems (BS)**

### **Description**

The Bachelor of Science in Management Information Systems program has an emphasis on business intelligence and equips students with system, analytical, and critical thinking skills that are necessary to help manage information systems and support the goals and operations of an organization. The curriculum builds upon Southern New Hampshire University's business core foundation of knowledge, which emphasizes communication, critical, creative, and entrepreneurial thinking, collaboration and teamwork, personal and social responsibility, problem solving and decision-making, and global orientation. The program establishes a strong foundation of business and management knowledge through understanding business strategy, industry structures, and functional knowledge. The comprehensive program prepares students to provide effective information services and support.

### **Program Outcomes**

1. Effectively bridge communications between IT and business audiences using appropriate language and terminology to help teams and organizations function more effectively
2. Apply information systems analysis and design and project management concepts to achieve operational goals that support key business strategies



3. Assess IT infrastructure to determine the appropriate tools, processes, and resources that achieve an organization's strategic goals
4. Analyze existing business systems and identify effective and efficient technology solutions aligned to an organization's immediate needs and strategic goals
5. Develop business intelligence reporting that addresses a variety of business needs and analyze the underlying supporting data models
6. Apply information security policies and procedures that are aligned with national and international standards, laws, and regulations

## **Requirements**

### General Education Courses 45 Total Credits

- 45 credit(s) from:

Must include:

- ECO201 - Microeconomics (3)
- ECO202 - Macroeconomics (3)
- MAT240 - Applied Statistics (3)

### Business Core 27 Total Credits

- 27 credit(s) from:

Except:

- BUS206 - Business Law I (3)
- FIN320 - Principles of Finance (3)
- MKT113 - Introduction to Marketing (3)
- OL421 - Strategic Management and Policy (Capstone) (3)

Must include:

- BUS250 - Legal Implications of Vendor Partnership (3)
- IT412 - Cyberlaw and Ethics (3)
- MIS215 - Client Systems and Support (3)

### Major Courses 27 Total Credits

- Complete all of the following
  - Complete:
    - DAD220 - Introduction to Structured Query Language (3)
    - IT201 - Computer Platform Technologies (3)
    - IT204 - Introduction to Data and Information Management (3)
    - IT261 - IT Service Management (3)
    - MIS300 - Enterprise Information Systems/Database (3)
    - MIS320 - Electronic Business (3)
    - MIS350 - Business Intelligence and Reporting (3)
    - MIS490 - Management Information Systems Capstone (3)
  - 1 of the following:
    - QSO340 - Project Management (3)

Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): BUS, DAD, DAT, IT, OL, or QSO
  - 9 credit(s) from subject(s): BUS, DAD, DAT, IT, OL, or QSO within the range of course numbers 300 - 499

Free Electives

9 Total Credits

- 9 credit(s).

Grand Total Credits: **120**

## **Management Information Systems (BS) - Information Technology Management (Concentration)**

### **Description**

IT managers play a key role in ensuring the ongoing operations of an organization's IT environment. The concentration in IT Management focuses on the managerial aspects related to IT service management, infrastructure management, management science, and information technology teams within an enterprise environment.

### **Concentration Outcomes**

1. Apply a combination of information technology management and business intelligence techniques and strategies in support of an organization's information systems strategic goals

### **Requirements**

- Complete:
  - IT252 - Information Technology Teams and Group Dynamics (3)
  - IT332 - Infrastructure Management (3)
  - IT340 - Network and Telecommunication Management (3)
  - QSO320 - Management Science through Spreadsheets (3)

Grand Total Credits: **12**

## **Management Information Systems (BS) - Project Management (Concentration)**

### **Description**

Project managers play a critical role in the strategic direction of an organization by managing and leading project teams. The concentration in Project Management provides students with an opportunity to focus their studies on the effective application of knowledge, skills, and techniques in executing and managing projects.

### **Concentration Outcomes**

1. Apply qualitative and quantitative project management techniques that address IT management projects in support of operational and strategic goals

### **Requirements**

- Complete:
  - QSO349 - Project Contracting and Procurement (3)
  - QSO355 - Resource Estimating and Scheduling (3)
  - QSO420 - Integrated Cost and Schedule Control (3)
  - QSO435 - Adaptive Project Management (3)

Grand Total Credits: **12**

## **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,

## **Requirements**

### General Education Courses 45 Total Credits

- 45 credit(s) from:

Must include:

- MAT136 - Introduction to Quantitative Analysis (3)
- MAT140 - Precalculus (3)
- MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

### Arts and Sciences Courses 9 Total Credits

- Complete all of the following
  - Complete:
    - GEO200 - World Geography (3)
    - PHL214 - Formal Logic (3)
  - 1 of the following:
    - COM341 - Technical Writing (3)
    - ENG330 - Nonfiction Writing Workshop (3)

### Major Courses 30 Total Credits

- Complete:
  - IT140 - Introduction to Scripting (3)
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - MAT230 - Discrete Mathematics (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 or choose a Concentration 9 Total Credits

- Complete all of the following
  - 9 credit(s) from:
    - MAT135 - The Heart of Mathematics (3)
  - Subject(s): MAT within the range of course numbers 200-499
  - Excludes MAT 206, 360, 362, 440, 490, 495 and any math course in the major.

### Free Electives

27 Total Credits

- 27 credit(s).

Grand Total Credits: **120**

## **Mathematics (BA) - Applied Mathematics (Concentration)**

### **Description**

The Applied Mathematics concentration emphasizes mathematics as an interdisciplinary science, one with broad-reaching, authentic applications in the modern world. Scientific research and industry are increasingly relying on mathematical and computational tools to advance our understanding of complex real-world problems. Students will be exposed to commonly used methods, techniques, and tools in applied mathematics, with emphasis placed on those associated with mathematical modeling. Additionally, students will explore the vital role that mathematics plays in research and industry by completing a research project in the area of applied mathematics.

### **Requirements**

- Complete all of the following
  - Complete:
    - MAT375 - Mathematical Modeling (3)
    - MAT430 - Seminar in Applied Mathematics (3)
  - 3 credit(s) from the following:
    - MAT300 - Applied Statistics II: Regression Analysis (3)
    - MAT410 - Operations Research (3)
    - MAT420 - Dynamical Modeling (3)

Grand Total Credits: **9**

## 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.

### Requirements

Required Courses

12 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)

Electives

3 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): MAT
  - NOTE: MAT 101, MAT 106, MAT 130, MAT 140, MAT 206, MAT 360, MAT 362 are excluded from the elective options.

Grand Total Credits: **15**

## Social Sciences

## **Advanced Counterterrorism and Homeland Security (Graduate Certificate)**

### **Description**

The Advanced Counterterrorism and Homeland Security certificate offers students an opportunity to master the skills necessary to function in the industry. Intelligence analysis, threat management, advanced surveillance, and anti-terrorism techniques are examined.

### **Requirements**

Required Courses

12 Total Credits

- Complete:
  - CJ530 - Global Terrorism (3)
  - CJ681 - Terrorist Techniques and Counterterrorism (3)
  - CJ682 - Threat Assessment (3)
  - CJ683 - Intelligence Collection and Analysis (3)

Grand Total Credits: **12**

## **Anthropology (BA)**

### **Description**

Anthropology is the study of people and their non-human primate relatives over space and time. It is the study of how human society has changed from a social, historical, and evolutionary perspective. Anthropology is a field that bridges Science and the Humanities examining and producing both qualitative and quantitative data.

Anthropologists think holistically about the human society working to understand similarities and differences through cultural, biological, archaeological, and linguistic lenses. Anthropology prepares students for careers in the United States and abroad. Since the anthropology degree at Southern New Hampshire University is skill focused, it uniquely prepares students to either be employed following graduation or enter a graduate degree program. The application of anthropological skills is at the core of the degree program. The uniqueness of the degree is in the inclusion of skill-based concentrations that expand the list of potential jobs for which a graduate can apply. The Anthropology core courses and concentrations stress the application of anthropological theory and methods to real world problems through experiential assignments, ethnographic case studies, data collection, and the acquisition of skills in a specialty area. Anthropology is inherently multidisciplinary, and as such, its specialty areas draw from elements of many different fields in the sciences and humanities.

### **Program Outcomes**

1. Evaluate diverse cultural behaviors and social interactions for their role in the complex interrelationships between individuals, cultures, social institutions, organizations, and the environment

2. Apply anthropological theories, concepts, and methodologies to complex contemporary and historical cultural issues for a broader understanding of human societies
3. Demonstrate professional ethics and responsibilities for the collection and dissemination of anthropological knowledge to promote the value of human diversity
4. Develop feasible anthropological research questions for designing implementation-worthy project proposals
5. Analyze anthropological research and data for assessing how human groups construct the cultural realities in which they live
6. Assess similarities and differences among cultures for developing culturally relevant perspectives that challenge ethnocentric notions and practices

## **Requirements**

### General Education Courses

45 Total Credits

- 45 credit(s) from:

Must include:

- HIS117 - World Civilizations: Prehistory-1500 (3)
- MAT240 - Applied Statistics (3)
- PHL111 - Introduction to Critical Thinking (3)

### Arts and Sciences Courses

9 Total Credits

- Complete:
  - GEO200 - World Geography (3)
  - PHL230 - Religions of the World (3)
  - PHY103 - Earth System Science (3)

### Major Courses

24 Total Credits

- Complete:
  - ATH101 - The Human Experience: Introduction to Anthropology (3)
  - ATH111 - Introduction to Cultural Anthropology (3)
  - ATH205 - Discovering the Past: Foundations in Archaeology (3)
  - ATH210 - Human Origins and Evolution: Biological Anthropology (3)
  - ATH315 - Anthropology in the Contemporary World (3)
  - ATH320 - Who Owns Culture? Ethics in Anthropology (3)
  - ATH489 - Capstone in Anthropology (3)
  - SCS224 - Social Science Research Methods (3)

### Major Electives or choose a Concentration

12 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): BIO, ENV, PAD, POL, PSY, SCI, or SOC
  - 9 credit(s) from subject(s): BIO, ENV, PAD, POL, PSY, SCI, or SOC within the range of course numbers 300 - 499



Free Electives  
30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

## **Anthropology (BA) - Environmental Sustainability (Concentration)**

### **Description**

How sustainable are modern human lifestyles? Students will explore how human systems and environmental systems interact in the context of everyday life. Students will learn what they can contribute to good stewardship of the natural environment and the quality of life for groups and communities. Students completing this concentration will be prepared to contribute to the field of an environmental sustainability with a variety of anthropological approaches.

### **Concentration Outcomes**

1. Examine the relationship between human activities and environmental processes for informing individual and community strategies that mitigate environmental issues and promote sustainable living

### **Requirements**

- Complete:
  - BIO330 - Conservation Biology (3)
  - SCI219 - Environmental Issues (3)
  - SCI220 - Energy and Society (3)
  - SOC318 - Sustainable Communities (3)

Grand Total Credits: **12**

## **Anthropology (BA) - Geospatial Technologies (Concentration)**

### **Description**

The Geospatial Technologies concentration provides students in the Anthropology program with the opportunity to explore the applications of mapping technologies in a variety of occupational fields with an anthropological context. Students examine basics in geology and use mapping technologies to analyze spatial problems and interpret targeted data. Through the analysis of a variety of data derived from mapping, students assess approaches to problems and patterns of human behavior, which is central to the study of anthropology.

### **Concentration Outcomes**

1. Utilize mapping technologies in geostatistical and geospatial analysis for assessing impact on approaches to problems and patterns of human behavior

### **Requirements**

- Complete all of the following
  - Complete:
    - IT242 - Introduction to Geographic Information Systems (3)
    - PHY205 - Principles of Geology (3)
    - SCI225 - Spatial Awareness (3)
  - 3 credit(s) from the following:
    - GEO345 - Remote Sensing and Imagery Analysis (3)
    - SCI310 - Geostatistics and Data Analysis (3)

Grand Total Credits: **12**

## **Criminal Justice (AS)**

### **Description**

The Associates of Science in Criminal Justice program will provide an introductory and career-focused overview of the criminal justice system. The curriculum will serve to compliment effective academic content with an emphasis on preparation for employment candidacy or matriculation into the B.S. in Criminal Justice program.

### **Program Outcomes**

1. Explain the fundamental criminological theories as they relate to the analysis of crime causation
2. Analyze ethical policing strategies and how they serve to protect the rights and freedoms of citizens
3. Summarize how organizational culture and community relations impact and inform police and public safety professionals' strategies and practice
4. Explain the historical foundations of policing and public safety and how the profession has evolved

## **Requirements**

### General Education Courses

24 Total Credits

- Complete all of the following
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)
    - SNHU107 - Success Strategies for Online Learning (3)
  - 1 of the following:
    - MAT125 - Quantitative Reasoning & Problem Solving (3)
    - MAT130 - Applied Finite Mathematics (3)
    - MAT135 - The Heart of Mathematics (3)
    - MAT136 - Introduction to Quantitative Analysis (3)
    - MAT240 - Applied Statistics (3)
  - 1 of the following:
    - HUM100 - Perspectives in the Humanities (3)
    - HUM200 - Applied Humanities (3)
  - 1 of the following:
    - SCS100 - Perspectives in the Social Sciences (3)
    - SCS200 - Applied Social Sciences (3)
  - Complete:
    - SCI100 - Perspectives in the Natural Sciences (3)
    - SCI200 - Applied Natural Sciences (3)

### Major Courses

27 Total Credits

- Complete all of the following
  - Complete:
    - CJ104 - Ethics and the Criminal Justice Leader (3)
    - CJ202 - Writing for the Criminal Justice Profession (3)
    - CJ300 - Research Methods for Criminal Justice (3)
    - JUS101 - Introduction to Criminal Justice (3)
    - JUS261 - Judicial Administration (3)
    - JUS305 - International Criminal Justice (3)
    - JUS331 - Juvenile Justice System (3)
    - JUS375 - Criminal Law (3)
  - 1 of the following:
    - JUS102 - American Policing (3)
    - JUS103 - Correctional Systems (3)
    - JUS104 - Introduction to Security (3)

### Free Electives

9 Total Credits

- 9 credit(s).

## **Criminal Justice (BS)**

### **Description**

The Bachelor of Science in Criminal Justice program will provide an extensive, outcomes-based and career-focused overview of the Criminal Justice system. The curriculum will serve to compliment effective academic content with an emphasis on preparation for employment candidacy or advancement in the Criminal Justice profession. The program will seek to educate traditional students as well as promote criminal justice workforce development by targeting persons currently working in the field. The Bachelor of Science in Criminal Justice program will provide students opportunities to understand foundational reasons for the profession's expansion and where s/he may best qualify for employment within it. The program bridges the gap between current theory and sanctioned practice in order to maintain credibility, facilitate proper career planning, and prepare graduates to immediately contribute to the field. The program will enforce and encourage adherence to rigorous academic standards and develop professionally objective skill sets. Students will be prepared to make ethical, methodical, evidence-based decisions that will serve their prospective professional organizations and communities well.

### **Program Outcomes**

1. Apply various criminological theories of human behavior to the analysis of crime causation, including biological, sociological, and psychological factors and influences
2. Apply principles of criminal law to promote ethical policing strategies and protect the rights and freedoms of citizens
3. Apply criminological scientific methods of inquiry to arrive at reasoned decisions regarding professional practice, problem-solving, sound operational decisions, and critical evaluations
4. Analyze how organizational culture, behavioral theory, planning and community relations impact and inform criminal justice leadership strategies and practice
5. Evaluate the impact of emerging technologies as a tool for criminal enterprise, investigation, and on the operations of criminal justice agencies
6. Evaluate transnational criminal enterprises and the impact globalization of crime has upon policing in the United States

### **Requirements**

General Education Courses  
45 Total Credits

- 45 credit(s) from:

Arts and Sciences Courses  
9 Total Credits

- Complete:
  - POL210 - American Politics (3)

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- PSY108 - Introduction to Psychology (3)
- SOC112 - Introduction to Sociology (3)

Major Courses

30 Total Credits

- Complete:
  - CJ104 - Ethics and the Criminal Justice Leader (3)
  - CJ202 - Writing for the Criminal Justice Profession (3)
  - CJ300 - Research Methods for Criminal Justice (3)
  - CJ480 - Capstone in Criminal Justice (3)
  - JUS101 - Introduction to Criminal Justice (3)
  - JUS261 - Judicial Administration (3)
  - JUS305 - International Criminal Justice (3)
  - JUS331 - Juvenile Justice System (3)
  - JUS375 - Criminal Law (3)
  - JUS455 - Legal Traditions (3)

Major Electives or choose a Concentration

12 Total Credits

- 4 of the following:
  - CJ303 - Psychopaths, Sociopaths and Serial Killers (3)
  - CJ330 - Leadership and Management in Criminal Justice Organizations (3)
  - CJ331 - Effective Patrol and Community Policing (3)
  - CJ332 - Crisis Intervention for Police (3)
  - CJ400 - Crime Analysis and Effective Police Service (3)
  - CJ401 - Emergency and Disaster Management (3)
  - CJ430 - Terrorist Techniques (3)
  - CJ467 - Threat Assessment Fundamentals (3)
  - CJ468 - Intelligence, Surveillance, and Reconnaissance (3)
  - JUS103 - Correctional Systems (3)
  - JUS201 - Criminal Investigation (3)
  - JUS215 - The Victim and the Justice System (3)
  - JUS325 - Law, Justice and Family (3)
  - PSY205 - Forensic Psychology (3)
  - PSY215 - Abnormal Psychology (3)
  - PSY310 - Criminal Psychology (3)
  - SOC324 - Sociology of Crime and Violence (3)

Free Electives

24 Total Credits

- 24 credit(s).

Grand Total Credits: **120**

## **Criminal Justice (BS) - Corrections (Concentration)**

### **Description**

The concentration in Corrections provides students with an opportunity to explore current issues in corrections, including evidence-based programs and practices that address the rehabilitation of offenders in an institution and the community. Coursework addresses the continuum of services provided in corrections, including community-based supervision and the social factors that lead to incarceration. Students will gain a solid foundation in policies and procedures, laws and regulations governing corrections, and staffing needs in correctional institutions.

### **Concentration Outcomes**

1. Analyze contemporary issues and programs in Corrections to inform recommendations regarding offender management and rehabilitation within institutions and the community

### **Requirements**

- Complete:
  - CJ320 - Corrections in the United States (3)
  - CJ321 - Offender Rehabilitation (3)
  - CJ322 - Community-based Corrections (3)
  - CJ323 - Correctional Administration (3)

Grand Total Credits: **12**

## **Criminal Justice (BS) - Criminology (Concentration)**

### **Description**

The concentration in Criminology provides students with a comprehensive overview of the contributions and approaches of the social and behavioral sciences toward criminal behavior. Students will participate in a thorough examination of the psychosocial theories of crime and identification of the causal factors associated with the inception, continuity and subscription to a criminal lifestyle.

### **Concentration Outcomes**

1. Analyze psychosocial theories of crime and causal factors in relation to the inception, continuity, and subscription to deviant behavior

### **Requirements**

- Complete:
  - CJ303 - Psychopaths, Sociopaths and Serial Killers (3)
  - PSY215 - Abnormal Psychology (3)
  - PSY310 - Criminal Psychology (3)
  - SOC324 - Sociology of Crime and Violence (3)

Grand Total Credits: **12**

## **Criminal Justice (BS) - Homeland Security and Counterterrorism (Concentration)**

### **Description**

The concentration in Homeland Security and Counterterrorism offers students a unique educational program designed to provide for a deeper understanding of the threat of terrorism and how best to respond to it. The program offers a comprehensive examination of the nature and history of terrorism, how terrorist groups succeed and fail, how to combat terror, and responses to domestic and/or international terrorist campaigns. In addition, the program covers the wide range of domestic security efforts that help the student develop the analytical and policy development skills required by the industry.

### **Concentration Outcomes**

1. Gather and interpret intelligence and data on domestic and international terrorism for assessing threats, developing an effective terrorism response, and informing policy

### **Requirements**

- Complete:
  - CJ430 - Terrorist Techniques (3)
  - CJ467 - Threat Assessment Fundamentals (3)
  - CJ468 - Intelligence, Surveillance, and Reconnaissance (3)
  - CJ469 - Counterterrorism Techniques (3)

Grand Total Credits: **12**



## **Criminal Justice (BS) - Human Services (Concentration)**

### **Description**

The concentration in Human Services provides students with the skills necessary to assess the needs of clients and to plan and implement programs and services that promote improvement in personal and social functioning. Students will learn about the role Human Service professionals play in their communities and the process of referring community members to direct services; many of which are components of the Criminal Justice system. Students in this concentration are encouraged to explore and consider how law enforcement agencies and court systems often work to support the goals of the Human Services profession.

### **Concentration Outcomes**

1. Incorporate strategies and resources from the human services profession for supporting programs and services in the criminal justice system

### **Requirements**

- Complete:
  - HSE101 - Introduction to Human Services (3)
  - HSE220 - Communication Skills for Human Service Professionals (3)
  - HSE310 - Family and Community Systems (3)
  - HSE325 - Ethics and Laws in Child Welfare (3)

Grand Total Credits: **12**

## **Criminal Justice (BS) - Legal Studies and Advocacy (Concentration)**

### **Description**

The concentration in Legal Studies and Advocacy offers criminal justice students an opportunity to explore the roles, functions and responsibilities of the numerous civilian positions in the American legal system. The concentration offers a comprehensive overview of the legal processes, sentencing alternatives, intervention, advocacy, victim support and other areas that operate in support of the criminal justice system.

### **Concentration Outcomes**

1. Analyze laws and regulations in the American criminal justice system for informing decision-making regarding legal processes, sentencing alternatives, intervention, advocacy, and victim support

### **Requirements**

- Complete:
  - JUS215 - The Victim and the Justice System (3)
  - JUS325 - Law, Justice and Family (3)
  - JUS496 - Administrative Law (3)
  - PSY205 - Forensic Psychology (3)

Grand Total Credits: **12**

## **Criminal Justice (BS) - Police Administration and Operations (Concentration)**

### **Description**

The concentration in Police Administration and Operations will serve to help criminal justice students understand the numerous demands, functions, goals, management, and leadership mechanisms of the modern police agency. From deployment of patrol assets, policy development, crime analysis, and management of crises, to the demands placed upon agencies in austere times, students will gain a thorough understanding of the multiple roles police agencies assume in the United States. More importantly, students will obtain a strong understanding of what their particular role may be as members of a police agency.

### **Concentration Outcomes**

1. Analyze best practices in leadership of police administration and operations for managing personnel and resources that meet public safety goals

### **Requirements**

- Complete:
  - CJ330 - Leadership and Management in Criminal Justice Organizations (3)
  - CJ331 - Effective Patrol and Community Policing (3)
  - CJ332 - Crisis Intervention for Police (3)
  - CJ400 - Crime Analysis and Effective Police Service (3)

Grand Total Credits: **12**

## **Criminal Justice (Minor)**

### **Requirements**

Required Courses

15 Total Credits

- Complete all of the following
  - Complete:
    - CJ104 - Ethics and the Criminal Justice Leader (3)
    - JUS101 - Introduction to Criminal Justice (3)
  - 9 credit(s) from subject(s): CJ, or JUS

Grand Total Credits: **15**

## **Criminal Justice (MS)**

### **Description**

The Master of Science in Criminal Justice program is designed for students seeking to enter or advance a career in criminal justice professions. Students will learn to apply the latest research, leadership strategies, and criminological theory for effective and strategic decision-making. With a focus on employing professional and appropriate leadership strategies for resource planning, consensus building, and long-term planning, this program provides students with valuable skills they need to address contemporary issues and challenges in the field of criminal justice and public safety. The Master of Science in Criminal Justice program is ideal for students who want to meet the challenges inherent in the United States justice system. Graduates of this program will be prepared for a wide range of careers in diverse fields, such as security, corrections, state and local government, and law enforcement.

### **Program Outcomes**

1. Apply moral reasoning to make ethically sound and socially responsible decisions that exemplify service philosophy and leadership in the field of criminal justice
2. Employ criminological theory, research methodologies, and analysis to impact solutions to contemporary issues and problems in the field of criminal justice
3. Utilize multiple strategic planning and problem solving approaches that impact crime reduction and public service and that reflect critical and creative thinking
4. Create authentic strategies and plans designed to improve and maintain effective organizational structure and culture for influencing professional identities, criminal justice management, leadership, and policy making
5. Employ effective decision-making methods and strategies that reflect versatility of thought in addressing the diverse needs of public service agencies
6. Employ professional, appropriate communication strategies for effective resource planning, consensus building, and long-term planning

### **Requirements**

Major Courses

24 Total Credits

- Complete:
  - CJ500 - Critical Issues in the Criminal Justice System (3)
  - CJ510 - Ethical Leadership in Criminal Justice (3)
  - CJ520 - Criminology and Public Policy (3)
  - CJ550 - Assessing Organizational Performance (3)
  - CJ560 - Courts and Judicial Process (3)
  - CJ675 - Data-Driven Decision-Making in Criminal Justice (3)
  - CJ790 - Criminal Justice Capstone (3)
  - WCM610 - Introduction to Organizational Conflict Management (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from subject(s): COM, OL, MGT, PSY, or POL within the range of course numbers 500 - 799

Grand Total Credits: **36**

## **Criminal Justice (MS) - Advanced Counterterrorism and Homeland Security (Concentration)**

### **Description**

The concentration in Advanced Counterterrorism and Homeland Security offers graduate criminal justice students an opportunity to master the skills necessary to function in the industry. Intelligence analysis, threat management, advanced surveillance, and antiterrorism techniques are examined. In addition, the program engages students in the exploration of multi-disciplinary counterterrorism analyses, cyber-security, and counterterrorism strategies.

### **Concentration Outcomes**

1. Conduct historical and contemporary analyses of regions and terrorist organizations for determining the impact of social, political, and cultural trends on the evolution and acts of extremists and terrorists
2. Develop strategies in intelligence gathering and counterterrorism approaches for the mitigation of terrorist actions and improvement of responses to international and domestic terrorism

### **Requirements**

- Complete:
  - CJ530 - Global Terrorism (3)
  - CJ681 - Terrorist Techniques and Counterterrorism (3)
  - CJ682 - Threat Assessment (3)
  - CJ683 - Intelligence Collection and Analysis (3)

Grand Total Credits: **12**

## **Criminal Justice (MS) - Public Safety Administration (Concentration)**

### **Description**

The M.S. in Criminal Justice concentration in Public Safety Administration provides students with the skills and assets necessary to fulfill the role of manager of agencies tasked with the responsibility of ensuring the safety of the public they serve. Students learn to make critical decisions involving, but not limited to, fiscal planning, advanced human resource management, project planning and implementation, and strategic planning methods.

### **Concentration Outcomes**

1. Develop strategies that balance the needs and missions of organizations and the communities they serve for enhancing and promoting the effectiveness of public safety organizations

### **Requirements**

- Complete:
  - CJ650 - Public Safety Administration (3)
  - OL600 - Strategic Human Resource Management (3)
  - PAD630 - Foundations of Public Administration (3)
  - PAD631 - Strategic Management in Public Service (3)

Grand Total Credits: **12**

## **Human Services (BA)**

### **Description**

The focus of human services is to help people living in a variety of circumstances negotiate the complexities of American society and the systems that have been established to provide assistance. This help can range from direct, one-on-one services to the direction and management of large programs and organizations. These professional services are delivered within a complex web of laws and regulations, augmented with a fully developed set of professional ethics. In addition, recent changes in funding have increased the need for effective needs assessments, planning, monitoring, and evaluation in an atmosphere of evidence-based practice and outcome measurement. According to the US Department of Labor (2014), the demand for workers in Human Services is projected to double over the next decade largely due to the aging of the U.S. population. The Bachelor's in Human Services degree program prepares the graduate to assess the needs of clients and populations and to plan and implement programs and services that will assist in promoting improvement in personal and social functioning. Students will acquire the knowledge and skills to provide direct client services in sincere and compassionate relationships. In addition to direct services, students will learn the structures and underlying forces that characterize organizations and communities and the role that diversity plays in the

functioning of larger groups. Basic knowledge of organizational management principles are provided as well as concepts relating to program advocacy and support development. The techniques and formal tools of conducting needs assessments and outcomes measurement and evaluation are presented to introduce students to the effective monitoring of interventions and programs.

### **Program Outcomes**

1. Evaluate the social, political, and historical milestones and trends in human services in relation to the human services professionals' role in advocating for individuals, families, and communities in need
2. Apply culturally responsive strategies across diverse populations to strengthen professional practice and enhance human services outcomes
3. Apply legal and ethical standards in the administration and delivery of human services systems to provide comprehensive and well-informed care
4. Employ professional, interpersonal communication skills in formal and informal networks to improve human services delivery
5. Evaluate the policy development cycle for advocacy avenues, communication strategies, and coalition building opportunities to effect social change
6. Develop knowledge and skills in inquiry, critical and creative thinking, and decision-making to create and implement appropriate assessment and intervention strategies

### **Requirements**

General Education Courses  
45 Total Credits

- 45 credit(s) from:

Must include:

- MAT240 - Applied Statistics (3)
- PSY108 - Introduction to Psychology (3)
- SOC112 - Introduction to Sociology (3)

Arts and Sciences Courses  
9 Total Credits

- Complete:
  - PSY211 - Lifespan Development (3)
  - PSY215 - Abnormal Psychology (3)
  - SOC213 - Sociology of Social Problems (3)

Major Courses  
24 Total Credits

- Complete:
  - HSE101 - Introduction to Human Services (3)
  - HSE220 - Communication Skills for Human Service Professionals (3)
  - HSE320 - Human Services Organizational Systems (3)
  - HSE330 - Public Policy and Advocacy (3)
  - HSE340 - Law and Ethics in Human Services (3)
  - HSE410 - Case Management (3)

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- HSE480 - Human Services Capstone (3)
- SCS224 - Social Science Research Methods (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from the following:
  - HSE210 - Healthcare Systems (3)
  - HSE215 - Child Growth and Cognitive Development (3)
  - HSE310 - Family and Community Systems (3)
  - HSE315 - Role and Impact of Trauma on Children and Families (3)
  - HSE325 - Ethics and Laws in Child Welfare (3)
  - HSE335 - Prevention and Crisis Intervention (3)
  - PHE101 - Fundamentals of Public Health (3)
  - PSY230 - Psychology of Individual Differences and Special Needs (3)
  - PSY257 - Social Psychology (3)
  - PSY291 - Experiential Learning (3)
  - PSY315 - Counseling Process and Techniques (3)
  - PSY442 - Community Psychology (3)
  - SOC291 - Experiential Learning (3)
  - SOC317 - Sociology of the Family (3)
  - SOC490 - Community Sociology Internship (0 - 15)

Free Electives

30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**



## **Human Services (BA) - Child and Family Services (Concentration)**

### **Description**

Understanding the nature of individual and family interactions and how public policy and social issues influence individual development and family functioning are integral to the development of effective intervention programs for children and families. The concentration in Child and Family Services is designed for those students with an interest in working in child welfare, schools, juvenile corrections, family court, family support agencies, domestic violence agencies and other child and family organizations. The concentration's focus on child develop, the influence of stress and trauma, public policy, and the courts prepares students to develop evidence-based intervention strategies that improve the health and wellbeing of families and their communities.

### **Concentration Outcomes**

1. Assess resources available to children and families for their ability to promote the health and well-being of the individuals and communities they serve
2. Develop evidence-based strategies that meet legal and ethical standards for improving the health and wellness needs of children and families

### **Requirements**

- Complete:
  - HSE215 - Child Growth and Cognitive Development (3)
  - HSE310 - Family and Community Systems (3)
  - HSE315 - Role and Impact of Trauma on Children and Families (3)
  - HSE325 - Ethics and Laws in Child Welfare (3)

Grand Total Credits: **12**

## **Human Services (BA) - Gerontology (Concentration)**

### **Description**

The concentration in Gerontology addresses the specific changes that occur as part of the aging process including psychosocial, economic, cultural, and health issues. According to the United States Census Bureau, in 2010, 13 percent of the total population (approximately 40 million people) were 65 and older. It is estimated that by 2050, nearly 20 percent of the population in the U.S. will be over the age of 65. This rapid increase in the number of older adults has numerous implications for the nation such as increased demands on services and programs. Graduates will be prepared to provide services to individuals, families, groups, and communities. Employment may be sought in community-based organizations, health-care and public health programs, senior centers, assisted living, hospitals, home health care, nursing homes and other agencies that serve aging adults.

### **Concentration Outcomes**

1. Analyze various perspectives on aging through clinical, public, and theoretical lenses for determining their impact on the well-being of aging populations
2. Propose data-informed health plans that promote positive health and wellness choices for aging populations

### **Requirements**

- Complete:
  - CHE320 - Perspectives in Aging (3)
  - CHE325 - Aging and Wellness (3)
  - CHE327 - The Epidemiology of Aging (3)
  - CHE329 - Aging, Politics, and Policy (3)

Grand Total Credits: **12**

## **Human Services (BA) - Substance Abuse (Concentration)**

### **Description**

The concentration in Substance Abuse provides students with a strong foundation in the International Certification & Reciprocity Consortium (IC&RC) 12 Core Functions of a drug and alcohol counselor, theories of addiction, assessment, diagnosis, and treatment of individuals diagnosed with substance use disorder, and legal and ethical issues associated with addiction. Graduates will be prepared to provide entry-level services to individuals, groups and families in residential addiction treatment facilities, outpatient addiction programs, Drug Court system, and the Department of Corrections.

### **Concentration Outcomes**

1. Analyze addictive behaviors and substances through psychological or physiological lenses for determining appropriate methods of assessment, diagnosis, treatment, and prevention of substance use disorders
2. Develop legal and ethical strategies for use during specific stages of substance use disorders that meet the needs of diverse individuals, families, and communities

### **Requirements**

- Complete:
  - HSE350 - Substance Use: From Screening to Consultation (3)
  - HSE351 - Substance Use: From Prevention to Treatment (3)
  - HSE352 - Substance Use: Counseling Theory and Practice (3)
  - HSE353 - Pharmacological Factors in Substance Use Treatment (3)
  - PSY200 - Foundations of Addictions (3)

Grand Total Credits: **15**

## **Political Science (BA)**

### **Description**

In addition to being known for a politically engaged populace, the state of New Hampshire is host to the first nationwide Presidential primary in the United States. From this position in the national spotlight, SNHU is afforded a unique opportunity to educate students toward careers in the growing fields and affiliations of political science, as well as promote active civic engagement in the realm of public service. The BA in Political Science at SNHU COCE benefits from this growth opportunity by taking a pragmatic approach to the study of political science and effectively preparing students for professional careers in a variety of occupations. Students will focus on developing effective communication abilities, utilizing analytical skills toward understanding and applying the tools of statistical analysis toward real world scenarios, exploring questions from a multitude of perspectives, and acquiring an empathetic and ethical viewpoint as they hone their critical thinking skills toward future graduate study or

career paths. Graduates of the BA degree program could potentially pursue careers in advocacy, public policy, government business writing, campaign development and strategy, statistical analysis, and many other fields. The degree also positions students well toward advanced graduate studies in Political Science.

### **Program Outcomes**

1. Differentiate among key components of various political systems and external factors for efficacy in a global society
2. Apply social scientific reasoning, theories, concepts, and methodologies to the analysis of a wide range of contemporary and historical political issues and problems using effective statistical research and analysis
3. Apply effective research literacy strategies in hypothesis testing and academic research for political science by identifying, analyzing, and integrating appropriate primary and secondary sources
4. Demonstrate appropriate oral and written communication strategies toward specific political audiences for effective, solution-oriented decision making
5. Demonstrate an empathetic and ethical viewpoint using civic discourse that promotes active citizenship and engagement in public service

### **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
  - Complete:
    - HIS114 - United States History II: 1865-Present (3)
  - 2 of the following:
    - COM126 - Introduction to Mass Communication (3)
    - COM212 - Public Speaking (3)
    - PHL210 - Introduction to Philosophy (3)
    - SOC112 - Introduction to Sociology (3)

#### Major Courses

33 Total Credits

- Complete:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)
  - POL309 - American State and Local Government (3)
  - POL327 - US Government and Contemporary Issues (3)
  - POL328 - The Legal System in America (3)
  - POL313 - Political Theory and Applications (3)

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- POL360 - Introduction to Comparative Politics (3)
- POL364 - Globalization and World Politics (3)
- PAD330 - Public Administration (3)
- POL370 - Analysis and Research in Political Science (3)
- POL491 - Political Science Capstone Experience (3)

Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from the following:
  - COM227 - Public Relations (3)
  - COM310 - Social Media (3)
  - COM320 - Exploring World Cultures/Mass Media (3)
  - HIS113 - United States History I: 1607-1865 (3)
  - HIS222 - War and Society: Antiquity to 1800 (3)
  - HIS223 - Modern War & Society (3)
  - HIS245 - United States History since 1945 (3)
  - JUS224 - Legal and Justice Research Methods (3)
  - JUS261 - Judicial Administration (3)
  - JUS305 - International Criminal Justice (3)
  - JUS375 - Criminal Law (3)
  - JUS455 - Legal Traditions (3)
  - PAD331 - Public Administrative Ethics and Theory (3)
  - PAD332 - Municipal Government Operations (3)
  - PAD340 - Public Fiscal Management (3)
  - PAD341 - Disaster Recovery and Response (3)
  - POL371 - Political Parties and Interest Groups (3)
  - POL372 - Campaign Finance and Fundraising (3)
  - POL374 - Campaign Organizing and Mobilization (3)
  - SOC213 - Sociology of Social Problems (3)
  - SOC291 - Experiential Learning (3)
  - SOC490 - Community Sociology Internship (0 - 15)

Free Electives

21 Total Credits

- 21 credit(s).

Grand Total Credits: **120**

## **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

- 1 of the following:
  - MAT133 - Introduction to Statistical Analysis (3)
  - MAT240 - Applied Statistics (3)

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**

## **Political Science (MS)**

### **Description**

The prospects for competent and professional entrants into the field of political science are boundless. In an age when political rhetoric can often take the forefront over sincere and critical debate of issues that directly involve the common good, the study of political science and its potential for affecting positive change is necessary in the 21st century marketplace. The MS in Political Science at the College of Online and Continuing Education at SNHU benefits from this growth opportunity by taking a pragmatic approach to the study of Political Science and effectively preparing students for professional careers in a variety of occupations. Students will focus not only on theoretical approaches but also on the tools of statistical analysis of contemporary issues while promoting self-directed learning and the exploration of questions from a multitude of perspectives. Graduates of the MS degree program could potentially pursue careers in advocacy, public policy, government business writing, education, campaign development and strategy, political statistical analysis, and many other fields.

### **Program Outcomes**

1. Integrate critical, reflective analysis of political systems and public policy in the development of practical, collaborative solutions for the contemporary political environment
2. Critically assess and interpret collected data and political research for credibility, reliability, and accuracy in the interest of making informed decisions
3. Cultivate collaborative strategies for professional, informed, and accurate communication in alignment with the needs and dispositions of targeted political audiences
4. Articulate an ethical framework for practice that accounts for the role and responsibilities of political leaders in public service
5. Employ an applied, contemporary knowledge base of political theory and analysis to adapt to the shifting political landscape and act as an empowered and accountable agent of change

## **Requirements**

### Major Courses

24 Total Credits

- Complete:
  - PAD632 - Foundations of Public Policy (3)
  - POL500 - Research and Analysis in Political Science (3)
  - POL510 - The Study and Practice of Political Science (3)
  - POL520 - American Governmental Institutions (3)
  - POL530 - Contemporary Political Thought (3)
  - POL540 - Global Political Systems (3)
  - POL550 - Political Parties, Interest Groups, and Lobbying (3)
  - POL790 - Capstone in Political Science (3)

### Major Electives

12 Total Credits

- Complete all of the following
  - 12 credit(s) from subject(s): CJ, COM, OL, MGT, PAD, PSY, or POL
  - EXCLUDING capstone courses

Grand Total Credits: **36**

## **Psychology (BA)**

### **Description**

The Bachelor of Arts in Psychology program prepares students for success within life in a diverse, global society; in entry-level careers spanning a broad range of fields; and in graduate study in Psychology. Our program offers a variety of avenues to pursue within various subfields of Psychology which appeal to our broad and diverse student population. Students can pursue a general track or select from the following six concentrations: Addictions, Applied Psychology, Child and Adolescent Development, Forensic Psychology, Mental Health, and Social Psychology. Students have the opportunity to apply their learning through volunteer work (Experiential Learning

Practicum), as well as an internship, both of which are value-added experiences to inform a future career path.

### **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

- Complete all of the following
  - 42 credit(s) from:
  - 1 of the following:
    - MAT133 - Introduction to Statistical Analysis (3)
    - MAT240 - Applied Statistics (3)

Arts and Sciences Courses

9 Total Credits

- Complete all of the following
  - Complete:
    - BIO210 - Introduction to Anatomy and Physiology (3)
  - 2 of the following:
    - POL210 - American Politics (3)
    - SCI215 - Contemporary Health (3)
    - 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:



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- 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) - Addictions (Concentration)**

### **Description**

The concentration in Addictions provides students with a venue to explore theories and contemporary research in addictive behaviors, which encompass many types beyond drug and alcohol addiction. Students will be exposed to the science behind addiction as well as practical applications related to treatment and prevention. It is important to note that this concentration does not lead to licensure or certification of any kind in the addictions or substance abuse fields. However, students will be better prepared for pursuing peer-to-peer/community-related positions as well as pursuing graduate programs and/or future licensing opportunities. Behavioral Health Technician is another career direction that could be sought after completing this concentration.

### **Concentration Outcomes**

1. Analyze the major concepts and theoretical perspectives related to various types of addictive behaviors
2. Apply knowledge of research methods to understand treatment and prevention of addictive behaviors
3. Evaluate contemporary research in addictions that addresses issues related to behavior and mental processes

### **Requirements**

- Complete all of the following
  - Exception(s):
    - PSY300 - Biopsychology (3)
  - NOTE: Students in the Addictions concentration must take PSY 300 and choose three (3) PSY courses from the provided selection for the major.
  - Complete:
    - PSY200 - Foundations of Addictions (3)
    - PSY406 - Contemporary Issues in Addictions (3)
  - 6 credit(s) from the following:
    - PSY225 - Health Psychology (3)
    - PSY315 - Counseling Process and Techniques (3)
    - PSY335 - Assessment and Testing (3)
    - PSY443 - Psychology Internship (3 - 15)

Grand Total Credits: **12**

## **Psychology (BA) - Applied Psychology (Concentration)**

### **Description**

The concentration in Applied Psychology encourages students to apply psychological concepts and research skills to the societal institutions of health, industry, education, law, and community service. Students will investigate how different areas of psychology seek to answer pertinent research questions and apply the approaches and theories within these areas toward real-world situations. This concentration will help students identify potential specific areas of interest within psychology, which they may want to pursue further in graduate school.

### **Concentration Outcomes**

1. Apply the major concepts, theoretical perspectives, empirical findings, and historical trends within various areas of psychology
2. Apply fundamental research methods that are pertinent to specific areas of psychology
3. Interpret behavior and mental process issues through different psychological perspectives

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY407 - Contemporary Issues in Applied Psychology (3)
  - 9 credit(s) from the following:
    - PSY201 - Educational Psychology (3)
    - PSY205 - Forensic Psychology (3)
    - PSY225 - Health Psychology (3)
    - PSY226 - Sport Psychology (3)
    - PSY258 - Industrial Organizational Psychology (3)
    - PSY442 - Community Psychology (3)

Grand Total Credits: **12**

## **Psychology (BA) - Child and Adolescent Development (Concentration)**

### **Description**

Psychology majors with a concentration in Child and Adolescent Development learn about how individuals gain skills and knowledge, progress socially, and grow physically from birth to adolescence. With the concentration, students gain the knowledge and skills necessary to work with infants, children and adolescents in a variety of settings and/or continue to graduate school.

### **Requirements**

- Complete all of the following
  - Exception(s):
    - PSY211 - Lifespan Development (3)
  - NOTE: Students in the Child and Adolescent Development concentration must take PSY 211 and choose three (3) PSY courses from the provided selection for the major.
  - 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)
    - PSY230 - Psychology of Individual Differences and Special Needs (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)

Grand Total Credits: **12**

## **Psychology (BA) - Forensic Psychology (Concentration)**

### **Description**

Forensic Psychologists work at the intersection between psychology and law. The Forensic Psychology concentration challenges students to apply their research skills, psychological knowledge, and critical thinking abilities to a variety of issues facing the legal system. Students who concentrate in this area study subjects such as; how psychologists serve as expert witnesses and advisors in courts, motives and patterns of criminal behavior, definitions for insanity, treatment, rehabilitation and assessments used in corrections and in private practice, eyewitness memory, and criminal profiling.

### **Requirements**

- Complete all of the following
  - Complete:
    - PSY205 - Forensic Psychology (3)
    - PSY310 - Criminal Psychology (3)
  - 6 credit(s) from 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
  - Exception(s):
    - PSY216 - Psychology of Personality (3)
  - NOTE: Students in the Mental Health concentration must take PSY 216 and choose three (3) PSY courses from the provided selection for the major.
  - Complete:
    - PSY315 - Counseling Process and Techniques (3)
    - PSY335 - Assessment and Testing (3)
  - 3 credit(s) from the following:
    - PSY442 - Community Psychology (3)
    - PSY443 - Psychology Internship (3 - 15)
  - Complete 1 of the following
    - 3 credit(s) from the following:
      - PSY291 - Experiential Learning (3)
    - 3 credit(s) from subject(s): PSY

Grand Total Credits: **12**

## **Psychology (BA) - Social Psychology (Concentration)**

### **Description**

The concentration in Social Psychology extends students' expertise in a fundamental area of psychology. It immerses students in specific topics that are at the core of social psychology, including conformity, obedience, attitudes, cross-cultural issues, and influence, among others. The design of the concentration courses assumes a base knowledge from the existing Social Psychology course; each course allows students to delve deeper into the rich body of social psychology knowledge and learn how it applies to contemporary society. This concentration will provide students the skills they need to function practically in the real world and place themselves within the context of their selected field, whether in academia, the private business world, or the public realm. The abilities here will make the student a better researcher, writer, and critical thinker.

### **Concentration Outcomes**

1. Analyze classic social psychology research studies and their relevance to the individual and group experience in contemporary society
2. Apply specialized knowledge of social psychology concepts toward a critical examination of individual and group behavior
3. Interpret behavior and mental process issues through different societal lenses

### **Requirements**

- Complete all of the following
  - Exception(s):
    - PSY257 - Social Psychology (3)
  - NOTE: Students in the Social Psychology concentration must take PSY 257 and choose three (3) PSY courses from the provided selection for the major.
  - 12 credit(s) from the following:
    - PSY323 - Psychology of Gender (3)
    - PSY324 - Cross-Cultural Psychology (3)
    - PSY326 - Social Cognition and Perception (3)
    - PSY327 - Social Influence (3)
    - PSY405 - Contemporary Issues in Social Psychology (3)

Grand Total Credits: **12**

## **Psychology (Minor)**

### **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**

## **Psychology (MS)**

### **Description**

The rapidly changing professional landscape of the 21st century has led to a growing demand for individuals with a formal psychology background. Industries such as business, marketing, education, health services, criminal justice, sports management, and information technology are increasingly seeking out individuals with these credentials to help improve performance, motivation, and general well-being within organizations. The Master of Science in Psychology degree extends students' knowledge and expertise in the discipline, effectively preparing them to apply their skills in a wide variety of professions and contexts. Students deepen their understanding in critical areas such as research methods, cognitive psychology, social psychology, personality, learning theory, and ethical practice in psychology. Emphasis is placed on the practical application of psychological research to real world contexts. Students will sharpen and hone their skills as they work through ill-structured case studies relevant to psychological theories and methods. While the Master of Science in Psychology degree does not lead to licensure or certification, students will find both the general psychology program and the concentrations well-aligned with industry standards and expectations. In addition, students will graduate with all of the knowledge and skill necessary for doctoral level coursework.

### **Program Outcomes**

## College of Online and Continuing Education 2017-2018

1. Advocate for and extends psychology's role and responsibility in promoting agency and the psychological well-being of individuals, communities, and organizations
2. Adapt to shifting demands and ill-structured problems by critically evaluating the relevance, priority, and appropriateness of various information and potential courses of action
3. Design, conduct, and evaluate research through the lens of its potential to advance knowledge in psychology as well as the psychological well-being of individuals, communities, and organizations
4. Integrate psychological theories, methods, and research to generate new knowledge and promote agency and the psychological well-being of individuals, communities, and organizations
5. Incorporate empathy, reflectivity, and an appreciation for collaboration and diversity of perspectives into efforts to promote agency and the psychological well-being of individuals, communities, and organizations
6. Protect the integrity and professional responsibility of psychology through the demonstration of ethical comportment in all aspects of the profession

### **Requirements**

#### Foundation Courses

0 Total Credits

- Complete:
  - PSY500 - Foundations of Psychology (3)
  - SCS501 - Foundations in Statistics (3)
  - SCS502 - Foundations in Research Methods (3)

#### Major Courses

24 Total Credits

- Complete:
  - PSY510 - Research Methods in Psychology I (3)
  - PSY520 - Research Methods in Psychology II (3)
  - PSY530 - Social Psychology (3)
  - PSY540 - Cognitive Processes (3)
  - PSY550 - Measurement and Assessment (3)
  - PSY560 - Theories of Personality (3)
  - PSY570 - Ethical Practice in Psychology (3)
  - PSY790 - Capstone in Psychology (3)

#### Major Electives or choose a Concentration

12 Total Credits

- 12 credit(s) from:
  - CJ500 - Critical Issues in the Criminal Justice System (3)
  - CJ530 - Global Terrorism (3)
  - CJ560 - Courts and Judicial Process (3)
  - EDU543 - Learning Theories and Instruction (3)
  - OL675 - Leadership and Ethics (3)
  - OL676 - Women in Leadership (3)
  - SPT510 - Sport and Society (3)



- WCM510 - Negotiation/Advocacy in the Workplace (3)
- WCM610 - Introduction to Organizational Conflict Management (3)
- WCM620 - Managing Difficult Conversations at Work (3)

Subject(s): PSY within the range of course numbers 500-699

Grand Total Credits: **36**

## **Psychology (MS) - Child and Developmental Psychology (Concentration)**

### **Requirements**

- Complete:
  - PSY632 - Developmental Psychology (3)
  - PSY634 - Cognitive Neuropsychology (3)
  - PSY636 - Intervention Strategies (3)
  - PSY638 - Child and Developmental Psychology Seminar (3)

Grand Total Credits: **12**

## **Psychology (MS) - Forensic Psychology (Concentration)**

### **Description**

The concentration in Forensic Psychology provides candidates with grounding in the foundations of this field, providing the opportunity to practice and apply their learning, implement theory, and develop useful skills that are work-relevant. It is important to note that this concentration does not lead to licensure or certification in the Forensic Psychology field; however, candidates will be better prepared for pursuing opportunities to provide support within the courtroom as well as pursuing graduate programs and/or future licensing opportunities.

### **Concentration Outcomes**

1. Adapt psychological theories and methods for their appropriate and effective application in forensic psychology settings
2. Evaluate the impact of the law on the field of forensic psychology and the roles of a forensic psychologist

### **Requirements**

- Complete:
  - PSY545 - Forensic Psychology (3)
  - PSY622 - Assessment for Forensic Psychology (3)
  - PSY624 - Intersection of Law and Psychology (3)
  - PSY626 - Psychology in the Courtroom (3)

Grand Total Credits: **12**

## **Psychology (MS) - Industrial and Organizational Psychology (Concentration)**

### **Requirements**

- Complete:
  - PSY612 - Motivation in the Workplace (3)
  - PSY614 - Psychology of Leadership (3)
  - PSY616 - Organizational Consulting (3)
  - PSY618 - Seminar in Industrial & Organizational Psychology (3)

Grand Total Credits: **12**

## **Sociology (BA)**

### **Description**

The field of Sociology focuses on studying human group behavior and social patterns, including culture, history, economics, religion, and politics. The sociological perspective examines patterns in areas such as class, gender, race, policy, institutions, mapping the patterns in order to better understand social interaction. This information is invaluable in many settings and therefore graduates work in areas such as community organization, advocacy, conflict resolution, safety and prevention, politics and health. The Sociology degree at Southern New Hampshire University prepares students to enter the field and pursue graduate studies. The application of sociological skills is at the core of the degree program. The uniqueness of the degree is in the option to complete a skill-based concentration that expands the potential jobs for which a graduate can apply. The Sociology core courses and concentration stress the application of sociological theory and application to real world problems through experiential assignments, use of sociological imagination, participant observation and other research skills, and the acquisition of skills in a specialty area.

### **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

## **Requirements**

General Education  
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
  - Complete:
    - GEO200 - World Geography (3)
    - PHL230 - Religions of the World (3)
  - 1 of the following:
    - HIS117 - World Civilizations: Prehistory-1500 (3)
    - HIS118 - World Civilizations: 1500 - Present (3)

Major Courses  
24 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)
    - SOC317 - Sociology of the Family (3)
    - SOC325 - Sociological Perspectives (3)
  - 1 of the following:
    - SOC324 - Sociology of Crime and Violence (3)
    - SOC320 - Sociology of Gender (3)
    - SOC330 - Sociology of Minority Relations (3)
  - Complete 1 of the following
    - 3 credit(s) from the following:
      - SOC291 - Experiential Learning (3)
      - SOC490 - Community Sociology Internship (0 - 15)
    - 3 credit(s) from subject(s): SOC

Electives  
12 Total Credits

- Complete all of the following
  - 3 credit(s) from subject(s): ATH, ECO, GEO, HSE, POL, PSY, or SOC
  - 9 credit(s) from subject(s): ATH, ECO, GEO, HSE, POL, PSY, or SOC within the range of course numbers 300 - 499

Free Electives  
30 Total Credits

- 30 credit(s).

Grand Total Credits: **120**

## **Sociology (BA) - Community Health (Concentration)**

### **Description**

The Community Health concentration provides students in the Sociology program with the opportunity to apply sociological theories in the assessment of health policies, programs, and interventions that impact various individuals and communities. Students explore communication methods that enable appropriate dissemination of ethically and culturally sensitive health information to a variety of audiences and investigate the impact of communication strategies on health outcomes in relation to the importance of engaging individuals and communities with aspects of public health.

### **Concentration Outcomes**

1. Assess health policies, programs, and interventions, utilizing sociological theory, for their ability to affect change in the health status and social development of individuals and communities
2. Develop effective strategies in communicating ethically and culturally sensitive information that engage individuals and communities in the promotion of health policies, programs, and interventions

### **Requirements**

- Complete:
  - IHP200 - Wellness Across the Lifespan (3)
  - PHE330 - Public Health Education and Communication (3)
  - PHE423 - Evaluation Methods in Public Health (3)
  - PHE425 - Programming Planning in Public Health (3)

Grand Total Credits: **12**

## **Sociology (Minor)**

### **Requirements**

Required Courses

6 Total Credits

- Complete:
  - SOC112 - Introduction to Sociology (3)
  - SOC213 - Sociology of Social Problems (3)

Electives

9 Total Credits

- 9 credit(s) from subject(s): SOC

Grand Total Credits: **15**

# Courses

## Accounting

### **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**

- Complete:
  - ACC201 - 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**

- Complete:
  - ACC202 - Managerial Accounting (3)

### **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:
  - ACC202 - Managerial 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.

#### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (3)
  - 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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)

## **ACC325 - Accounting for Nonprofit Organizations**

### **Description**

Learn how financial information is used to manage and make decisions in a nonprofit organization. Examine generally accepted accounting principles and practices specific to not-for-profit organizations including structure and governance, legal requirements, financial reporting, budgeting, and tax filing.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC202 - Managerial Accounting (3)

## **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC307 - Intermediate Accounting I (3)
  - FIN320 - Principles of Finance (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:
  - ACC309 - Intermediate Accounting III (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.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC308 - Intermediate Accounting II (3)

### **ACC423 - Detection/Prevention Fraudulent Financial Statements**

#### **Description**

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. This course identifies common fraud schemes and scams. Participants in this course will learn how to review, detect and investigate possible financial statement fraud. Various techniques will be used to explore substantive analytical procedures and to assess the risks of financial statement fraud.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC421 - Auditing and Forensic Accounting (3)

### **ACC425 - Interview Techniques/Legal Aspects Fraud**

#### **Description**

This third course in forensic accounting and fraud examination will introduce participants to interview principles and techniques. Participants will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ACC423 - Detection/Prevention Fraudulent Financial Statements (3)

### **ACC427 - Investigating with Computers**

#### **Description**

This course focuses on the importance of technology as it relates to modern crime. During the journey of this course, students are presented with topics covering an overview of computer crimes, locations of digital evidence, fundamentals of working with data, an overview of legal aspects of computer crime, and how to present findings at the conclusion of a computer based investigation. Topics include identity theft, the insider threat, locating digital evidence, working with data, legal aspects, and finally presenting investigative findings. Students review case examples of cyber-crime, research relevant current events, and identify best practices when conducting a cyber-investigation.

#### **Credits**

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

### **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**

- Complete:
  - MBA503 - Financial Reporting and Analysis (3)

### **ACC610 - Financial Reporting I**

#### **Description**

This course examines financial accounting theories and practices and emphasizes asset and liability, measurement and reporting.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MBA503 - Financial Reporting and Analysis (3)

## **ACC620 - Financial Reporting II**

### **Description**

This course is a continuation of ACC 610. Topics include stockholders' equity, income measurement, income taxes, pensions, leases and statements of changes in financial positions.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC610 - Financial Reporting I (3)

## **ACC630 - Financial Reporting III**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - ACC620 - Financial Reporting II (3)

## **ACC640 - Auditing**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - ACC620 - Financial Reporting II (3)

## **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:
  - ACC620 - Financial Reporting II (3)
  - ACC640 - Auditing (3)

## **ACC646 - Introduction to Forensic Accounting/ Fraud Exam**

### **Description**

This course will develop the student's understanding of what forensic accounting and fraud examination is and how it pertains to both civil and criminal matters. The student will gain a basic understanding of the characteristics of fraud, fraud prevention and detection, investigative techniques, asset recovery, and the use of information technology in this interesting and growing profession.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - UG Accounting degree, 2 years accounting experience in the field, or acceptance into a Forensic program or concentration.
  - Complete:
    - ACC620 - Financial Reporting II (3)
    - ACC640 - Auditing (3)



## **ACC660 - 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**

3

### **Requisites**

- Complete:
  - ACC550 - Cost Accounting (3)
  - ACC620 - Financial Reporting II (3)

## **ACC665 - Governmental and Non-Profit Accounting**

### **Description**

Learn to apply procedures in accounting, financial reporting and budgeting for governmental and non-profit organizations. Prepare, analyze, and interpret these entities' financial statements. Gain experience in how to record assets, liabilities, equity, revenue, and expenditures based on standards set by the Governmental Accounting Standards Board.

### **Credits**

3

### **Requisites**

- Complete:
  - MBA503 - Financial Reporting and Analysis (3)

## **ACC675 - Control/Audit of Accounting Info System**

### **Description**

New auditing and quality control standards adopted by the PCAOB and the AICPA require auditors to have adequate technical training and must understand the role information technologies play in the maintenance and effective internal control of financial information. Knowledge of EDP auditing and control is particularly important in complying with Section 404 of Sarbanes-Oxley (SOX), which requires auditors to attest to the standards of internal control and any material weaknesses disclosed by senior management. This course will give auditors the knowledge they need to comply with SOX Section 404 by allowing them to test the process rather than just the product of the financial information system. Select curricular standards set by ISACA will be addressed to assess and to improve auditing and internal control practices.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC620 - Financial Reporting II (3)
  - ACC640 - Auditing (3)

## **ACC680 - 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**

3

### **Requisites**

- Complete:
  - ACC550 - Cost Accounting (3)

## **ACC690 - Advanced Topics in Financial Reporting**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - ACC630 - Financial Reporting III (3)

## **ACC691 - Detection and Prevention of Fraudulent Financial Statements**

### **Description**

This second course in forensic accounting and fraud examination examines the various types of fraud and its impact on the financial information presented. The objective of this course is to identify common fraud schemes and scams. Participants in this course will learn how to review, detect, and investigate possible financial statement fraud by addressing such topics as income smoothing, off balance sheet financing, fictitious sales/revenue, and understatement of liabilities, just to name a few. Various techniques will be used to explore substantive analytical procedures to assess the risks of financial statement fraud.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)

## **ACC692 - Interview Techniques/Legal Aspects of Fraud**

### **Description**

This third course in forensic accounting and fraud examination will acquaint the participant with interview principles and techniques. Additionally, the participant will be exposed to some of the legal aspects pertaining to the identification and prosecution of fraud.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)

## **ACC693 - Investigating with Computers**

### **Description**

This fourth course in the Graduate Certificate will provide guidance and knowledge for conducting investigations via machine. The skills of the participant in this course will be strengthened in such areas as identification of the types of public records available to investigate; how to access the public records through databases; navigation of the Internet to find useful material; the use of fraud-related software packages to detect and investigate possible fraudulent activities; and the use of data analysis programs and spreadsheets to detect fraud.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)
  - ACC692 - Interview Techniques/Legal Aspects of Fraud (3)

## **ACC695 - Seminar in Audit and Information Assurance**

### **Description**

This course is designed to deepen your conceptual understanding of the function of auditing and information assurance and provide you with a framework for analyzing contemporary accounting issues.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC645 - Advanced Auditing (3)
  - ACC646 - Introduction to Forensic Accounting/ Fraud Exam (3)
  - ACC691 - Detection and Prevention of Fraudulent Financial Statements (3)

## **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

## **ACC700 - Accounting Capstone**

### **Description**

This capstone course is the culminating experience for the M.S. in Accounting 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:
    - ACC675 - Control/Audit of Accounting Info System (3)
    - ACC690 - Advanced Topics in Financial Reporting (3)
    - TAX655 - Federal Income Tax of Corporations and Partnerships (3)
  - 30 credit(s).

## **ACC710 - Accounting Internship**

### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Accounting. The objective is give the students an opportunity for practical application of Accounting business concepts/practices learned in classes and complement the course work taken. 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 - completing a minimum of 150 hours on the job per 3 credits.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 18 credit(s).
  - Earned a minimum cumulative GPA of 3
  - Grad Internship only
  - Instructor approval to register
  - CDC approval to register

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## **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

## **ADV340 - Advertising Media Planning**

### **Description**

This course addresses the connection between media and markets from a quantitative perspective. Students learn to read and understand available statistical tools providing measurement data of media audiences and media usage patterns. The course covers media selection criteria, such as effective reach and frequency, cost per thousand and cost per rating point, weighting, and continuity patterns. Students also become cognizant of the impact of a firm's corporate strategies, particularly the marketing and financial strategies, on media planning. Lastly, the course considers the strategic issues of fragmentation and selectivity as new technology and methods of reaching target markets emerge. Writing intensive course.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT229 - Principles of Integrated Marketing Communications (3)

## **ADV428 - Promotional Research & Media Management**

### **Description**

This course applies marketing research techniques to the field of promotion. Topics covered include research for promotional campaigns and a survey of the research companies and reports used in evaluating the success of the promotional effort.

### **Credits**

3

## **ADV429 - Advertising Campaigns**

### **Description**

This advanced course in advertising and promotion includes the application of marketing strategies and theories and the development of a complete, multimedia advertising campaign. Aspects covered include gathering primary and secondary marketing research data, establishing an integrated marketing strategy plan, developing creative exhibits in the strategy print and broadcast media and constructing a media traffic plan.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT229 - Principles of Integrated Marketing Communications (3)
  - COM230 - Graphics and Layout in Print Media (3)

### **ADV462 - Advertising Account Executive Seminar**

#### **Description**

This course focuses on the business, management and sales aspects of the advertising field. Students will learn about the selling and marketing of advertising campaigns and obtain the management skills and competencies that are needed to implement effective advertising planning. Students will be familiar with the roles and responsibilities of executive producers and account executives in sales and management. This is a third-year course in the marketing program.

#### **Credits**

3

### **ADV480 - Independent Study**

#### **Description**

This course allows students to investigate any advertising subjects not incorporated into the curriculum.

#### **Credits**

3

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## **Anthropology**

### **ATH101 - The Human Experience: Introduction to Anthropology**

#### **Description**

Anthropologists seek to answer the questions of what it means to be human and how cultures shape societies. Anthropology is composed of four main fields-physical anthropology, cultural anthropology, linguistics, and archaeological anthropology-from which culture is examined. This course will introduce students to the anthropological study of cultures, including comparing and contrasting social relationships and belief systems in different cultural settings. Concepts learned in this course will then be used to understand contemporary world views.

#### **Credits**

3

### **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



## **ATH200 - Native History and Culture**

### **Description**

Students enrolled in this course will be exposed to the culture and history of Native America as told in their own voices, including events, spirituality, art, folk-lore, governance and status as separate nations.

### **Credits**

3

## **ATH205 - Discovering the Past: Foundations in Archaeology**

### **Description**

Archaeological anthropologists seek to discover and learn from what we know about people and cultures that lived long ago. Artifacts and environmental modifications have left behind traces that tell us about their culture and their lives. In this course students will learn about survey techniques, culture change, dating methods, and the reconstruction of economic, social and religious practices of prehistoric societies. Archaeologists often collaborate with scientists from other disciplines to learn about the past. Students will explore what archaeologists hope to learn and how they study the past to inform the present.

### **Credits**

3

### **Requisites**

- Complete:
  - ATH101 - The Human Experience: Introduction to Anthropology (3)

## **ATH210 - Human Origins and Evolution: Biological Anthropology**

### **Description**

This course provides an introduction to biological anthropology which explores the evolution of the human species, as well as the biology of contemporary humans and their non-human primate relatives. Students will explore evolutionary theory and mechanisms, the fossil record of human evolution, and modern humans' adaptation to their environments. Basic concepts of genetics, geology, paleontology, comparative anatomy, and primate biology provide the foundation for understanding humanity from a biological anthropological standpoint.

### **Credits**

3

### **Requisites**

- Complete:
  - ATH101 - The Human Experience: Introduction to Anthropology (3)
  - GEO200 - World Geography (3)

## **ATH315 - Anthropology in the Contemporary World**

### **Description**

Anthropologists utilize an anthropological view to improve human lives. The purpose of this course is to allow students to discover the role of culture in contemporary problems, and to identify anthropological methods for creating positive, sustainable, and minimally biased change. The course will include a review of the history of anthropology and the current state of the field.

### **Credits**

3

### **Requisites**

- Complete:
  - ATH101 - The Human Experience: Introduction to Anthropology (3)
  - ATH111 - Introduction to Cultural Anthropology (3)

## **ATH320 - Who Owns Culture? Ethics in Anthropology**

### **Description**

This course examines an anthropological understanding and knowledge of different models of ethical decision-making in applied and theory based contexts. Students will learn to identify the concepts of morality and ethical reasoning using the three main traditions of Western philosophy. Ethical decision-making will be explored in the context of current issues, taking into account the four fields of anthropology.

### **Credits**

3

### **Requisites**

- Complete:
  - ATH101 - The Human Experience: Introduction to Anthropology (3)
  - ENG123 - English Composition II (3)
  - PHL111 - Introduction to Critical Thinking (3)

## **ATH489 - Capstone in Anthropology**

### **Description**

This capstone course is the culminating experience for the B.A. in Anthropology 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**

- 111 credit(s).

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## **Berklee Music Business**

### **BMB515 - Music Business Structure and Strategies**

#### **Description**

This course provides an in depth look at the structure of the evolving music business and strategies for creating successful business models. It will guide students through the critical areas of the music industry, including publishing and licensing; marketing, promotion, and retail; proper utilization of free music; fan funding and other forms of creative revenue for musicians; and new business opportunities. By the end of this course, students will have a deep understanding of the pressing issues that all musicians, music industry entrepreneurs, managers, and other music business professionals face in the main segments of the music industry, and how to leverage opportunities that the new business provides. This course is offered through Berklee Online.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in MBA Music Business program.

## **BMB630 - Music Marketing Strategies**

### **Description**

This course takes an in depth look at the tools and emerging technologies used to generate interest in music, acquire new fans, and sell music. The course begins with an introduction to online music marketing - the opportunities available, case studies on how artists are generating interest online, ways to optimize the fan experience, and the major differences between online and physical marketing campaigns. The course examines effective pricing models, third-party distribution options, and product techniques designed to reward fans, while helping to generate a higher net margin. By the end of the course, students produce a fully timed, integrated, and optimized marketing plan that builds up digital touch points, generates interest, and sells music online. This course is offered through Berklee Online.

### **Credits**

3

### **Requisites**

- Must be enrolled in MBA Music Business program.

## **BMB655 - Music Business Finance**

### **Description**

In this course, students learn to apply critical tools of financial analysis to leverage talent, assess the potential of music enterprises, and drive new music businesses. The course explores nontraditional forms of music funding, such as venture capital and crowdfunding opportunities like Kickstarter. The course includes three components, roughly equally weighted in time spent per week: 1- financial calculations - music and business examples, 2- money, markets, and the music business, and 3- funding music. This course is offered through Berklee Online.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Must be enrolled in MBA Music Business program.
  - Complete:
    - FIN500 - Financial Management (3)

## **BMB670 - Music Business Leadership and Ethics**

### **Description**

Leadership, decision-making, and ethics represent vital foundations for business professionals in the music industry. The course examines the characteristics of notable leaders, leadership approaches, and music industry leadership scenarios. It explores ethics from a wide variety of industries to gain an understanding about why ethical choices are important, and analyzes current issues affecting the music industry, such as the treatment of artists, intellectual property rights, revenue sharing, and digital media and distribution. Students will apply specific decision-making approaches and ethical frameworks toward projects that mirror the real world. They will create a blueprint for sound decision-making, effective leadership, organizational planning, and ethical awareness that they can immediately apply toward advancing their careers. This course is offered through Berklee Online.

### **Credits**

3

### **Requisites**

- Must be enrolled in MBA Music Business program.

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## **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

### **BIO101L - Principles of Biology Lab**

#### **Description**

BIO 101L is a laboratory course, following topics in BIO 101, General Biology. Students will gain hands-on experience and visual reinforcement of concepts, including acid-base dynamics, enzyme action, osmosis and diffusion, cellular reproduction, and use of microscopes.

#### **Credits**

1

## **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.

### **Credits**

3

## **BIO120L - General Biology I Lab**

### **Description**

Laboratory course to follow topics presented in BIO 120.

### **Credits**

1

### **Requisites**

- Complete or concurrently enroll in:
  - BIO120 - General Biology I (3)

## **BIO205 - Human Anatomy and Physiology I**

### **Description**

Human Anatomy and Physiology I is the first of two courses examining the structure, function, and interdependence of the human body systems. The course begins at the cellular and molecular levels with a concentration on the organization of the human body as a symbiotic system. The integumentary, nervous, skeletal, and muscular systems provide focal points for case studies and discussions throughout the term. The online laboratory course component allows the student to integrate and apply theory based knowledge from the course room to online experiments and critical appraisal exercises.

### **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

## **BIO211 - Anatomy and Physiology II**

### **Description**

Human Anatomy and Physiology II is the second of two courses examining the structure, function and interdependence of the human body systems. The muscular/skeletal, cardiac, respiratory, gastrointestinal, and genitourinary systems provide focal points for case studies and online discussions throughout the term. This course allows the student to integrate and apply theory based knowledge from the course room to simulations and critical appraisal exercises.

### **Credits**

3

### **Requisites**

- Complete:
  - BIO205 - Human Anatomy and Physiology I (3)

## **BIO212 - Microbiology**

### **Description**

Microbiology focuses on the impact of pathogenic organisms and their role in immunology and disease. Course content will focus on the etiology of microbial infections, the interaction between microbe and host, and preventive measures. Students will participate in simulations that will provide clarity into the symptomatology, etiology, pathogenesis, epidemiology, prevention and best practices in the treatments of infectious diseases.

### **Credits**

3

### **Requisites**

- Complete:
  - BIO205 - Human Anatomy and Physiology I (3)
  - BIO211 - Anatomy and Physiology 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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENV101 - Environmental Science (3)
  - SCI219 - Environmental Issues (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Permission of instructor
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
    - SCI220 - Energy and Society (3)

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## **Business**



## **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

## **BUS250 - Legal Implications of Vendor Partnership**

### **Description**

Explore copyright and intellectual property, licensing rights and user capabilities, vendor relations, and critical thinking techniques. Examine the importance of vendor partnerships to create, deliver, install, maintain, or support critical components. Learn about the the vendor expectations created and addressed within contractual agreements.

### **Credits**

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**

- Complete:
  - BUS206 - Business Law I (3)

## **BUS490 - Business 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 completing a minimum of 150 hours on the job per 3 credits. This is an elective internship course intended for College of Online and Continuing Education students who do not have a required internship as part of their program.

### **Credits**

3

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## **Chemistry**

## **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

### **Requisites**

- Must be admitted to Environmental Science or Geoscience program.

## **CHM101L - 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.

### **Credits**

1

### **Requisites**

- Complete all of the following
  - Must be admitted to Environmental Science or Geoscience program.
  - Complete or concurrently enroll in:
    - CHM101 - Fundamentals of Chemistry (3)

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# **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

### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG123 - English Composition II (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**

- Complete:
  - ENG123 - English Composition II (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**

- Complete:
  - ENG123 - English Composition II (3)

## **COM315 - Communication in the Digital Age**

### **Description**

Contemporary relationships exist across space and time in ways that are continually transforming through computer-mediated and digital communication. Social networking, chat, email, online gaming, and online dating present new challenges for how and why we engage and enter relationships with others. This course examines the foundations of interpersonal communication in light of digital (new) media, evaluating the effect that mediated communication has on relational strategies. Students will evaluate communication behaviors across multiple digital mediums and examine concepts related to relational development, maintenance, and deterioration, interpersonal conflict, nonverbal communication, and identity and culture.

### **Credits**

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
  - Complete:
    - ENG123 - English Composition II (3)
  - 1 of the following:
    - COM126 - Introduction to Mass Communication (3)
    - COM130 - Media Communication and Visual Literacy (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**

- Complete:
  - ENG123 - English Composition II (3)

## **COM325 - Editing for Media and Publication**

### **Description**

The role of the editor in today's media and publication industries has been transformed by the convergence of technological advances and delivery manner. Whether it is in news operations, public relations, advertising, or book publication, the traditional copy editor has merged with the content editor. This course provides both the foundational skills in basic language editing and the practical competencies associated with editing content for new media (including visual literacy, headlines, typography, and search optimization).

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)



## **COM327 - Screenwriting for Media Arts**

### **Description**

This course is designed to teach students the fundamentals of screenwriting for short narrative and commercial projects. Students will analyze screenplays and scripts, and then learn basic screenwriting concepts and tools. Students will be attending lectures and film screenings, completing in-class writing exercises and proposals, providing valuable critique to their colleagues, and completing at least one treatment, pitch and screenplay.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

## **COM329 - New Media Technologies**

### **Description**

This course examines the role of new media in contemporary society and the evolution of media technologies in economics, politics, marketing, business, relationships, and journalism. Students will utilize and practice with various new media tools and platforms for both personal and professional contexts. The course focuses on both the practical skills and the theoretical foundations of new media, asking students to demonstrate proficiency in these platforms while understanding the implications for communication practice.

### **Credits**

3

## **COM336 - Electronic Public Relations**

### **Description**

This course provides a focused overview of electronic public relations applications and presents guidelines for using electronic technologies for public relations purposes. Students will learn to reach various publics through public service announcements, video news releases and satellite media tours. Students will also learn how to reach media, government, consumers, employees and management effectively by applying electronic media technologies.

### **Additional Information**

Offered as needed.

### **Credits**

3

### **Requisites**

- Complete:
  - COM227 - Public Relations (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

## **COM341 - Technical Writing**

### **Description**

This course trains students to produce documents of a technical nature commonly found in a business context. Students are required to prepare a variety of technical reports, including audits, technical manuals and feasibility studies.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

## **COM342 - Writing for the Computer Industry**

### **Description**

This course is designed to increase the students' ability to communicate high-tech information and to apply the technical writing process to the computer industry. The course focuses on techniques for creating documentation with attention to formatting, graphic design and text organization.

### **Credits**

3

### **Requisites**

- Complete:
  - COM341 - Technical Writing (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)

## **COM445 - Writing for New Media**

### **Description**

This course is an advanced writing experience that focuses on the content-development skills critical for new and emerging digital media technologies. Students engage with the essential concepts and issues surrounding media convergence and the various strategies for delivering and adapting essential information through diverse multimedia platforms.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

## **COM448 - Media Ethics and Law**

### **Description**

This course provides students with the skills and knowledge they need to work in the communications profession. They also will develop a clear understanding of the statutory and constitutional guidelines governing the profession. Students learn the theoretical underpinnings of the First Amendment, followed by its application in cases involving libel, privacy, intellectual property, corporate speech, advertising, obscenity, access to information, protection of news sources, broadcasting policy and electronic media regulations.

### **Credits**

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.

### **Credits**

3

### **Requisites**

- Complete:
  - COM227 - Public Relations (3)

### **COM469 - Senior Seminar in Communication (Capstone)**

#### **Description**

This course serves as the capstone experience for communication majors. Students synthesize past course work, knowledge, skills, and experiences in order to research and plan a scholarly applied communication study and/or campaign to solve a problem for a 'real world' client. Specific project requirements are tailored to meet students' planned career paths or areas of focus in the communication discipline. In-class sessions focus on enabling students to become effective independent researchers, while regular individual conferences with the instructor focus on project planning, charting progress, and addressing contingencies. The course results in each student producing a final written product - a research thesis or professional project report - along with a public oral presentation of the thesis/project.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - PSY224 - Research II: Scientific Investigations (3)
  - SCS224 - Social Science Research Methods (3)

### **COM476 - Corporate Communications Seminar (Capstone)**

#### **Description**

This course will explore the growing field of corporate communication with special emphasis on, industry analysis, media relations, message strategies and crisis communication planning. Upon completion of the course, students will understand the theory, practice and functions of corporate communicators. This course will serve as a capstone experience for all communication majors.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COM227 - Public Relations (3)

### **COM480 - Independent Study**

#### **Description**

This course allows a student to investigate any communication subject not in the curriculum.

#### **Credits**

0 - 3

## **COM500 - Communication, Media & Society**

### **Description**

Communication, Media, and Society serves as an introduction to key concepts and theories in the study of communication and media. In this course, students will examine the foundations of the discipline of communication focusing particularly on the ways in which media and technology have impacted the study of culture, relationships, and messages. The course will explore the impact of communication on various arenas, including families, relationships, culture and the changes in communication and media over time. Students will analyze their own skills, communication patterns, networks, and resources and articulate a plan for future studies and career plans in communication.

### **Credits**

3

## **COM510 - The Vantage Point: Knowledge & New Media**

### **Description**

This course contends with the evolving concept of "knowledge production" in the new media environment. It focuses on strategies for independent online research, including processes for identifying, vetting, and citing appropriate sources of information, as well as best practices for writing in the online environment. Issues of copyright, plagiarism, and ethics related to the creation of online content will be evaluated. Finally, students will explore their role as producers of mediated communication, including primary authorship and the curating of content.

### **Credits**

3

## **COM530 - Law & Ethics: A Line in the Sand**

### **Description**

Legal issues related to communication and media in the U.S. are rapidly changing in an age where technology and the distribution of mediated messages are ubiquitous. Thus, this course contends with the major legal, ethical, and policy issues related to mass media communication particularly focusing on those issues that impact digital and public communication. Concepts related to the First Amendment to the U.S. Constitution, libel, obscenity, censorship, right to privacy, intellectual property, and the governance of media and digital technology will be explored. Additionally, this course asks students to contend with many ethical issues and philosophies pertinent to media and communication in the interest of articulating a personal ethical framework as a graduate communication student and practitioner.

### **Credits**

3

## **COM540 - Second Self: Identity & Personal Brands**

### **Description**

Interactive and social media have opened up myriad opportunities for individuals to create, manage, re-create, and even fabricate their identity online. This course contends with the idea of a virtual or "second" self and the ways in which one navigates identities in a highly networked environment. Students will explore the relationship between professional and personal identities, privacy and security in online environments, and the creation of personal brands in various media. Students will have the opportunity to explore and experiment with various types of social media tools to develop an effective and active online brand.

### **Credits**

3

## **COM565 - Communication with Media Technology**

### **Description**

Media technologies are changing so rapidly that those currently designated as 'new' could become obsolete before the impact to the communication field is even fully understood. Communication professionals must seek to understand the catalysts of technological changes by conceiving of them as products of the values and assumptions held by the societies that create them. This course is focused on how new media technologies have developed, how they might modify previous understandings of the relationship between technology and culture, and how they have shaped industries (particularly media industries) today. Students will investigate the practical aspect of various technologies of interest in order to become more savvy consumers and critics of emerging media tools and resources.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM566 - Pen to Platform**

### **Description**

A corollary to and resulting challenge of new media technology is the need for messages that are applicable and effective in a myriad of different contexts. In this course, students will craft and structure written work so that it may be more easily translated to different platforms. Different writing processes, such as information mapping, will be employed to demonstrate new ways of thinking about information. Students will apply best practices for effectively communicating across different media and actualizing varied communication in their writing.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM567 - Digital Tools and Teams**

### **Description**

Although modern technology empowers the individual to do far more with limited resources than ever before, it is certainly impossible to live and work in a vacuum in today's globalized society. Striking the balance between DIY, collaboration, and contracting help requires adept decision making and project management that must be rooted in the overall strategy and mission of the communication plan. In this course, students will explore and employ the practical resources, tools, economics, and logistics of new media and marketing. Additionally, students will determine and practice effective means for utilizing diverse networks of colleagues, mentors, clients, and critics to shape their media strategies.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)



## **COM568 - New Media Campaign Design & Marketing**

### **Description**

Developing and executing a new media campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of new media campaigns in order to prepare for the critical assessment in the capstone course.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM575 - eHealth and Technology**

### **Description**

eHealth, telemedicine, and cybermedicine are quickly becoming the new 'face' of medicine in today's world. Patients and consumers are looking for ease of access to healthcare information and are met with an abundance of electronic resources. This course provides an introduction to the role of electronically-mediated communication in health communication and campaigns and asks students to engage with how technology can improve, hinder, and/or evolve health literacy and health communication practices.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM576 - Health Communication & Culture**

### **Description**

Health literacy is an increasingly important component of any health care system as patients and communities struggle to integrate appropriate interventions, and these interventions are always shaped by the cultural and social contexts of the communities affected. This course provides an advanced investigation into relevant cultural concepts that shape health care and health communication, focusing on strategies to improve health literacy ethically and empathically.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM577 - Healthcare Ethics**

### **Description**

Certainly ethics is important in every branch of communication. But when conveying messages about subject matter as sensitive, high-stakes, and emotionally-charged as health care, ethics takes on a new level of significance. In this course, students will re-examine general principles of responsible communication in the new context of health communication. Through investigation of relevant case studies, students will logically extend and add definition to their existing moral frameworks. The course will emphasize the nuance and complexity of health-related ethical issues, including the impacts of technology on health privacy, stigma surrounding controversial health issues, illnesses, and treatment options, and one's moral responsibility to ensure accuracy in disseminating public health information.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM578 - Contemporary Public Policy and Strategy**

### **Description**

Particular to the field of health communication is the significant role governmental policies, initiatives, and practices will play - from the content of one's messages to the way in which they are conveyed. Additionally, as a health communication professional, it is likely that one may be called upon to draft, disseminate, and promote health legislation and associated initiatives. In this course, students will examine contemporary legislation and health care policy trends, so as to adeptly devise strategies and craft messages for effectively communicating this essential information. Attention will be paid to best practices for responsibly addressing controversial political issues in one's health communications.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM600 - Communication for Leadership**

### **Description**

This course aims to prepare students for a variety of leadership roles in dynamic organizations and environments. Students will analyze key aspects of leadership, relationships, and organizations such as: organizational culture, conflict in interpersonal and organizational settings, organizational roles and socialization, power in personal and professional relationships, and group communication theories. Students will contend with these concepts from a personal standpoint by using examples from their own relationships and workplaces to apply best practices and improve their own communication and leadership skills. Additionally, this course takes a systems theory approach to organizations and teams, looking at the interrelationship of events, people, and ideas and the systemic impact of small and large changes.

### **Credits**

3

## **COM610 - More than Words: Communication by Design**

### **Description**

Illustrations, photos, infographics, videos, animations, and dynamic interfaces often tell a consumer more about a brand or product than the product itself. It is increasingly important that media consumers and creators be fluent visual communicators. This course presents fundamentals of good visual design and presentation in media focusing on the best practices for a variety of design tools. Students will engage with key concepts related to visual production and consumption, media and web design, storytelling and narrative in visual formats, and accessibility of content for diverse audiences.

### **Credits**

3

## **COM620 - Strategic Communication in a New Age**

### **Description**

In today's public climate, political rhetoric is no longer just a tool of the immensely powerful or those who have access to a podium and speakers. The dissemination of mass messages can occur in any number of avenues and can reach audiences that were previously inaccessible or disinterested. Communication professionals today are in a powerful position to shape messaging and distribution strategies for many contexts: politics, popular culture, business, nonprofit advocacy, social movements, advertising, and marketing. In this course, students should develop the perspective and skill sets necessary to respond effectively and creatively to complex social problems and opportunities in written, verbal, and visual communication mediums.

### **Credits**

3

## **COM655 - Reputation Management: Building a Brand**

### **Description**

The public relations field distinguishes itself through its emphasis on capturing hearts and minds. Above and beyond the marketing goal of persuading target consumers to the desired economic end, it is the task of the public relations professional to persuade individuals and groups to accept a certain belief or opinion. In this way, the topics of messaging and branding take on new meaning within the context of public relations. In this course, students will make that transition in to the world of public relations by re-examining and building upon core principles to build a foundation for the public relations concentration.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM656 - Spread the Word: Social Media Practices**

### **Description**

The ease of self-publishing using blogs, the dedication of entire mainstream news segments to the "conversation" on Twitter, the use of RSS feeds to immediately deliver customized messages and other personalization of communication all hail the dawn of a new era that is at once global and highly individualistic. For a public relations professional, social media technologies present unique challenges and opportunities to develop and protect one's brand. In this course, students will engage in thorough investigations and practical applications of the specific technologies, outlets, platforms, networks, and mediums that will populate their professional tool kit. Students will gain proficiency in particular, relevant tools, as well as add to their general fluency in the language of technology.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM657 - Crisis Communication in a 24/7 World**

### **Description**

The pervasiveness of social media, 24-hour news coverage, and mobile communications has transformed the role of public relations specialists. What constituted 'private' has become increasingly public given individuals' immediate access to multiple platforms and technologies to publish sensitive information. Protecting a brand and maintaining a consistent message in the maelstrom of broadcasted opinions is certainly more difficult than ever before. This course addresses the topics of public relations ethics and crisis management through the investigation of landmark cases and hypothetical crisis scenarios, preparing students to develop crisis management, prevention, and response skills crucial for today's media environment.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM658 - Integrated Public Relations Campaigns & Measurement**

### **Description**

Developing and executing a public relations campaign requires the integration of skills, strategies, and tactics to create a cohesive, dynamic whole. Similarly, this course integrates components from previous coursework by addressing topics such as the life cycle of the campaign, campaign management strategies, effective tracking and measurement, and making modifications based on data analysis. Students will evaluate past successful and unsuccessful campaigns in order to glean and substantiate best practices in campaign design and execution. Finally, students will create structured components of public relations campaigns in order to prepare for the critical task in the capstone course.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - COM500 - Communication, Media & Society (3)
  - COM510 - The Vantage Point: Knowledge & New Media (3)

## **COM690 - Communication Capstone**

### **Description**

This capstone course integrates previous coursework and practical experience with a focus on authentic demonstration of competency in the student's chosen specialization in communication. Instead of introducing new concepts, students will synthesize prior learning to design, develop, and execute a communication campaign on their chosen subject as a culmination of their studies. The course will be structured around this critical task, so that students have the appropriate support and resources required to be successful.

### **Credits**

3

### **Requisites**

- 30 credit(s).

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# **Community Economic Development**

## **CED301 - Introduction to Community Economic Development**

### **Description**

This introduction course will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). Students will be exposed to the range of social and economic challenges confronted by residents of underserved and marginalized communities as well as review issues and challenges facing the field.

### **Credits**

3

## **CED335 - Social Issues and Economic Policies CED**

### **Description**

This course is an introduction to the principles of social economics and policy. The course will expose students to concepts such as supply and demand, markets, national income, international trade, economic development, the economics of social issues, and the relationship between power and markets.

### **Credits**

3

## **CED405 - Financial Literacy for Social Services**

### **Description**

This course is designed to introduce students to concepts integral to understanding the financial operations of not-for-profit, non-governmental organizations - NGOs. Students examine corporate governance structures and explore, from a financial perspective, how these organizations achieve socially responsible agenda. Students will gain an understanding of the broader financial realm of socially responsible organizations and utilizing and managing money for social causes.

### **Credits**

3

## **CED601 - Introduction to CED in the U.S.**

### **Description**

This is a foundation course in which we will examine the values, issues, models and policy underlying the theory and practice of community economic development (CED). The course starts with an examination of the theoretical and conceptual framework for community economic development. Participants will examine the range of economic challenges confronted daily by residents of underserved communities. The class will examine the practices, policies and strategies of CED. We will look at how CED approaches the challenges of job creation and retention, and community revitalization. An overview of strategies such as asset building with individual development accounts and self-employment; and community building with community loan funds, cooperatives, employment and training initiatives will be provided. Project examples and participants' own experiences will serve as course materials along with the required readings. Finally, we will review issues and challenges facing the field.

### **Credits**

3

## **CED602 - Introduction to International CED**

### **Description**

This course will examine the evolution of thinking that has shaped the practice of community-based international development. Students explore development, projects, programs, and policies that blend social practice and economic principles. The course exposes members of the class to some of the major scholars in the field through their writings. The first class in the series focuses on three substantive themes: definitions of development; ethics of development; and lastly, hunger, famine and food policy. Students will learn methods of policy analysis to analyze these themes from an ICED perspective.

### **Credits**

3



### **CED611 - Research Methods in CED**

#### **Description**

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

#### **Credits**

3

### **CED613 - Organizational Management in CED**

#### **Description**

This course provides the underpinnings of public/nonprofit management. This course covers the basic principle of Organizational Management, leadership, human aspects of organizations and organizational life, and the functions that managers must perform to be successful. The primary goal of the course is to provide students with the tools needed to perform more effectively as managers. The course begins with an individual focus (Organizational Behavior) that rapidly progresses to the higher social dimensions (group, organizational). The course also attends to Organizational Management with an emphasis on public/nonprofit practice. This course is intended to add to students' knowledge base of management theories and practices, and to develop skills through the application of knowledge to real life. By the end of the course, students will have a better understanding of themselves as managers, other players, and of the socio-technical systems of organizations and management.

#### **Credits**

3

### **CED621 - Project Design in CED**

#### **Description**

This course is the first in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. In this course, students identify a community problem or issue, conduct relevant research, analyze the issue in conjunction with colleagues and community stakeholders, and develop a preliminary project design. Computer software competencies include word processing and spreadsheet programs, presentation and graphics programs and online research tools and search engines.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CED611 - Research Methods in CED (3)

## **CED622 - Project Planning in CED**

### **Description**

This is the second in a four-course sequence during which students identify a community issue, design a CED project to address that issue, implement the project, evaluate and document it, and present the finished product. Students in this course refine their project design skills through preparation and presentation of a formal proposal for their project. Students continue to review the literature, particularly to review best practices relevant to the issue being addressed. Each student creates a logic model that details the underlying theory of change and the project's inputs, outputs, and outcomes. Students learn to plan for implementation of the project, including information management, monitoring and evaluation, employing tools such as Gantt charts.

### **Credits**

3

### **Requisites**

- Complete:
  - CED621 - Project Design in CED (3)

## **CED623 - Project Management in CED**

### **Description**

Following CED-622, students implement the projects they have designed, applying the tools learned in prior classes. Regular progress reports and class presentations are required to monitor and track project implementation and management. Emphasis is on the many pitfalls of project implementation and how to analyze and deal with them. Projects implemented by the class are used as case studies and supplemented by relevant readings.

### **Credits**

3

### **Requisites**

- Complete:
  - CED622 - Project Planning in CED (3)

## **CED624 - Project Evaluation in CED**

### **Description**

This course, the final one in the Project sequence, focuses on assessment of what did and did not happen throughout the project, and comparison of actual to expected outcomes. Students conduct a project evaluation, and prepare and present a final report that describes the project, its outcomes, methodology and actual activities. The report includes analysis of the project, conclusions, and recommendations for future work and serves as the student's master's thesis.

### **Credits**

3

### **Requisites**

- Complete:
  - CED601 - Introduction to CED in the U.S. (3)
  - CED602 - Introduction to International CED (3)
  - CED611 - Research Methods in CED (3)
  - CED621 - Project Design in CED (3)
  - CED622 - Project Planning in CED (3)
  - CED623 - Project Management in CED (3)

## **CED631 - Housing Policy and Development**

### **Description**

This course covers market analysis and housing needs assessments, site selection and control, financial feasibility reports, the selection of a development team, methods of obtaining approval from various government entities, identification of private and public funding and subsidies, and various forms of ownership, including cooperatives and land trusts. Students also learn about the policy framework for affordable housing development, and the legal, institutional, economic, political and environmental factors that shape that framework.

### **Credits**

3

## **CED632 - Urban Neighborhood Revitalization**

### **Description**

This course looks at CED in urban (mostly United States) settings. Following a review of urban geography and changes in cities over time, the course examines strategies of business development, job creation, and neighborhood revitalization that are particularly relevant to cities. Students will gain an understanding of the roles of development partners, methods for fostering stakeholder involvement, and understanding the relationship between critical demographic, socio-economic cultural and capital investment/infrastructure related trends and priorities. Students explore case studies and identify best practices.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ACC500 - Managerial Accounting (3)
  - MBA520 - Accounting and Financial Analysis (3)

## **CED634 - Financing Community Economic Development**

### **Description**

This course looks at how CED projects and organizations are financed, including the traditional and non-traditional and financial institutions involved; the various forms of financing that are possible; the factors involved in choosing the financing for a particular project; and the ways in which the choice of financing may influence a project's outcome.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ACC500 - Managerial Accounting (3)
  - MBA520 - Accounting and Financial Analysis (3)

## **CED636 - Foundations of Community Action**

### **Description**

This course provides a historical and conceptual understanding of Community Action as an approach and framework employed by agencies that serve low-income clients and communities by promoting self-sufficiency. The course equips students with knowledge to relate personalities and agendas of key individuals to the decisions and policies implemented; chart the ebb and flow of government involvement (support) in assisting the poor from pre-Great Depression forward; compare and contrast past methods of assisting the poor historically with methods today and projected methods (to answer the question: What role does political will play in addressing poverty?); explain the role of leadership at the community, Federal and political level and analyze the role of political leadership and its effect on fighting poverty; and track the measurements of poverty (to answer the following questions: How do we measure poverty historically? Who is defined as "poor"? How should we measure it today and who is for or against the government taking on this role?).

### **Credits**

3

## **CED641 - Economics**

### **Description**

This economics course covers both microeconomics and macroeconomics principles and issues. This introductory course will give students a working understanding of the principles of economics as it applies to individuals, community, and the economy as a whole. The microeconomics topics will touch upon factors of production, consumer behavior, behavior of firms, and the market structure. The macroeconomic topics will familiarize the students with economic performance measures, fiscal and monetary policy, market and government failure, and economic growth.

### **Credits**

3

### **CED642 - Economics and Development**

#### **Description**

This course allows students to examine the domestic and international economic problems countries face and to explore community approaches to solving them. A variety of economic development paradigms, ranging from traditional to community-based, are examined. The course will introduce students to the importance of economics as it relates to community economic development (CED) and cover basic concepts in micro and macroeconomics. The economic concepts learned will then be applied to gain an understanding of the development process, as seen through an economic lens. Specifically, students will use their knowledge in economics to better understand domestic and international development issues such as poverty and inequality, population growth, migration, human capital development, rural development and agricultural transformation, environment, and trade.

#### **Credits**

3

### **CED644 - Microenterprise Development**

#### **Description**

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

#### **Credits**

3

### **CED652 - Community Building and Organizing**

#### **Description**

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

#### **Credits**

3

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## **Community Health Education**

## **CHE110 - Introduction to Community Health Education**

### **Description**

Explore the field of community health education through community health organizations, epidemiology, planning and assessment strategies such as Mobilizing for Action through Planning and Partnerships (MAPP), and the status of the nation's health. Examine the responsibilities, competencies, and skills of the community health education entry-level professional. Healthy People 2020 and Centers for Disease Control are used as important resources. Students begin to develop and implement program ePortfolios.

### **Credits**

3

## **CHE220 - Communicable Diseases**

### **Description**

Explore the nature and cause of human communicable diseases based on an understanding of pathogenic, behavioral, and environmental factors through the concepts of pathological process in public health. Review historical and contemporary disease patterns as they relate to common communicable diseases. Students learn disease prevention, treatment, and control approaches along with strategies promoting healthy behavior.

### **Credits**

3

## **CHE300 - Methods and Materials in Health Education**

### **Description**

The goal of this course is to explore innovative, meaningful, and effective teaching and learning approaches and materials in community health education. Students learn about curriculum planning and development, teaching strategies, creative learning resources and materials for workplace and community health education settings. Topics include developing health education materials and methods that are culturally and age appropriate.

### **Credits**

3

### **CHE320 - Perspectives in Aging**

#### **Description**

Examine the growing field of gerontology, the scientific study of aging, with a multidisciplinary and developmental perspective that sees aging in a positive light with an emphasis on wellness, rather than disability and disease. Explore concepts of ageism, its history, and its impact on individuals, families, and communities.

#### **Credits**

3

### **CHE325 - Aging and Wellness**

#### **Description**

Investigate the health characteristics of aging populations and issues impacting quality of life. Examine the changes in various body systems and lifestyle factors, such as nutrition, sexuality, stress, and exercise, along with current trends in wellness.

#### **Credits**

3

### **CHE327 - The Epidemiology of Aging**

#### **Description**

This interdisciplinary course provides an overview of demography and methodology related to aging, and explores the specific health conditions common to older persons. The course covers methodological issues relevant to the study of aging, the biology of aging and the etiology and epidemiology of common geriatric syndromes and diseases.

#### **Credits**

3

### **CHE329 - Aging, Politics, and Policy**

#### **Description**

This course examines the critical issues and current policies impacting the aging U.S. population including Medicare and family caregiving, and introduces current trends in public health. The course covers public policies on retirement, employer pensions, workplace conditions, and entitlement programs, Social Security and health care reform, and the rise of the elderly as a powerful political force.

#### **Credits**

3



### **CHE350 - Program Administration**

#### **Description**

This course provides a strong foundation of the theories, principles, and practices in program administration of public health education and health promotion programs in a variety of settings on local, state, national, and international levels. Topics include: healthcare services and public health, the uninsured, public health law, emergency health preparedness.

#### **Credits**

3

### **CHE460 - Health Communication, Social Marketing, and Advocacy**

#### **Description**

This course explores the roles of communication and social marketing as indispensable tools in health promotion and disease prevention. Students learn about the power of effective health campaigns in changing health behaviors. Public debate, advocacy skills and policy development are examined in terms of their interrelationship.

#### **Credits**

3

### **CHE490 - Community Health Capstone**

#### **Description**

This capstone course is the culminating experience for the Bachelor of Science in Community Health Education. This course builds on the theories and concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive paper, and to assess their level of mastery of the stated outcomes of their degree program in community health education. This course is taken in the student's final term.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - CHE460 - Health Communication, Social Marketing, and Advocacy (3)
    - PHE423 - Evaluation Methods in Public Health (3)
  - 111 credit(s).

## **CS200 - Computer Science's Role in Industry**

### **Description**

This course introduces the role of computer software in a variety of industries. Principles of hardware, software, computation, and algorithm development are introduced. Students learn the fundamentals of basic programming concepts including data types, variables, control structures, logical expressions, and arrays.

### **Credits**

3

## **CS250 - Software Development Lifecycle**

### **Description**

Effective methodologies and models are necessary for developing high quality software. In this course, students learn how to identify and apply appropriate software development lifecycle models and methodologies. All phases of activity within the lifecycle, including analysis, design, development, and testing, are explored with an emphasis on the roles of the contributors within each phase. Software development methodologies are examined with a focus on the application of agile processes.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)
  - CS200 - Computer Science's Role in Industry (3)

## **CS260 - Data Structures and Algorithms**

### **Description**

Learn about data structures and algorithms used for analyzing large volumes of data. Focus on common data structure operations, including searches and sorts.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)
  - MAT230 - Discrete Mathematics (3)
  - CS200 - Computer Science's Role in Industry (3)

## **CS310 - Collaboration and Team Projects**

### **Description**

Learn how to collaborate on a software project. Apply appropriate change control and versioning practices. Use technologies for supporting collaboration on a project in a distributed workforce with remote contributors.

### **Credits**

3

### **Requisites**

- Complete:
  - CS250 - Software Development Lifecycle (3)
  - CS260 - Data Structures and Algorithms (3)

## **CS320 - Software Testing, Automation, and Quality Assurance**

### **Description**

Learn about software engineering testing strategies and practices, and study how software quality assurance techniques are used through the software development life cycle, including requirements analysis, verification and validation, and quality management.

### **Credits**

3

### **Requisites**

- Complete:
  - CS260 - Data Structures and Algorithms (3)
  - IT145 - Foundation in Application Development (3)

## **CS330 - Computational Graphics and Visualization**

### **Description**

Provide an introduction to computer graphics drawing algorithms and 2-dimensional and 3-dimensional display techniques. Learn the current software and hardware used for computational graphics and visualization.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT225 - Calculus I: Single-Variable Calculus (3)
  - PHY101 - Principles of Physics (3)
  - PHY101L - Principles of Physics Lab (1)
  - CS260 - Data Structures and Algorithms (3)

## **CS340 - Advanced Programming Concepts**

### **Description**

Examine current and emerging technologies used to develop software systems. Apply advanced-level programming concepts to solve real-world programming problems. Use various programming technologies or platforms to develop advanced-level programming.

### **Credits**

3

### **Requisites**

- Complete:
  - CS320 - Software Testing, Automation, and Quality Assurance (3)

## **CS350 - Emerging Systems Architectures & Technologies**

### **Description**

Explore emerging systems architectures and technologies. Provide in-depth evaluation of emerging system architecture focusing on performance and the software/hardware interface. Emphasis is on analyzing fundamental issues in architecture design and the impact on application performance to enable better understanding of the concepts. Learn to evaluate software architectures, both established and emerging. Gain experience in determining when to implement architectures and technologies to fulfill business needs.

### **Credits**

3

### **Requisites**

- Complete:
  - CS330 - Computational Graphics and Visualization (3)
  - IT365 - Operating Environments (3)

## **CS360 - Mobile Architecture and Programming**

### **Description**

Explore mobile architectures and development tools used for mobile application development including working with various hardware components, emulators and Application Programming Interfaces. Develop skills in the analysis, evaluation and implementation of mobile computing principles as well as the appreciation of mobile platform project development issues, such as design, development, communication, management, information security, usability and related issues.

### **Credits**

3

### **Requisites**

- Complete:
  - CS250 - Software Development Lifecycle (3)
  - CS260 - Data Structures and Algorithms (3)
  - DAD220 - Introduction to Structured Query Language (3)

## **CS405 - Secure Coding**

### **Description**

Focus on common security vulnerabilities that are found in software. Learn techniques and strategies to develop robust and secure code, leveraging secure programming principles.

### **Credits**

3

### **Requisites**

- Complete:
  - CS250 - Software Development Lifecycle (3)
  - CS260 - Data Structures and Algorithms (3)
  - IT365 - Operating Environments (3)

## **CS410 - Software Reverse Engineering**

### **Description**

Learn the basics of reverse engineering specific to software systems. Learn how reverse engineering is used to recreate missing documentation to support legacy software code. Examine how reverse engineering is used to make new software products, enhance the functionality and efficiency of software components, and recreate the code for applications. Apply fundamental reverse engineering technologies and practices for maintainability and security-related use cases.

### **Credits**

3

### **Requisites**

- Complete:
  - CS260 - Data Structures and Algorithms (3)
  - IT365 - Operating Environments (3)

## **CS499 - Computer Science Capstone**

### **Description**

Taken in the student's final term, the capstone course is the culminating experience for the Bachelor of Science in Computer Science. Integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program. Enhance previously submitted programming projects that demonstrates a level of mastery of the stated outcomes of their degree program in computer science.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - CS340 - Advanced Programming Concepts (3)
  - 111 credit(s).

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## **Corporate Social Responsibility**

## **CSR510 - Strategic Corporate Social Responsibility**

### **Description**

Businesses are increasingly integrating corporate social responsibility strategies into every functional domain. Financial, social, ethical and environmental issues are all part of a proactive approach to corporate social responsibility management. This course focuses on strategic CSR, defined as corporate strategy that is integrated with core business objectives and competencies to create positive social change and business value. Students will leave this class armed with a tool set of best strategic practices and the skills to analyze, develop, and make recommendations for implementing strategic CSR in their own companies and industries.

### **Credits**

3

## **CSR610 - Business Ethics and Culture**

### **Description**

Business Ethics and Culture explores the main concepts and theories in the business ethics field and provides students with decision-making frameworks and practical tools. It aims to develop the capacity of students to critically engage with issues of human rights, environmentalism and sustainable development, consumerism, and the role that corporations play in politics, and places these within different philosophical and cultural perspectives.

### **Credits**

3

## **CSR620 - Corporate Governance and Accountability**

### **Description**

A proper governance framework is fundamentally important in enhancing the economic performance not only in individual firms but also in promoting welfare in society. Companies need to be accountable to wider stakeholder interests and within the context of corporate social responsibility. The number of stakeholders involved in governance systems is constantly increasing. Government and other regulatory agencies provide the platform through legislation, and boards of directors, auditors, shareholders, accounting professionals, company secretaries and employees all play their individual roles. The goal of this course is to introduce students to a wide range of accountability issues and governance procedures in the context of social contact.

### **Credits**

3

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## **Counseling**

## **COU500 - The Counseling Profession: Orientation, Identity, and Ethics**

### **Description**

Study the historical trends that led to the establishment of counseling as a profession (as distinct from other helping professions), the impact of the profession on society, and the importance of ethical decision-making in the counseling process. Explore personal motivations for wanting to become a professional counselor and begin to articulate a personal identity as a member of the counseling profession. Essential questions addressed include, 'how am I as a counselor?', and 'what is the role of the counselor in facilitating/supporting behavior change?'

### **Credits**

3

### **Requisites**

- Rule Not Selected

## **COU510 - Human Development**

### **Description**

This introductory course surveys the major theories of social and emotional development throughout the life-span, including grief and loss. Emphasis is given to the developmental stages and transitions and their relevance to the counseling process.

### **Credits**

3

## **COU520 - Diversity in Counseling**

### **Description**

The course addresses the theories of diversity in counseling. Students examine their assumptions and biases about cultures different from their own and explore their own sense of "otherness." Students discuss these issues with their classmates as a means for developing the ability to converse with and relate to clients with backgrounds other than their own. Student learning in this course is guided by the essential question 'how do I, as a counselor, relate to others who are different from me?'

### **Credits**

3

### **Requisites**

- Complete:
  - COU540 - Helping Skills and Techniques: Residency I (3)



## **COU530 - Theories of Counseling**

### **Description**

This course surveys the major theoretical approaches used in counseling. Attention is paid to the nature of theory, and the process of building and validating theories of counseling. Students begin process of formulating their own personal theory of counseling, taking into considering how their values influence who they are as counselors and how their backgrounds may inform their client relationships. Students address essential questions such as, 'How do counselors facilitate change?', 'How does theory inform treatment?' and 'How do the theories that counselors use both clarify and limit their understanding of clients?'

### **Credits**

3

### **Requisites**

- Complete:
  - COU540 - Helping Skills and Techniques: Residency I (3)

## **COU540 - Helping Skills and Techniques: Residency I**

### **Description**

This course presents the basic skills and techniques that form the foundation of the counseling process. The course includes a 5-day, in-person laboratory in which students meet with the counseling faculty for an intensive learning experience to practice and demonstrate their competence in these skills.

### **Credits**

3

### **Requisites**

- Complete:
  - COU500 - The Counseling Profession: Orientation, Identity, and Ethics (3)
  - COU510 - Human Development (3)

## **COU600 - Research Methods and Program Evaluation**

### **Description**

Apply the principles of the scientific method to evaluate the efficacy of counseling techniques and community counseling programs. Learn to access and critically evaluate scientific literature and apply the findings to one's work with clients including making determinations/recommendations, writing proposals, and implementing plans.

### **Credits**

3

### **Requisites**

- Complete:
  - COU540 - Helping Skills and Techniques: Residency I (3)

## **COU605 - Counseling Families, Couples, and Children**

### **Description**

Survey family systems theories. Explore the interviewing and counseling techniques that are specific to working with couples and families and related topics, custody and guardianship, parenting, and the evolving definition of family.

### **Credits**

3

### **Requisites**

- Complete:
  - COU530 - Theories of Counseling (3)

## **COU610 - Assessment and Evaluation in Counseling**

### **Description**

Learn to identify appropriate assessments, interpret their reliability and validity, and understand how assessment fits in to the broader picture of intake, interviewing, diagnosing, and treatment. Administer several common assessments and evaluate and interpret the results.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - COU540 - Helping Skills and Techniques: Residency I (3)
  - Complete or concurrently enroll in:
    - COU600 - Research Methods and Program Evaluation (3)

## **COU630 - Career Counseling**

### **Description**

Review the major theories of career development. Learn how to help clients explore issues including career choice, leisure, retirement planning, rehabilitation, mid-life career changes, and work-life balance. Learn to administer several commonly utilized career interest assessments.

### **Credits**

3

### **Requisites**

- Complete:
  - COU530 - Theories of Counseling (3)
  - COU540 - Helping Skills and Techniques: Residency I (3)
  - COU610 - Assessment and Evaluation in Counseling (3)

## **COU635 - Psychopharmacology**

### **Description**

The course focuses on the knowledge that counselors should possess regarding psychiatric medications. Including the major classes of medications currently in use, drug interactions, and educating clients to understand their medications. Topic include the impact and use of medications (including efficacy and misuse), the counselor's role in medically prescribed drugs including referring and collaborating with prescribing professionals.

### **Credits**

3

### **Requisites**

- Complete:
  - COU530 - Theories of Counseling (3)
  - COU540 - Helping Skills and Techniques: Residency I (3)

## **COU640 - Substance Use Disorders and Process Addictions**

### **Description**

Explore substance and process addictions with ethical and multicultural considerations. Address scope of practice, current trends and issues related to the field of counseling, distinctions related to licensure, co-occurring disorders, and relevant assessments.

### **Credits**

3

### **Requisites**

- Complete:
  - COU530 - Theories of Counseling (3)
  - COU610 - Assessment and Evaluation in Counseling (3)

## **COU645 - Counseling Sexuality Issues**

### **Description**

Survey the primary issues related to counseling matters of sexuality, including the culture of sexuality (history and evolution), biological aspects, ethical issues, stigma, and the relevant special issues (suicide, gender identity, transgender, etc.). Potential assessments include role-plays and an interview of someone of another sexual orientation or gender identity.

### **Credits**

3

### **Requisites**

- Complete:
  - COU530 - Theories of Counseling (3)
  - COU610 - Assessment and Evaluation in Counseling (3)

## **COU650 - Diagnosis of Emotional and Mental Disorders**

### **Description**

Understand the value of and controversies involved in using medically based systems of diagnosis in the counseling profession. Learn to make diagnoses using the DSM and relevant standardized assessment methods and to consider client issues from alternative perspectives. Consider the legal, ethical, and multicultural issues inherent in diagnosing clients.

### **Credits**

3

### **Requisites**

- Complete:
  - COU610 - Assessment and Evaluation in Counseling (3)

## **COU660 - Group Counseling**

### **Description**

Address the theoretical foundations of group counseling and the stages of group development. Demonstrate an initial understanding of the dynamics of group sessions. Explore ethics and multicultural aspects specific to the various types of groups.

### **Credits**

3

### **Requisites**

- Complete:
  - COU530 - Theories of Counseling (3)
  - COU540 - Helping Skills and Techniques: Residency I (3)

## **COU665 - Advanced Psychopathology**

### **Description**

This course continues the exploration of the field of psychopathology. Topics covered include historical perspectives, research methodology, and how culture influences definitions of normalcy and psychopathology. There is an emphasis on increasing students' understanding of clinical issues and current research related to altered development and maladaptive behaviors. Students are required to view cases from a variety of therapeutic perspectives and be able to compare and contrast different theoretical perspectives on each disorder and develop the ability to support these theoretical perspectives through empirical research.

### **Credits**

3

### **Requisites**

- Complete:
  - COU650 - Diagnosis of Emotional and Mental Disorders (3)

## **COU680 - Prevention and Intervention of Crisis and Trauma**

### **Description**

Explore various forms of crisis, trauma, and disaster that may impact the lives of clients across the lifespan, as well as intervention and treatment methods that are commonly used. Gain exposure to counseling strategies for triaging immediate or recent events as well as long-term and chronic conditions that may hinder individuals and communities.

### **Credits**

3

### **Requisites**

- Complete:
  - COU650 - Diagnosis of Emotional and Mental Disorders (3)

## **COU690 - Advanced Individual and Group Helping Skills and Techniques: Residency II**

### **Description**

This course is an opportunity for students to demonstrate their competence in integrating and applying the knowledge and skills acquired in the curriculum in preparation for the practicum experience. The course includes a 5-day, in-person laboratory in which students will participate in a group counseling analog experience.

### **Credits**

3

### **Requisites**

- Complete:
  - COU640 - Substance Use Disorders and Process Addictions (3)
  - COU650 - Diagnosis of Emotional and Mental Disorders (3)
  - COU660 - Group Counseling (3)

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# **Criminal Justice**

## **CJ104 - Ethics and the Criminal Justice Leader**

### **Description**

This course examines the subject of ethics as it relates to leadership in the criminal justice profession. It provides for an in-depth understanding and application of ethical decision-making processes at all levels of the criminal justice organization.

### **Credits**

3

### **Requisites**

- Complete:
  - JUS101 - Introduction to Criminal Justice (3)

## **CJ202 - Writing for the Criminal Justice Profession**

### **Description**

This course will equip the criminal justice student with the skills and assets necessary for writing with the precision, coherence, and integrity that are crucial to the demands of the profession and the criminal justice system.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)
  - JUS101 - Introduction to Criminal Justice (3)

## **CJ300 - Research Methods for Criminal Justice**

### **Description**

In an era of rigorous scrutiny from entities such as the media and the general public, it is essential criminal justice professionals make evidence-based and ethical decisions. The course is an introduction to basic social science research methods applied to contemporary issues in the field of criminal justice. Students examine the relationship between theory and research, identify patterns, and ultimately draw evidence-based conclusions.

### **Credits**

3

### **Requisites**

- Complete:
  - JUS101 - Introduction to Criminal Justice (3)

### **CJ303 - Psychopaths, Sociopaths and Serial Killers**

#### **Description**

This course is an examination of two antisocial personality disorders and the behavioral traits shared by both. The course will help the student understand the commonalities as well as the unique differences. It will culminate in a thorough examination of infamous serial killers and the disorders attributed to them.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS101 - Introduction to Criminal Justice (3)

### **CJ320 - Corrections in the United States**

#### **Description**

This course examines the United States correctional system from the role of law enforcement through the administration of justice, including offender custody and management, probation, prison life, correctional institutions, and parole. This course emphasizes the contemporary social problems, trends and challenges facing the correctional system, and the complex theories of incarceration. Students will also explore the scope of employment in the field.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS101 - Introduction to Criminal Justice (3)

### **CJ321 - Offender Rehabilitation**

#### **Description**

This course examines evidence-based offender treatment programs and practices. Emphasis is placed on programs designed to rehabilitate offenders, risk assessment, treatment methodology, treatment options, and evaluation of outcomes. Models of rehabilitation explored will include family intervention, counseling, self-help programs, diversion, house arrest, community service, probation, halfway houses, and others.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CJ320 - Corrections in the United States (3)



## **CJ322 - Community-based Corrections**

### **Description**

Community-based Corrections is a critical component of the correctional system. This course will examine the variety of supervision options, including work release, furloughs, community-based programming, residential and nonresidential community supervision programs, and electronic monitoring. Students will have the opportunity to examine how corrections may create opportunities for offenders seeking to establish themselves financially by securing employment, housing, health care programs, and fulfilling the requirements of the sentence received.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ320 - Corrections in the United States (3)

## **CJ323 - Correctional Administration**

### **Description**

This course is an examination of the organizational and administrative needs of correctional facilities. Correctional policies and procedures, laws and regulations governing corrections, accreditation, staffing needs and personnel hiring and management practices are studied. Students have the opportunity to examine the theoretical and practical aspects of correctional management.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ320 - Corrections in the United States (3)

### **CJ330 - Leadership and Management in Criminal Justice Organizations**

#### **Description**

This course will cover the vital and progressive information concerning workplace performance in the criminal justice profession. It will entail a discussion and analysis of the traits and characteristics of criminal justice professionals at work, along with analysis and development of performance evaluations, assessment and desired objectives for the practitioner.

#### **Credits**

3

#### **Requisites**

- Complete:
  - JUS101 - Introduction to Criminal Justice (3)

### **CJ331 - Effective Patrol and Community Policing**

#### **Description**

This course will cover the principles and effective practices of police patrol and operations. It will analyze and discuss the preparation and the expectations of patrol and how to effectively perform all duties and functions. In addition, the course will entail an awareness and understanding of the fundamental aspects and best practices of community policing.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CJ330 - Leadership and Management in Criminal Justice Organizations (3)

### **CJ332 - Crisis Intervention for Police**

#### **Description**

This course will introduce the student to crisis theory, concepts, intervention and strategies required for the first responder. The student will learn how to be personally effective, recognize threat levels, active listening, conduct effective mediation and negotiation for application to situations such suicidal persons, hostage taking and barricaded subjects to cite but a few.

#### **Credits**

3

#### **Requisites**

- Complete:
  - CJ330 - Leadership and Management in Criminal Justice Organizations (3)

## **CJ400 - Crime Analysis and Effective Police Service**

### **Description**

This course provides the student with the assets and tools of progressive crime analysis techniques and the intrinsic relation to the delivery of effective police services. Theory, data collection methods and basic use of statistics will be introduced and applied to various goals of policing.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ202 - Writing for the Criminal Justice Profession (3)
  - CJ300 - Research Methods for Criminal Justice (3)
  - CJ330 - Leadership and Management in Criminal Justice Organizations (3)
  - JUS101 - Introduction to Criminal Justice (3)

## **CJ401 - Emergency and Disaster Management**

### **Description**

This course will cover the issues related to crisis and disaster management including history of the topic, integrated emergency management and the methods honed since the 9-11 attacks. The course will focus on the events ranging from natural disasters to the potential use of weapons of mass destruction and the most effective strategies available.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ330 - Leadership and Management in Criminal Justice Organizations (3)

## **CJ430 - Terrorist Techniques**

### **Description**

This course provides the student with the latest and most effective information pertaining to the strategies, tactics and methods used by terrorists. It will discuss and analyze methods of financing used by terrorists, choice of weaponry, and the criteria used for target selection. In addition, the course will cover the most up-to-date and progressive responses to acts of terror as well as preventive measures used by the military and criminal justice professionals.

### **Credits**

3

### **Requisites**

- Complete:
  - JUS305 - International Criminal Justice (3)

## **CJ467 - Threat Assessment Fundamentals**

### **Description**

This course will introduce the student to the basic aspects of attack prevention, identification and assessment of various threats, intelligence- gathering, protection management and counterterrorism techniques used by the military and criminal justice professionals.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ430 - Terrorist Techniques (3)

## **CJ468 - Intelligence, Surveillance, and Reconnaissance**

### **Description**

This course covers the processes involved in culling data as it relates to intelligence gathering and the methods of analysis. Students are introduced to the various techniques of analysis, evaluation of sources, and testing the validity of terrorism-related intelligence. In addition, the course will cover the tactics of surveillance, intelligence gathering, and the methods used to thwart illegal activities.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ430 - Terrorist Techniques (3)

## **CJ469 - Counterterrorism Techniques**

### **Description**

This course will introduce the student to the most effective strategies, techniques and tactics used to combat terrorism. In addition, the course will cover the organization of counterterrorist organizations, task forces and operational entities, the tools of the trade, along with analysis of counterterrorism policies.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ430 - Terrorist Techniques (3)

## **CJ480 - Capstone in Criminal Justice**

### **Description**

This capstone course is the culminating experience for the B.S. in Criminal Justice 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**

- 111 credit(s).

## **CJ500 - Critical Issues in the Criminal Justice System**

### **Description**

This course offers the Criminal Justice graduate student the opportunity to identify, analyze and discuss the most prevalent issues affecting the delivery of criminal justice and public safety services today. Students will examine the civic responsibilities of criminal justice professionals and the challenges facing our contemporary criminal justice system, while also developing an understanding of the key criminal justice theories.

### **Credits**

3

## **CJ510 - Ethical Leadership in Criminal Justice**

### **Description**

This course will emphasize the principles of strategic management, ethical leadership, and community involvement as they apply to a public safety organization within the criminal justice system. The course focuses on the student's development of leadership qualities that address the difficult questions, such as risk management and budgetary constraints, faced by public safety leaders.

### **Credits**

3

## **CJ520 - Criminology and Public Policy**

### **Description**

This course focuses on the relationship between prevailing criminological theories and the development and implementation of public policy. Students will learn how to evaluate policy recommendations and their effect on a range of public safety organizations.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ500 - Critical Issues in the Criminal Justice System (3)

## **CJ530 - Global Terrorism**

### **Description**

Explore how geopolitics and terrorist attacks influence the world today. Examine historical events and the impact on foreign and domestic policy. Students dispel misconceptions and create a new evidence-based response to address global terrorism.

### **Credits**

3

## **CJ550 - Assessing Organizational Performance**

### **Description**

Explore the techniques and methods used to evaluate the performance of a criminal justice organization by examining a real-world scenario. Students assess an organization to identify factors impacting the overall performance including its mission, goals, structure, policies, and processes. Students use applicable methods and data to determine effective resource and communication strategies for continuous improvement within criminal justice organizations.

### **Credits**

3

## **CJ560 - Courts and Judicial Process**

### **Description**

Explore the different roles of criminal justice professionals in navigating critical issues and challenges in the judicial process from the initial crime through the appeals phases. Students compare the procedural impact of local, state, and federal court systems through the examination of controversial court cases and inequalities within the judicial process.

### **Credits**

3

## **CJ650 - Public Safety Administration**

### **Description**

This course examines the key functions and responsibilities of a public safety administrator, including management of organizational structure, strategic decision-making, fiscal responsibility, and coordinated public safety approaches to address fiscal, political, and social challenges. Students examine fiscal management, the problems of governmental funding, service and equipment cutbacks, cost comparison, and accessibility of federal grants. Additionally, the course reinforces ethical foundations in public safety, critical thinking and analysis, and innovative solutions to contemporary public safety problems. Students also explore administrative opportunities within public safety, and career paths to reach these positions.

### **Credits**

3

### **Requisites**

- Complete:
  - OL600 - Strategic Human Resource Management (3)
  - PAD630 - Foundations of Public Administration (3)
  - PAD631 - Strategic Management in Public Service (3)

## **CJ675 - Data-Driven Decision-Making in Criminal Justice**

### **Description**

This course promotes the value of using both quantitative and qualitative research methods in leadership, planning and decision-making. Students learn how to forge data-driven strategies for effective criminal justice problem-solving.

### **Credits**

3

## **CJ681 - Terrorist Techniques and Counterterrorism**

### **Description**

Deconstruct biases and mindsets about terrorism. Explore modern international and domestic counterterrorism as techniques to mitigate actions by terrorist organizations and extremists. Students gain a comprehensive view of the motivation and nature behind terrorism.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ530 - Global Terrorism (3)

## **CJ682 - Threat Assessment**

### **Description**

Analyze international and domestic terrorist threats utilizing threat assessment techniques. Examine viable responses and communication strategies identified from a critical assessment. Using these responses and strategies, scrutinize intelligence to create a viable solution to mitigate a terrorist threat.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ530 - Global Terrorism (3)



## **CJ683 - Intelligence Collection and Analysis**

### **Description**

Examine and interpret intelligence gathered using industry standard practices. Apply structured analytic techniques to review data and information for the purpose of synthesizing and communicating findings to a variety of audiences. Students acquire the know-how in applying the right technique(s) to produce the type of information needed to take action in addressing terrorism related problems.

### **Credits**

3

### **Requisites**

- Complete:
  - CJ530 - Global Terrorism (3)

## **CJ790 - Criminal Justice Capstone**

### **Description**

This capstone course is the culminating experience for the M.S. in Criminal Justice 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:
    - CJ550 - Assessing Organizational Performance (3)
    - CJ675 - Data-Driven Decision-Making in Criminal Justice (3)
  - 30 credit(s).

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## **Data Analytics**

## **DAT210 - Foundation of Data Analytics**

### **Description**

The emergence of new data sources is transforming the role of the data analyst from one who simply reports information to one who is charged with making sense of the available data and distilling from it the salient aspects for the given audience. In this course, students will examine the concepts of data analysis and how it informs the business process. Emphasis will be placed on the development of sound research questions, the identification and verification of data sources, the retrieval, cleaning, and manipulation of data, and the process for identifying the data elements that are relevant for a given audience. An overview of the regulatory organizations that govern the release of data will also be reviewed.

### **Credits**

3

## **DAT220 - Fundamentals of Data Mining**

### **Description**

A large portion of data analytics focuses on identifying meaningful patterns in data. Using a case studies approach, students will examine effective strategies that blend both hypothesis testing and data-driven discovery methods to identify meaningful data patterns and apply that knowledge to common business problems. Emphasis will be placed on data-mining tasks such as classification, clustering, and sequential pattern discovery.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - DAD215 - Introduction to Statistical Analysis System (3)
  - DAD220 - Introduction to Structured Query Language (3)
  - DAD334 - Oracle SQL Fundamentals (3)

## **DAT310 - Data Analytics I**

### **Description**

Learn how to apply a comprehensive approach to data analytics in the solving of business problems by building upon the principles set forth in DAT 210. Evaluate the tools and resources available in terms of their appropriateness to complex business scenarios. Explore the collaborative nature of data analytics projects and the necessity for coordination across projects through conducting an initial data analytics project and creating a collaborative report of findings.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - DAT210 - Foundation of Data Analytics (3)
  - 1 of the following:
    - DAD215 - Introduction to Statistical Analysis System (3)
    - DAD220 - Introduction to Structured Query Language (3)
    - DAD334 - Oracle SQL Fundamentals (3)

## **DAT320 - Data Analytics II**

### **Description**

Building upon the principles set forth in prior coursework, students will engage in a comprehensive approach to the application of data analytics in the solving of business problems employing the techniques frequently used in the discipline. Emphasis will be placed on the different types of forecasting techniques such as sales, risk, retention, and attrition as applied to a variety of industries.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - DAD215 - Introduction to Statistical Analysis System (3)
    - DAD220 - Introduction to Structured Query Language (3)
  - Complete:
    - DAT210 - Foundation of Data Analytics (3)
    - DAT310 - Data Analytics I (3)

## **DAT410 - Decision Support Presentation**

### **Description**

In order for data analytics to be effective, reports and findings must be presented in a manner that is relevant to one's audience. In this course students will hone their technical writing and presentation skills to engage individuals at all levels throughout an organization. Ethics, security, and privacy considerations as they relate to reporting will also be discussed.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT210 - Foundation of Data Analytics (3)
  - DAT310 - Data Analytics I (3)
  - DAT320 - Data Analytics II (3)

## **DAT490 - Capstone in Data Analytics**

### **Description**

This capstone course is the culminating experience for the B.S. in Data Analytics 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
  - 111 credit(s).
  - Complete:
    - DAT410 - Decision Support Presentation (3)

## **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

## **DAT510 - Foundations of Data**

### **Description**

We live in a world where substantial amounts of data are available at the touch of a button. While this may be a very empowering prospect, it can also be overwhelming. In this course, students will examine the status of Big Data and its impact on the business world, framing analytics challenges using a structured life cycle approach to data analytics problems. Emphasis will be placed upon the verification of data, analytic techniques and open source tools for analyzing data, the role of regulatory organizations, and the privacy and ethics issues that surround its use.

### **Credits**

3

## **DAT515 - Enterprise Data Management**

### **Description**

Understanding the complexity of current data management systems and the ever evolving technology necessary to leverage such data is essential in making sound data-driven decisions. In this course, students will examine the issues in managing data and information from an enterprise perspective, and explore data management as an essential resource to organizational success through a deeper understanding of the concepts and techniques for managing the design, development, and maintenance of all the components of enterprise information management. The course will examine the roles and responsibilities of the various professionals that manage data and information in an organization.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT510 - Foundations of Data (3)

## **DAT520 - Decision Methods and Modeling**

### **Description**

The role of many analysts is as much about interpreting the results of data analysis as it is about gathering the data and "crunching the numbers." In this course, students will learn how to evaluate data in context, interpret data trends, and receive an overview of decision support management techniques such as predictive modeling, risk assessment and optimization, and analytics algorithms, which will set the stage for more advanced study in subsequent courses. Concepts from enterprise data management, including data warehousing and business intelligence, will provide a foundation for examining the topics of data mining, advanced and dimensional data modeling, and decision support system development as techniques for an organization's competitive advantage.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT510 - Foundations of Data (3)

## **DAT530 - Presentation and Visualization of Data**

### **Description**

In addition to the gathering and interpretation of data, today's business environment calls upon the analyst to communicate the results of data analysis to a variety of audiences. In this course students will learn how to synthesize the technical components of data analysis into reports, presentations, and visual dashboards that are meaningful for the intended audience and deliver those components in a coherent, convincing format.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT510 - Foundations of Data (3)

## **DAT610 - Optimization and Risk Assessment**

### **Description**

In the competitive business world, using data to its best advantage becomes all the more crucial. In this course, students will learn how to discern the levels of relevancy of data and the impact it has on operations as well as hone their ability to identify macro and micro level risk and evaluate risk management programs, policies, and strategies.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT520 - Decision Methods and Modeling (3)

## **DAT640 - Predictive Analytics**

### **Description**

Building on prior coursework in decision methods and modeling, students will get a deeper understanding of the art and science of predictive analysis. Students will examine the elements that contribute to building reliable predictive models that result in actionable performance predictions such as identifying the variables that have the most predictive power and developing and deploying predictive models currently in use.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT510 - Foundations of Data (3)
  - DAT520 - Decision Methods and Modeling (3)

## **DAT650 - Advanced Data Analytics**

### **Description**

This course will emphasize the employment of advanced analytic strategies over the entire life cycle of the data analysis process. Using a comprehensive case-studies approach, students will logically extend and add definition to their existing analytic skill set, resulting in the development of a project proposal that will serve as preparation for the capstone experience.

### **Credits**

3

### **Requisites**

- Complete:
  - DAT510 - Foundations of Data (3)
  - DAT520 - Decision Methods and Modeling (3)
  - DAT640 - Predictive Analytics (3)

## **DAT690 - Capstone in Data Analytics**

### **Description**

This capstone course is the culminating experience for the M.S. in Data Analytics 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:
    - DAT650 - Advanced Data Analytics (3)

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## **Database Administration**



## **DAD215 - Introduction to Statistical Analysis System**

### **Description**

The SAS programming suite of products is commonly used throughout the industry for analyzing the vast amount of data that are available today and for turning that data into actionable items for an organization. Through the creation of SAS programs of varying complexity, students will solve common data analysis problems and learn the general programming conventions of SAS along with the data management and reporting utilities of the basic SAS product.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - IT140 - Introduction to Scripting (3)
  - IT145 - Foundation in Application Development (3)

## **DAD220 - Introduction to Structured Query Language**

### **Description**

Structured Query Language (SQL) is at the heart of many data systems. In this course, students learn the basics of SQL programming as it relates to data management, data manipulation, and data analysis.

### **Credits**

3

## **DAD334 - Oracle SQL Fundamentals**

### **Description**

Learn to retrieve, restrict, sort, report, and display data using SQL statements within an Oracle database environment. In addition, obtain experience writing sub-queries, manipulating data, creating and managing tables, and working with schema objects. Gain practical hands-on experience in a functional Oracle database environment.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - IT140 - Introduction to Scripting (3)
  - IT145 - Foundation in Application Development (3)

## **DAD350 - Oracle Database Administration I**

### **Description**

This is the first course in a two part series. This course covers Oracle Database Administration Part I. Students will use Oracle to prepare a database environment, create, manage and administer database and user security. Students will also learn how to manage data, concurrencies, undo data, and implement database security. Topics will include database maintenance, performance management, recovery, and backup.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - DAD220 - Introduction to Structured Query Language (3)
  - DAD334 - Oracle SQL Fundamentals (3)

## **DAD405 - Oracle Database Administration II**

### **Description**

This is the second of a two part series. This course covers Oracle Database Administration Part II. Students will use Oracle to design database architectures and automatic storage management solutions. Students will learn how to configure a database for recoverability, to meet backup specifications, and to perform user-managed backup and recovery. Additionally, students will use Oracles Recovery Manager (RMAN) for performing for multiple database administration tasks.

### **Credits**

3

### **Requisites**

- Complete:
  - DAD350 - Oracle Database Administration I (3)

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## **Development**

### **DEV515 - Adolescent Psychology**

#### **Description**

This course is a study of developmental growth that is focused on the transition to adolescence and processes of physiological, cognitive, social and emotional changes that occur during the teen years. Middle/secondary education majors are required to do field experience in appropriate grade levels and subject areas.

#### **Credits**

3

### **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

### **DEV545 - Psychosocial Development**

#### **Description**

This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, care-givers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school-aged children with relevant theory and research.

#### **Credits**

3

## **DEV550 - Administration of Child Development Programs**

### **Description**

This course provides students with skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding and grant writing.

### **Credits**

3

## **DEV560 - 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

### **Requisites**

- Complete:
  - DEV545 - Psychosocial Development (3)

## **DEV565 - Play**

### **Description**

This course provides students with an understanding of the critical role play has in a child's life. Play is the primary means for learning and development, an important method of assessment and a tool for intervention. Students learn how to assess play between a child and parent/adult, a child within a group, and a child's solitary play.

### **Credits**

3

### **DEV601 - Child Assessment**

#### **Description**

This course provides students with a basic understanding of the assessment of young children from birth to eight years of age. The primary goals for the course are (1) the purposes and processes of a variety of assessment methods currently used to evaluate learning and development of young children and (2) challenges in assessing young children from developmental, educational, psychological, and cultural perspectives. Students will learn principles of appropriate assessment, acquire a working knowledge of basic measurement concepts, and gain testing, and alternative assessment approaches for young children.

#### **Credits**

3

### **DEV699 - Child Development Practicum**

#### **Description**

The internship is a culmination of a student's field experiences. It consists of a minimum of 150 clock-hours in the field and is accompanied by seminar meetings to provide opportunities for the analysis, evaluation and discussion of field experience.

#### **Credits**

3

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## **Economics**

## **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**

- 1 of the following:
  - MAT130 - Applied Finite Mathematics (3)
  - MAT140 - Precalculus (3)
  - MAT210 - Applied Calculus I (3)
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (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**

- 1 of the following:
  - MAT130 - Applied Finite Mathematics (3)
  - MAT140 - Precalculus (3)
  - MAT210 - Applied Calculus I (3)
  - MAT240 - Applied Statistics (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:
  - ACC202 - Managerial Accounting (3)
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (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)
  - ECO202 - Macroeconomics (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.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

## **ECO327 - Economic Development**

### **Description**

Economic explanations for development and underdevelopment are studied in this course. The course focuses on the problems that less-developed countries face and on alternative approaches to addressing these problems.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)



### **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)
  - ECO202 - Macroeconomics (3)

### **ECO335 - Urban and Regional Economics**

#### **Description**

This course looks at the causes of urbanization and the growth of regional economies. Problems arising from urbanization, their effects on local economies and the government's role in solving them are explored.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)

### **ECO360 - The Rise of Modern Asia**

#### **Description**

This course describes and explains the emergence of modern nations in Pacific Asia. History, geography and cultural traditions are examined and related to the economic development of Pacific Asia.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (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.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - MAT240 - Applied Statistics (3)

## **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)

## **ECO505 - Introduction to Graduate Economics**

### **Description**

This course serves as an introduction to economics at the graduate level. Exploration of the major schools of thought in economics as well as a historical approach to economics will introduce students to graduate level studies in economics. The historical review of economic theory will provide the basis for economic research. The course will explore economic agents and their interaction with the markets. An interdisciplinary approach will be used for this course in order to show the effects of economic thought and analysis through different areas.

### **Credits**

3

## **ECO510 - Mathematics and Statistics for Economics**

### **Description**

This course will explore the more advanced areas of statistics and math, with a focus on economics and the methods that are mostly used in the applied economics field. The course will build on the mathematics and statistics background that the students have explored in previous courses. Advance regressions methods will be used, and a number of tools will be used for calculation. This course prepares the students in the Applied Economics degree for the advanced courses in econometrics.

### **Credits**

3

### **Requisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)
  - MBA502 - Economics for Business (3)

## **ECO520 - Microeconomics Theory and Analysis**

### **Description**

This course serves as a graduate-level introduction to advanced microeconomic theories and the application of these theories. The course will look at irrational versus rational decision making, market structure, market failure, resource markets, and other microeconomic principles. Modern theory of consumer behavior and theory of the firm will be discussed, along with optimization models for achieving and analyzing productive, allocative, and distributive efficiency.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO510 - Mathematics and Statistics for Economics (3)

## **ECO530 - Macroeconomics Theory and Analysis**

### **Description**

This course serves as a preparation for graduate economic research. The course will explore the three major schools of thought and will lay the groundwork for macroeconomic research. Through examples of static macroeconomic models and theoretical analysis, students will be introduced to macroeconomic research. The economics of growth will be given particular focus.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO510 - Mathematics and Statistics for Economics (3)

## **ECO540 - Game Theory and Industrial Organization**

### **Description**

This course serves as an exploration of game theory and its applications in economic analysis. Various models of static and dynamic games are explored, along with the applications of game theory in negotiations, voting, conflict resolution, and pricing decisions. The course also reviews industrial organization theory, exploring the interaction between the firm and the market, and the linkage between market structure, firm conduct, and economic performance. The ideas of market power and its regulation through government policy, and the firm's price and non-price strategic behaviors will be discussed.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO520 - Microeconomics Theory and Analysis (3)

## **ECO605 - Environmental and Natural Resource Economics**

### **Description**

This course serves as an introduction to the natural resource economics area. The course will look at the global aspect of environmental and natural resource economics, and will explore topics like efficient use of resources, allocation of resources, population growth, green economics, global trade effects, and global climate change.

### **Credits**

3

## **ECO610 - Fiscal & Monetary Policies & Practices**

### **Description**

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

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MBA502 - Economics for Business (3)
  - QSO510 - Quantitative Analysis for Decision Making (3)

## **ECO620 - Applied Econometrics I**

### **Description**

This course looks at common econometric models, with a focus on regression models. Through empirical work and analysis, the students will extend their understanding of econometric theory. The course will provide an understanding of the relationship between economic variables that can be used for statistical estimation. The students will learn how to use observational data and how to construct econometric models and methods.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO520 - Microeconomics Theory and Analysis (3)

## **ECO625 - Applied Econometrics II**

### **Description**

This course serves as an extension of ECO 620, providing an even more in-depth look at econometric theory and analysis. Students will build on the methods and models learned throughout the program and will be introduced to forecasting, nonparametric analysis, maximum likelihood, etc.

### **Credits**

3

### **Requisites**

- Complete:
  - ECO620 - Applied Econometrics I (3)

### **ECO675 - Seminar in Environmental and Natural Resource Economics** **Description**

This course will provide the students with advanced econometric tools used in research in environmental and natural resource economics.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO605 - Environmental and Natural Resource Economics (3)
  - ECO620 - Applied Econometrics I (3)

### **ECO700 - Applied Economics Capstone** **Description**

This capstone course is the culminating experience for the M.S. in Applied Economics 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:
    - ECO625 - Applied Econometrics II (3)

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## **Education**

## **EDU501 - Methods of Teaching Reading**

### **Description**

This course is an overview of reading and writing processes. The course addresses current trends for teaching literacy including basal programs, whole language, language experience, thematic teaching, literature-based instruction, and technology-based instruction. Students will learn about the components of balanced literacy instruction that includes word attack, word identification, vocabulary development, fluency, comprehension and writing.

### **Credits**

3

## **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.

## **EDU506 - Teaching English Learners**

### **Description**

In this course students will study the history, pedagogy and techniques for specific ESL/EFL methods and approaches used to teach in culturally diverse classrooms. The course intends to equip mainstream classroom teachers with background, introduction and understanding necessary to teach EL students. The course will include clarification of issues such as the differences between bilingual instruction and teaching English Learners in the classroom. The course will enable teachers to learn how to modify content and scaffold learning for ELs.

### **Credits**

3

## **EDU511 - Methods of Teaching in Secondary Schools**

### **Description**

This course teaches students how to develop effective strategies and lesson plans for delivering content knowledge consistent with standards based learning. Using each student's primary content area as the context, this course investigates developmentally appropriate teaching and classroom management for adolescent learners. Strategies and delivery methods include constructivism, differentiation, peer group learning, cross-curricular lesson planning and writing across the curriculum.

### **Credits**

3

## **EDU515 - The Educator as Leader**

### **Description**

Discover the frameworks and approaches used in the M.Ed. in Curriculum and Instruction program. Explore what it means to be an educational leader in today's rapidly changing, multi-cultural education environments and investigate the many traditional and non-traditional facets of contemporary educational leadership. Examine competencies, characteristics, and practices that relate directly to student achievement and are grounded in current professional standards.

### **Credits**

3

## **EDU520 - The Educator Researcher**

### **Description**

This course provides an introduction to methods of educational research. These methods encourage educators to be action researchers in their own classrooms, school districts, and/or communities to improve teaching and learning practice. Students will become familiar with purposeful quantitative and qualitative research designs to develop an increased understanding of the issues, both theoretical and practical, arising through the research process. An emphasis will be placed on understanding, interpreting, and critiquing educational research and developing research proposals.

### **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

**EDU521NC - 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

**EDU530 - Evidence-Based Research for Education**

**Description**

Learn about the various types and methods of educational research. Examine the value of education focused action research in a variety of learning environments. Develop foundational knowledge and skills to read, interpret, and use data to enable professional growth and improve student learning experience.

**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

### **EDU533NC - 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**

- Teacher Certification Program acceptance

### **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

### **EDU545 - Leadership in Teaching and Learning**

#### **Description**

Explore educational leadership concepts by focusing on the characteristics and best practices needed to define and increase success in learning. Employ multiple measures to resolve learning challenges utilizing effective communication and collaboration in ways that empower oneself and others to enhance one's role as an educational leader. Learn about legal, ethical, and professional issues existing in today's educational environments that impact effective leadership.

#### **Credits**

3

## **EDU547 - Curriculum Development**

### **Description**

This course is a comprehensive, practical basis for preparing school administrators and teachers to be knowledgeable, creative and effective curriculum designers. Readings will provide students information about the importance and relevance of good curriculum design. The primary focus of the course will be on the study and use of UBD (Understanding by Design). Students will develop a working model of a curriculum unit using the UBD framework.

### **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

## **EDU555 - Student Centered Curriculum/Instruction**

### **Description**

The course will emphasize the teacher's critical role as a designer of student learning and will address how a curriculum built on the goal of student understanding using differentiated instruction can provide teachers with more specific teaching targets. The focus of this course is on the connections between Understanding by Design (UBD) and Differentiated Instruction (DI) as well as the use of standards of Universal Design for Learning (UDL) in the planning and delivery of curriculum for all types of learners.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU547 - Curriculum Development (3)

## **EDU560 - Methods of Teaching English in Middle and High Schools**

### **Description**

This course prepares students to teach English in grades 5 through 12. Students will develop and deliver lessons, find and use education-media, design essay questions, writing prompts, and other appropriate assessments, and choose reading materials appropriate to individual student abilities. Topics include current practices, technology resources, strategies for teaching reading and writing, vocabulary and language building, young adult literature, television and film, questioning, testing and grading, classroom management, and professionalism.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU511 - Methods of Teaching in Secondary Schools (3)
  - EDU521 - Exploring the Principles of Education (3)
  - EDU533 - Learning through Technology (3)

## **EDU565 - Methods of Teaching Social Studies: in Middle/High School**

### **Description**

This course helps to prepare students to teach history, geography, economics, civics, and social science areas in grades 5 through 12. A variety of teaching methods prepare students to write lessons and prepare standards-based units that include other disciplines, formative and summative assessments, integrate technology, and to differentiate instruction.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU511 - Methods of Teaching in Secondary Schools (3)
  - EDU521 - Exploring the Principles of Education (3)
  - EDU533 - Learning through Technology (3)

## **EDU570 - Curriculum Design 1: Foundations in Curriculum Design**

### **Description**

Explore the foundations of curriculum design theories and principles used in various learning environments. Apply Understanding by Design (UbD), Differentiated Instruction (DI), and the standards of Universal Design for Learning (UDL), for designing and developing a functional and effective curriculum that matches all students' learning needs.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU530 - Evidence-Based Research for Education (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.

### **EDU582 - Educational Factors of Diversity**

#### **Description**

This course examines a variety of factors that affect academic achievement for today's students from birth through the high school level. Students will examine diversity through the lens of race/ethnicity, language, economics, and academics. Culturally responsive teaching practices, including issues such as gender, ability, class, socio-economic status, sexual orientation, and cultural pluralism will be examined.

#### **Credits**

3

## **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

## **EDU612 - Educational Law and Ethics**

### **Description**

Examine the roles of law and ethics in education and their relationship to becoming effective educational leaders. Investigate ethical decision-making, aligning with laws and standards, that is critical for any educator to practice. Utilize case studies and theory to explore topics such as equality versus equity, privacy versus safety, and responsibility versus accountability.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU545 - Leadership in Teaching and Learning (3)

## **EDU615 - Curriculum Design 2: Differentiated Instruction**

### **Description**

Implement Differentiated Instruction (DI) strategies for all students, especially as they apply to unique learners. Use multiple data points to design curriculum that can be differentiated and aligned to student, state, and national goals and standards by embedding technology, including assistive technology, in teaching and managing students. Examine DI strategies for English Language Learners, students with disabilities and learning differences, and high performing students as part of a heterogeneous learning environment.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)



## **EDU617 - Building Community Through Education**

### **Description**

Explore the tools, resources, and knowledge educational leaders must utilize in order to sustain a quality educational program as well as be the drivers of positive change within communities. Examine educational leaders' responsibilities to and decisions surrounding key community stakeholders such as students, instructors, parents/guardians, advisory boards, and local businesses.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU545 - Leadership in Teaching and Learning (3)

## **EDU619 - Leading Educational Organizations**

### **Description**

Study and reflect on the different approaches to leading educational organizations and the decision-making process inherent in leadership roles. Success in the dispositional qualities of leadership comes with the knowledge and skills of managing people, data, and processes that promote growth for all stakeholders. Examine leadership qualities, finance and budgeting, resource management, strategic planning, and personnel management.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU545 - Leadership in Teaching and Learning (3)

## **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

## **EDU640NC - 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

## **EDU641NC - 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

## **EDU642NC - 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

## **EDU645 - Curriculum Design 3: Assessment for Student Learning**

### **Description**

Explore assessment theories and practices as integral elements of curriculum and instructional design. Interpret assessment data from multiple sources and use that data to inform curricular choices. Investigate embedding technologies into curriculum to assess and interpret student learning effectiveness as part of the continuous feedback cycle.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)

## **EDU650 - Work-Based Learning**

### **Description**

Students investigate and discuss current issues in business and vocational education. Topics include the effective employment of youth organizations in a program and the efficient operation of a cooperative work experience program. Class members apply the principles discussed in the course by helping to administer the New Hampshire State DECA Career Development Conference.

### **Credits**

3

## **EDU655 - Curriculum Design 4: Emerging Theory and Design**

### **Description**

Investigate emerging theories of design and learning in today's increasingly complex technology-enhanced learning environments. Apply theory-based strategies for providing curriculum and instruction in traditional, alternative, virtual, and augmented learning settings.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU570 - Curriculum Design 1: Foundations in Curriculum Design (3)

## **EDU683 - Seminar in Curriculum and Instruction**

### **Description**

Prepare for the Capstone by developing and focusing scholarship and artifacts for the portfolio, including a personalized educational philosophy statement. Drawing from the technology-focused, inclusion-centric themes explored throughout the program, draft an evidence-based curriculum proposal that addresses a self-identified achievement gap.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU615 - Curriculum Design 2: Differentiated Instruction (3)
  - EDU645 - Curriculum Design 3: Assessment for Student Learning (3)
  - EDU655 - Curriculum Design 4: Emerging Theory and Design (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

## **EDU690 - Capstone in Curriculum and Instruction**

### **Description**

Integrate previous coursework and demonstrate the mastery of knowledge and skills developed throughout the program. Synthesize prior learning in order to develop a complete curriculum in an area of interest for utilization, along with the portfolio, in illustrating a cohesive educational philosophy and showcasing growth as an educational leader.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU683 - Seminar in Curriculum and Instruction (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

## **EDU701 - Elementary Education Internship K-4**

### **Description**

Internship course for Elementary Education for grades K-4.

### **Credits**

3

## **EDU702 - Elementary Education Internship 5-8**

### **Description**

Internship course for Elementary Education for grades 5-8.

### **Credits**

3

## **EDU710 - Seminar for School Business Administrators I**

### **Description**

This course focuses on the management skills required in the complex environment of school business administration. Students develop the skills that school business administrators need. This serves as a prelude to the field experience in the second semester course.

### **Credits**

3

## **EDU715 - Seminar for School Business Administrators II**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - EDU710 - Seminar for School Business Administrators I (3)

### **EDU720 - Seminar for School Business Administrators III**

#### **Description**

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

#### **Credits**

3

#### **Requisites**

- Complete:
  - EDU715 - Seminar for School Business Administrators II (3)
  - OL610 - Employee and Labor Relations (3)

### **EDU750 - Seminar in Teaching Writing**

#### **Description**

This course is designed to help educators who work with middle and secondary school students to design and plan programs and courses that promote improved literacy practices, especially improvement of student writing. By investigating and practicing a variety of writing exercises, processes, and approaches to improve their own writing skills, students will create a portfolio of ideas and options for teaching others.

#### **Credits**

3

### **EDU760 - School Facilities and Finance**

#### **Description**

This course offers a study of the management and operation of a school facility and an understanding of school finance as it relates to the teaching and learning process. Students will learn how to engage school board members in a discussion about how school finance and facility relate to student achievement. Students will examine various tools and methodologies that support the school process and how to connect with community members in the budget building process. This course aims to make students better managers and consumers of financial information rather than budget officers; students will better understand the real-world implications and consequences of their decisions and allocations.

#### **Credits**

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

## **EDU775 - Practicum in Curriculum and Instruction**

### **Description**

Students are required to develop and implement two products and/or experiences and document a leadership role in the area of curriculum. Students complete a detailed proposal or plan of study on their goals, product(s), audience, follow-up, etc. for this practicum. The purpose of this practicum is to encourage the teacher as researcher and leader in curriculum development and encourage the integration and application of course work. The practicum is completed during the semester under the supervision of a school district administrator and the student's advisor.

### **Credits**

1 - 3

### **Requisites**

- Complete:
  - EDU547 - Curriculum Development (3)



## **EDU780 - School Organizational Leadership**

### **Description**

The course explores the dynamics of transformational leadership that looks beyond traditional school environments and welcomes non-traditional thinking. Students will consider themselves "architects" of the teaching and learning environments within their schools wherein there is a culture of continuous improvement. Future school leaders will: explore technology that supports teachers and administrators decision-making; learn how to develop policies and practices that support learning; explore how extended learning time can advantage underachieving students; investigate the benefits and challenges of risk taking and transparency; and look at models of professional learning communities.

### **Credits**

3

### **Requisites**

- Complete:
  - EDU765 - School and Community Relations (3)

## **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)

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# **Engineering Management**

## **EMA600 - Introduction to Engineering for Engineering Managers**

### **Description**

Explore the various engineering disciplines through a series of case studies that illustrate how an engineer's creativity, analytical nature, and curiosity are applied to develop, produce, and support products. Review key examples of engineered systems, new trends in the field, and concerns such as safety, security, and dependability of systems.

### **Credits**

3

## **EMA610 - Systems Thinking for Engineering Managers**

### **Description**

Examine the importance systems thinking plays in enabling program managers and engineers to identify, understand, and control systems, and to improve their efficiency, effectiveness, and performance. Explore examples of significant system failures, how they might have been avoided, and how organizations can learn from them in developing and participating in current systems.

### **Credits**

3

### **Requisites**

- Complete:
  - EMA600 - Introduction to Engineering for Engineering Managers (3)

## **EMA620 - Systems Engineering and Business Practices**

### **Description**

Explore key components of systems engineering such as system lifecycles, system architecture, model-based engineering, and complex systems. Gain the knowledge and develop the skills required to make informed and successful business decisions in highly technical engineering environments.

### **Credits**

3

### **Requisites**

- Complete:
  - EMA600 - Introduction to Engineering for Engineering Managers (3)

## **EMA630 - Project Leadership for Engineering Managers**

### **Description**

Explore the concepts, tools, and techniques used for effectively and efficiently leading and managing projects. Identify and develop the skills needed by engineering managers in today's complex environments including working with diverse teams to achieve a common goal, and the importance of maintaining a big picture view.

### **Credits**

3

### **Requisites**

- Complete:
  - EMA610 - Systems Thinking for Engineering Managers (3)
  - EMA620 - Systems Engineering and Business Practices (3)
  - MBA550 - Leading in an Organization (3)

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## **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

## **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

## **ENG122 - English Composition I**

### **Description**

English 122 is a college-level writing course that introduces students to the various forms of academic discourse. This course focuses primarily on the basic elements of college composition and writing as a process in both narrative and analytical forms. Students will investigate the importance and promise of effective written communication in various personal and professional contexts and identify effective strategies through critical analysis of written works as well as their own writing. Finally, this course prepares students for more advanced research analysis by connecting students to important avenues of research.

### **Credits**

3

## **ENG123 - English Composition II**

### **Description**

English 123 focuses students on the importance of research to advancing knowledge for various purposes. This course will build on the foundations of composition and introduce students to the research process and the analysis and evaluation of various sources. Students will investigate the writing process for research as well as appropriate research methods and skills. Additionally, this course offers multiple opportunities to engage in the important tasks of revision and editing and will ask students to incorporate feedback to improve their writing.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG123 - English Composition II (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

## **ENG323 - Introduction to Screenwriting Workshop**

### **Description**

This is the first of three courses in screenwriting. This is a roundtable forum in which students will write short screenplays. Members of the class will read and respond to screenplays produced by other artists, write their own screenplays and take turns presenting them to their class for comment and feedback.

### **Credits**

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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG122 - English 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG122 - English 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG122 - English 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG122 - English 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

### **ENG341 - Intermediate Nonfiction Writing Workshop**

#### **Description**

This is the second of three courses in creative nonfiction writing. This course extends the students' knowledge and skills in creating their own creative nonfiction and magazine feature articles. Students continue to read and discuss genres of nonfiction prose. During this class members will continue to write and present their work to the group for comment and discussion.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG330 - Nonfiction Writing Workshop (3)

### **ENG347 - Intermediate Screenwriting Workshop**

#### **Description**

This is the second of three courses in screenwriting. This course extends the students' knowledge and skills in creating their own screenplays. During this class members will continue to produce screenplays and present their work to the group for comment and discussion.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG323 - Introduction to Screenwriting Workshop (3)

## **ENG348 - Intermediate Poetry Writing Workshop**

### **Description**

This course is the second step in the creative writing sequence for poetry majors and helps students develop as both poets and critical readers of poetry. Students will substantially explore and practice methods honed by distinguished poets of the past and present, with special attention to poems' endings and beginnings, point of view, word choice, imagery, voice, and meaning. Students will regularly critique their peers' work, and they will use feedback they receive from peers to revise and improve their own writing.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG328 - Poetry Writing Workshop (3)

## **ENG349 - Intermediate Fiction Writing Workshop**

### **Description**

This course expands upon the content covered in ENG 329. Students will continue to develop strategies for choosing point of view and creating characters. They will explore the appropriate uses of exposition, learn techniques to control pacing, and reflect upon the importance of word choice. Students will practice writing effective dialogue and evaluate how it differs from everyday conversation. Students will also study methods for conveying a story with brevity and creativity and demonstrate their knowledge by writing 'short short' and 'postcard' stories. In addition, they will study and practice techniques for creating effective story endings. Throughout the course, students will continue to practice their skills in constructive criticism, by reading and evaluating the work of their peers and other writers.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG329 - Fiction Writing Workshop (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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG122 - English Composition I (3)
  - Complete 1 of the following
    - 60 credit(s).
    - Permission of instructor

## **ENG351 - Advanced Nonfiction Writing Workshop**

### **Description**

This course expands upon the skills introduced in the Intermediate Nonfiction. Discussions and student-centered workshop critiques are the primary methods used in the course.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG341 - Intermediate Nonfiction Writing Workshop (3)

## **ENG357 - Advanced Screenwriting Workshop**

### **Description**

This is the last of three courses in screenwriting. Members of this class will continue to produce screenplays and present their work to the group for comment and discussion. Upon completion of this final workshop, students' will receive extensive hands-on practice and personalized feedback from their instructor and colleagues as they create their own screenplays.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG347 - Intermediate Screenwriting Workshop (3)

## **ENG358 - Advanced Poetry Writing Workshop**

### **Description**

Students in this course will continue the study of the craft, tradition, and the contemporary state of the art of poetry. They will explore additional poetic forms, including persona poems and confessional, pattern poems and poems as social commentary. They will read, critique, discuss, and write poems, which they will share and 'workshop' with their peers in class. Students will expand their acquaintance with poetry and its aesthetic values; engage with sophisticated literary analysis of poetry; and explore their own writing with special attention to image, form, line, meter, voice, place, and intent.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG348 - Intermediate Poetry Writing Workshop (3)

## **ENG359 - Advanced Fiction Writing Workshop**

### **Description**

Advanced Fiction Writing is designed for Creative Writing majors who have completed Introduction to Fiction Writing (ENG329) and Intermediate Fiction Writing (ENG349). Students in this course will engage in more advanced study and practice of reading, writing, and critiquing short fiction. They will focus on craft elements such as plot and story structure, characterization, description, dialogue, point of view style and voice, and, of course, revision.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG349 - Intermediate Fiction Writing Workshop (3)

## **ENG421 - New Media: Writing and Publishing**

### **Description**

This course introduces students to the latest trends in new media writing and publishing. Students will gain insight and practical understanding of how today's digital environment affects their field. This course will focus extensively on writing content for a variety of digital formats and employing media to showcase one's works.

### **Credits**

3

## **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG122 - English Composition I (3)
  - 1 of the following:
    - ENG323 - Introduction to Screenwriting Workshop (3)
    - ENG327 - Playwriting Workshop (3)
    - ENG328 - Poetry Writing Workshop (3)
    - ENG329 - Fiction Writing Workshop (3)
    - ENG330 - Nonfiction Writing Workshop (3)

## **ENG510 - Studying the Craft**

### **Description**

Reading is an essential part of the writing process. To write an effective piece, an author must first read the essential creative works that have informed the genre and delivered on similar themes. In this course students will study the craft of creative writing in close detail. Understanding and identifying the core, foundational elements of quality storytelling, regardless of genre, is crucial to the advancement of a creative writer. In preparation for the development of their own creative works and techniques, students will analyze self-selected texts for their strategic use of the core storytelling elements, and determine whether or not the author was successful in delivering on his/her concept.

### **Credits**

3

## **ENG520 - Story and Concept**

### **Description**

How do authors generate creative ideas? How do they know when to reveal certain information? Do the chapters flow naturally from the broader story concept, or should they be planned? What makes for a rich environment? These are the types of questions we will consider in this course. With these in mind, students will conceptualize a writing project of significant length. The focus will not be on the writing of actual scenes or chapters from this work, but on the drafting of plot arcs, detailed outlines, character sketches/development, world-building, and thematic development. The concepts developed in this course may indirectly or directly inform writing projects in future courses.

### **Credits**

3

## **ENG523 - Screenwriting Fundamentals**

### **Description**

In this course, writers will learn the essential elements of screenwriting, including plot structure, character, scene, dialogue, and the craft of visual storytelling. Beginning with the mechanics of scripts for television and film and the process of script outline and written synopses ("treatments"), attention is then given to storytelling through script structure with a focus on feature-length film. Existing movie scripts and films will be examined as writers create and build on scenes and dialogue in preparation for the course's final project a short one-act screenplay.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete all of the following
    - Complete:
      - ENG550 - Graduate Studies in English Language (3)
    - for 2014 catalog and prior
  - Complete all of the following
    - Complete:
      - ENG510 - Studying the Craft (3)
      - ENG520 - Story and Concept (3)
    - for 2015 and after catalog.



## **ENG528 - Poetry Fundamentals**

### **Description**

This course is designed to deepen writers' understanding and mastery of elements of poetry (including tone of voice; traditional, formal, and "informal" structure; imagery; meter and rhythm; and use of sound and diction) and to introduce major movements in English and American poetry. In addition to producing their own poems, writers will read poetry and also prose about poetry by major poets.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete all of the following
    - Complete:
      - ENG550 - Graduate Studies in English Language (3)
    - for 2014 catalog and prior
  - Complete all of the following
    - Complete:
      - ENG510 - Studying the Craft (3)
      - ENG520 - Story and Concept (3)
    - for 2015 and after catalog.

## **ENG529 - Fiction Fundamentals**

### **Description**

This course is designed to deepen writers' understanding and mastery of elements of fiction, including voice, point-of-view, theme, characterization, structure, reflexivity, symbolism, imagery, rhythm, and tone. Writers practice a variety of fiction writing, reading, and workshop skills. They also study major examples of the novel, novella, short story and representative critical texts.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Complete:
      - ENG550 - Graduate Studies in English Language (3)
    - for 2014 catalog and prior
  - Complete all of the following
    - Complete:
      - ENG510 - Studying the Craft (3)
      - ENG520 - Story and Concept (3)
    - 2015 and after catalog.

## **ENG530 - Non-Fiction Fundamentals**

### **Description**

In this course, writers study several genres of creative nonfiction, including reportage and memoir, personal essay and biography, travel writing and science writing, literary journalism, and biography. Writers explore and master structure and technique through critical reading of modern and contemporary sources in these subgenres and through writing workshops in which they revise their own work and comment on classmates' writing. In addition to becoming better critical readers, writers begin to develop their own unique writing voices.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete all of the following
    - Complete:
      - ENG550 - Graduate Studies in English Language (3)
    - for 2014 catalog and prior
  - Complete all of the following
    - Complete:
      - ENG510 - Studying the Craft (3)
      - ENG520 - Story and Concept (3)
    - for 2015 and after catalog.

## **ENG531 - Fiction and Film**

### **Description**

This course provides students with the opportunity to explore storytelling through two of its most popular mediums: film and literature. Students will examine basic principles of storytelling; point of view, voice, rhythm, character and plot development, theme, symbols and how those principles are represented differently or correspondingly in each form. Students will be expected to use analytical skills to dissect stories and recreate their essence through a number of creative writing exercises. They will also be expected to read their peers' writing and use constructive criticism to provide supportive feedback.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG523 - Screenwriting Fundamentals (3)
  - ENG528 - Poetry Fundamentals (3)
  - ENG529 - Fiction Fundamentals (3)
  - ENG530 - Non-Fiction Fundamentals (3)

## **ENG532 - Studies in Place & Setting**

### **Description**

What is place? How does it impact storytelling? In this course, students explore the concept of place as both an internal and external factor that influences writing. Students will examine the importance of the writer's identity, or place, and how it can shape the physical space and characters within a story. Students will be expected to represent elements of voice, tone, atmosphere, point of view, and time through creative writing exercises that emphasize descriptive environments. They will also be expected to read their peers' writing, and use constructive criticism to provide supportive feedback.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG523 - Screenwriting Fundamentals (3)
  - ENG528 - Poetry Fundamentals (3)
  - ENG529 - Fiction Fundamentals (3)
  - ENG530 - Non-Fiction Fundamentals (3)

## **ENG533 - Genres: Fantasy, Sci-Fi, and Other Popular Fiction**

### **Description**

What does it take to be a good sci-fi writer? How does a writer become the next Tolkien? Beyond the scope of general genres - fiction, nonfiction, poetry, and screenwriting - there are specific sub-genres to consider at the start of a novel and, in some cases, a career. In popular fiction, these genres tend to cycle through the bestsellers lists. In this course, students select a particular genre to explore in more depth, and apply that genre to their writing throughout the term. While crafting and critiquing these pieces with their peers, they develop their professional identity as authors of their genre, and research and apply methods that will help them market themselves as genre writers.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG523 - Screenwriting Fundamentals (3)
  - ENG528 - Poetry Fundamentals (3)
  - ENG529 - Fiction Fundamentals (3)
  - ENG530 - Non-Fiction Fundamentals (3)

## **ENG540 - Contemporary Writers and Publishing**

### **Description**

This is a seminar in the historical and contemporary development of literary cultures. Students will examine the driving influences of the literary market, looking at the history and evolution of the publishing industry, book review, literary organizations, literary awards, such as the Pulitzer Prize, the National Book Award, and others, and how these factors influence literary productions and careers. They will also examine the lives and the works of the most influential contemporary literary writers who have succeeded in the present culture. Additionally, students will prepare for current trends in publishing and learn how to submit their own work for publication.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG523 - Screenwriting Fundamentals (3)
  - ENG528 - Poetry Fundamentals (3)
  - ENG529 - Fiction Fundamentals (3)
  - ENG530 - Non-Fiction Fundamentals (3)

## **ENG541 - Non-Fiction Thesis Writing**

### **Description**

In this course, writers produce and revise work to include in their theses, continue to offer constructive feedback on class members' writing, and read and discuss major texts of creative nonfiction. Writers also reflect on their creation and revision processes, and begin to draft a preface that not only describes their own craft, influences, and intentions, but also provides an overview of the thesis.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG530 - Non-Fiction Fundamentals (3)
  - 24 credit(s).

## **ENG542 - The Editor**

### **Description**

Writing a story is only half the battle. What happens when the writer finishes the first draft and any subsequent revisions? When is the work finally ready for someone else's eyes? Should someone be reviewing every step in the process? With expanding opportunities in social media and self-publishing, the role of the editor may be shifting. Whether pursuing traditional publication or new media platforms, writers may be in need of editors now more than ever. In this class, we focus on the relationship between author and editor by placing students in the role of the editor. Students study the different responsibilities of each editor type - from developmental editors and proofreaders to acquisitions editors and copy editors - and where these play a part in the writing and publishing process. Students practically apply the multifaceted role of the editor and compile their feedback as the start of a professional portfolio.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG523 - Screenwriting Fundamentals (3)
  - ENG528 - Poetry Fundamentals (3)
  - ENG529 - Fiction Fundamentals (3)
  - ENG530 - Non-Fiction Fundamentals (3)

## **ENG547 - Screenwriting Thesis Writing**

### **Description**

This workshop-oriented course is designed for writers who seek to write a feature-length screenplay for their theses. Writers will share script treatments (plot summaries), outlines, and written script pages, and offer constructive feedback on other class members' scripts, as well as watch films, read scripts, and discuss screenplays. Through the writing and revision process, writers will submit final feature-length script treatments, outlines, and the first act of their feature-length screenplay theses.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG523 - Screenwriting Fundamentals (3)
  - 24 credit(s).

## **ENG548 - Poetry Thesis Writing**

### **Description**

In this course, writers will produce work to include in their theses and offer constructive feedback on class members' writing. Writers will also read and discuss seminal poems in the English and American traditions. In addition, writers will reflect on their creation and revision processes, and begin to draft a preface that articulates their own poetic and provides an overview of the thesis.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG528 - Poetry Fundamentals (3)
  - 24 credit(s).

## **ENG549 - Fiction Thesis Writing**

### **Description**

In this course, writers produce work to include in their thesis and offer constructive feedback on class members' writing. They also continue to read and discuss published fiction from the English and American traditions. In addition, writers reflect on their creation and revision processes, not only describing their own craft, influences, and intentions, but also providing an overview of the thesis and a synopsis of their final work.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG529 - Fiction Fundamentals (3)
  - 24 credit(s).

## **ENG550 - Graduate Studies in 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 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.

### **Credits**

3

## **ENG551 - Non-Fiction Thesis Completion**

### **Description**

Writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the thesis.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG541 - Non-Fiction Thesis Writing (3)

## **ENG555 - Composition Theory & Teaching of Writing**

### **Description**

Students in this course will study key histories, theories, and technologies on which we ground composition pedagogies. They will research, discuss, and write about how theoretical concepts impact the teaching of writing; they will reflect on, develop, and share their own pedagogical practices.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG550 - Graduate Studies in English Language (3)
  - LIT500 - Graduate Studies in Literary Theory (3)

## **ENG557 - Screenwriting Thesis Completion**

### **Description**

In this course, writers will work on their screenplay theses through rewrites and group feedback, and offer constructive feedback on other class members' scripts. Focus at this stage will be given to examining character development, motivation, and subtext through visual storytelling, and in identifying plot inconsistencies and weaknesses. Writers will complete their feature-length screenplay theses.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG547 - Screenwriting Thesis Writing (3)

## **ENG558 - Poetry Thesis Completion**

### **Description**

In this course, writers will select the work they will include in their theses, continue to revise them, and offer constructive feedback on class members' writing. Writers will complete the preface they began in their previous coursework, in which they will articulate their own poetic choices, identify the major works in the thesis, and explain why they included these works, and why they sequenced them as they did.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG548 - Poetry Thesis Writing (3)

## **ENG559 - Fiction Thesis Completion**

### **Description**

In this course, writers select the work they will include in their theses, continue to revise them, and complete a significant portion with a clear outline for the future of their work. They also offer constructive feedback on class members' writing and complete the preface they began in their previous coursework. In the preface, writers reflect on their craft, articulate their influences, and introduce the theses.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG549 - Fiction Thesis Writing (3)



## **ENG670 - Seminar in Writing Instruction**

### **Description**

This course is designed to provide writers with an insight into pedagogical approaches to teaching. Students design and plan instruction that promotes improved literacy practices. By investigating and practicing a variety of writing exercises, processes, and approaches to improve writing skills, students will create a portfolio of ideas and options for teaching others.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Complete:
      - ENG550 - Graduate Studies in English Language (3)
    - 1 of the following:
      - ENG523 - Screenwriting Fundamentals (3)
      - ENG528 - Poetry Fundamentals (3)
      - ENG529 - Fiction Fundamentals (3)
      - ENG530 - Non-Fiction Fundamentals (3)
  - Complete all of the following
    - Complete:
      - MFA514 - Advanced Studies in Genre Literature (3)
    - 1 of the following:
      - MFA524 - Contemporary Fiction Writing I (3)
      - MFA525 - Romance Fiction Writing I (3)
      - MFA526 - Young Adult Fiction Writing I (3)
      - MFA527 - Speculative Fiction Writing I (3)

## **ENG675 - Online Teaching Experience**

### **Description**

This course is designed to provide students with practical, hands-on experience as online classroom facilitators. Through institutional support, each student will be paired with an undergraduate instructor to assist with the daily and weekly responsibilities that come with teaching. Students will learn directly from experienced professionals best practices toward identifying struggling students, fostering motivation and student engagement, determining appropriate feedback for various assignments, and grading towards established rubrics. In addition to their assistance in the undergraduate course, students in ENG 675 will be enrolled in this graduate course where they complete assignments and activities that support a variety of writing exercises, processes, and approaches to improve writing skills.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Dean's approval
  - 1 of the following:
    - ENG550 - Graduate Studies in English Language (3)
    - MFA514 - Advanced Studies in Genre Literature (3)
  - Earned a minimum cumulative GPA of 3.5

## **ENG690 - English and Creative Writing Capstone**

### **Description**

Students register for this course in their final term, as a culmination of their creative writing work in their chosen genres. They satisfy the requirement by completing a creative thesis, or by submitting a portfolio of their creative writing along with a retrospective evaluative essay.

### **Credits**

3

### **Requisites**

- 30 credit(s).

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## **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

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## **Environmental Studies**

### **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

### **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.

#### **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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENV101 - Environmental Science (3)
  - SCI219 - Environmental Issues (3)

## **ENV319 - US 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? 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 1 of the following
  - 1 of the following:
    - ENV101 - Environmental Science (3)
    - SCI219 - Environmental Issues (3)
  - 60 credit(s).

### **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).

#### **Credits**

1

#### **Requisites**

- Complete:
  - ENV101 - Environmental Science (3)

### **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.

#### **Credits**

1

#### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Complete:
    - ENV344 - Environmental Science Colloquium I (1)

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## **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

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## **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.

#### **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.

#### **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.

#### **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.

### **Credits**

3

## **FMM225 - Merchandise Planning**

### **Description**

This course seeks to instill in students a complete understanding of the influence of merchandise planning and purchasing on retail profit. 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.

### **Credits**

3

## **FMM340 - Merchandise Management Strategies**

### **Description**

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. Retail merchandise management brings to light the vital relationship between the manufacturer and the retailer. Students explore various strategic techniques that influence profit including vendors-fashion retailers' negotiations over merchandise.

### **Credits**

3

### **Requisites**

- Complete:
  - FMM225 - Merchandise Planning (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

## **FMM417 - Global Sourcing and Apparel**

### **Description**

This course analyzes global trades in textiles and apparel. The course explains the necessity of export and import in the textiles and apparel industry. Topics include global trades in apparel (the benefits of export and import), trade policies and trade organizations.

### **Credits**

3

### **Requisites**

- Complete:
  - FMM114 - Introduction to Fashion Merchandising (3)
  - MKT222 - Principles of Retailing (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.

### **Credits**

3

### **Requisites**

- Complete:
  - FMM204 - Textiles and Color Theory (3)
  - FMM208 - History of Fashion and Costume (3)
  - FMM325 - Sustainability in Fashion (3)
  - FMM340 - Merchandise Management Strategies (3)
  - MKT228 - Technology in Fashion and Retailing (3)
  - MKT231 - Visual Merchandising (3)

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## **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.

#### **Credits**

3

## **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:
  - ECO201 - Microeconomics (3)
  - MAT240 - Applied Statistics (3)
  - ACC201 - Financial Accounting (3)

## **FIN325 - Financial Statements and Reporting Analysis**

### **Description**

This course introduces the importance of strategic analysis through the use of financial statements, the purpose of which is to assess the overall performance, effectiveness, and efficiency of the organization. Students in this course will learn the use, interpretation, and purpose of financial reports-including the balance sheet, cash flow statement, income statement, and statements of retained earnings-using practical strategies that will aid in decision-making.

### **Credits**

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**

- Complete:
  - FIN320 - Principles of Finance (3)

## **FIN335 - Financial Markets**

### **Description**

This course examines the nature of global financial markets, reviewing macroeconomic considerations. The role of financial intermediaries in relation to the stock, bond, and mutual fund markets and exchanges are examined. An introduction to regulatory authorities will begin to demonstrate the financial market system. Topics include investments, risk management, risk over return, stock markets, and mutual funds.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

## **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**

- Complete:
  - FIN320 - Principles of Finance (3)
  - FIN330 - Corporate 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**

- Complete:
  - FIN320 - Principles of Finance (3)

## **FIN341 - Financial Regulations and Ethics**

### **Description**

This course emphasizes the important roles of regulations and ethics to make financial decisions that support the organization's overall strategic goals. Students in this course will explore applicable regulations and ethical considerations in support of fiduciary responsibilities, reviewing securities regulations, GAAP, SoX, and international reporting standards. The curriculum foundation is grounded on corporate social responsibility and business sustainability through the application of regulations and ethics.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN335 - Financial Markets (3)

## **FIN350 - Advanced Personal Financial Planning**

### **Description**

Explore the comprehensive financial planning process and develop financial knowledge to assist in collecting client data for the decision-making process used to make informed client recommendations. Analyze various client scenarios to determine and effectively communicate individualized recommendations covering various topics on the financial planning spectrum.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC330 - Federal Taxation I (3)
  - FIN340 - Fundamentals of Investments (3)

## **FIN355 - Risk Management and Insurance Planning**

### **Description**

Examine strategies to mitigate financial risk through risk management techniques to protect income, assets and financial plans. Differentiate between insurance types and products and be able to conduct an insurance needs analysis to make informed client recommendations.

### **Credits**

3

### **Requisites**

- Complete:
  - 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.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN340 - Fundamentals of Investments (3)

## **FIN450 - Wealth Management**

### **Description**

This course provides an overview of real-world considerations of personal and business wealth management that include personal finance, real-estate management, career planning, budgeting, and tax management. Students will explore investment theory, risk, and asset allocation strategies.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN335 - Financial Markets (3)

## **FIN460 - Estate Planning and Taxation**

### **Description**

Examine estate planning techniques used to optimize an estate's value and to ensure a seamless transition of assets upon an individual's death. Explore appropriate questions to ask in order to collect the information needed for evaluation of, and recommended changes to, the estate plan. Students familiarize themselves with the different parties involved in an estate plan.

### **Credits**

3

### **Requisites**

- Complete:
  - ACC330 - Federal Taxation I (3)

## **FIN470 - Undergraduate Finance Capstone**

### **Description**

This capstone course is the culminating experience for the B.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:
    - FIN336 - Multinational Corporate Finance (3)
    - FIN341 - Financial Regulations and Ethics (3)
    - FIN450 - Wealth Management (3)
  - 111 credit(s).

## **FIN485 - Financial Plan Development**

### **Description**

Demonstrate ability in the role of financial planner to synthesize and apply financial planning knowledge and skills through developing a financial plan. Expertise and skills required include conduct and regulation, general principles and regulation, education planning, risk management and insurance planning, investment planning, tax planning, retirement savings and income planning, and estate planning to develop a comprehensive financial plan.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN350 - Advanced Personal Financial Planning (3)
  - FIN355 - Risk Management and Insurance Planning (3)
  - FIN460 - Estate Planning and Taxation (3)
  - FIN470 - Undergraduate Finance Capstone (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 all of the following
  - 1 of the following:
    - ACC500 - Managerial Accounting (3)
    - ACC550 - Cost Accounting (3)
  - Complete:
    - 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)

## **FIN630 - Capital Budgeting & Financing**

### **Description**

This course first addresses advanced topics in capital investment, including determination of cash flows, capital budgeting under risk, replacement decisions, and inflation and capital decisions. The second half of the course focuses on capital financing and structure and includes topics in financial leverage, financing sources, dividend policy, cost of capital and valuation.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Complete:
      - FIN500 - Financial Management (3)
    - for catalog years 2014 and prior
  - Complete all of the following
    - Complete:
      - FIN550 - Corporate Financial Management (3)
    - for catalog years 2015 and greater

## **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 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)

## **FIN645 - Analytical Tools in Portfolio Management**

### **Description**

This course is an application-oriented review of the finance theory, techniques and strategies that are essential to portfolio management. Topics include optimization procedure, currency risk hedging, asset allocation and others.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)

## **FIN655 - International Investments/Portfolio Management**

### **Description**

This course will expose money managers to the complexities of a multicultural, multicurrency environment. In a complex global environment they have to be familiar with foreign cultures, traditions, markets, institutions, instruments, regulations, taxes, and costs. They need to be familiar with the forces of globalization as they affect international investing. This course seeks to impart some of the concepts, techniques, and skills the money manager should be equipped with to operate effectively in complex global environment.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN640 - Investment Analysis & Portfolio Management (3)

## **FIN660 - Creating Value: Merger/Acquisition**

### **Description**

This course is intended to extend and further develop the long-term investment and financing topics introduced in earlier courses. The course focuses on applied managerial decision-making, and is designed for students seeking a more thorough understanding of the economic analysis of mergers and acquisitions and the effect capital structure decisions have on firm value. Topics addressed include advanced techniques in capital budgeting, firm (division) valuation, capital structure, firm (division) cost of capital, and quantitative risk assessment.

### **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)

## **FIN665 - Long-Term Financing & Capital Structure Theory**

### **Description**

This course is an application-oriented review of modern capital structure theories and long-term financing approaches. Students learn how to make value-maximizing capital structure and financing decisions as a manager. Students also are introduced to the analysis of capital structure and financial policy in the perspectives of investors, shareholders, debtors and other stakeholders using case method, and their implication on how a firm can maximize its value by making optimal capital structure and financing decisions. Topics include theories of capital structure decision, capital structure determinants, capital structure and cost of capital corporate strategy, sources of financing and financial markets, the financing of mergers and acquisitions and others.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN550 - Corporate Financial Management (3)

## **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 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)

## **FIN680 - Personal Financial Planning**

### **Description**

This course covers aspects of financial planning including historical development, personal financial statements, household budgeting, income tax planning, insurances, investment tools, retirement planning and estate planning. Emphasis is placed on ethical and responsible completion of fiduciary duties of a financial planner as well as skills and behaviors necessary for a duly beneficial relationship between client and planner. Other topics include current financial events, behavioral finance and international investing.

### **Credits**

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)

## **FIN687 - Estate Planning and Tax Factors**

### **Description**

See program chair for course description.

### **Credits**

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 1 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).

## **FIN710 - Economics/Finance Internship**

### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Finance and Economics. The objective is to give the students an opportunity for practical application of Finance and/or Economic business concepts/practices learned in classes and complement the course work taken.

Secondarily, internships offer the opportunity to develop crucial job searching skills, explore career interests, enhance your resume, make contacts in your chosen field and build references for future employment. Each intern will work in a career-related position during the academic term for which the student is enrolled for the internship - completing a minimum of 150 hours on the job per 3 credits.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 18 credit(s).
  - Earned a minimum cumulative GPA of 3
  - Grad Internship only
  - instructor approval
  - CDC approval

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## **Fine Arts**

### **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



## **FAS201 - Introduction to Humanities I**

### **Description**

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music 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 FAS-202.

### **Credits**

3

## **FAS202 - Introduction to Humanities II**

### **Description**

This course offers vocabulary, understanding and appreciation of the visual arts in their cultural contexts in history, religion, literature, music and ideas. It focuses on the cultural periods of the Baroque, the Enlightenment, Romanticism and Early Modernism while also exploring related issues in non-European cultures. May be taken independently of FAS-201.

### **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

## **FAS235 - Photographic Practice in the Digital Age**

### **Description**

As the practice of digital photography leverages new technical skills through software programs and digital editing, it is critically important that practicing photographers gain a greater understanding of emerging methods for producing, editing, and distributing photographic works. This course provides an intermediate experience in the process of generating portfolios of digital images for presentation, distribution, or exhibition. Key to this experience is a broad understanding of design concepts that lead to decisions in coloring, resolution, formatting, and so on to produce high quality images that reflect a creative point of view. Students are exposed to advanced techniques using industry standard software to manipulate digital works for print and digital output, including color theory, management, calibration, and standard file formatting.

### **Credits**

3

### **Requisites**

- Complete:
  - FAS226 - Digital Photography (3)

## **FAS240 - The Business of Photography**

### **Description**

This course serves as an introduction to the business practices of photography, focusing on the legal, marketing, and entrepreneurial aspects of the highly competitive photography industry today. Students gain valuable exposure to best practices recommended for working with clients and agencies, setting up an entrepreneurial business, developing appropriate contracts, licensing works, setting a pricing structure, attaining model and property release forms, and managing overhead costs, among other topics. This course culminates in students determining their next steps in their professional development, including how to drive their personal visions and brands as practicing photographers.

### **Credits**

3

### **Requisites**

- Complete:
  - FAS226 - Digital Photography (3)

## **FAS255 - Lighting for Photography**

### **Description**

The act of photography inherently depicts how light reacts and reflects its subject matter, while also communicating different emotions, moods, and feelings to the audience. This course serves as a comprehensive introduction to how light is used and manipulated for different purposes and effects. Topics covered include using ambient light versus flash or studio light for different subject matter (portraits, editorial work, fine art, etc.), angle of light and how it influences the look of the subject matter, using a single light source versus multiple light sources, how to blend ambient light with strobe lighting, using long exposures and film speed to manipulate the look of your imagery, along with other purposeful techniques for manipulating the aesthetics of light.

### **Credits**

3

### **Requisites**

- Complete:
  - FAS226 - Digital Photography (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.

### **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.

#### **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.

#### **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.

#### **Credits**

3

## **FAS360 - Innovations in Digital Imaging**

### **Description**

Numerous advancements in digital imaging have created an exigent need for working professionals to remain on the cutting edge of these practices. This course provides students with an opportunity to research advancements in digital imaging and digital photography techniques with the intent of enhancing their own photographic practices. Students are expected to apply a selection of these emerging techniques and articulate the process, creative choices, and outcomes produced in their work.

### **Credits**

3

### **Requisites**

- Complete:
  - FAS235 - Photographic Practice in the Digital Age (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.

### **Credits**

3

## **FAS375 - Photographic Aesthetic Concepts**

### **Description**

This course explores various aesthetic theories of photographic practice and the evolution of photography as a respectable fine art medium available to contemporary artists and subject to critical inquiry. Students learn how photographic images shape our understanding of both the past and present as well as the very nature of photography as an art form and how this has changed over time. Besides theory, students also explore through hands on practice the methods and techniques for developing one's own aesthetic characteristics and personal style in photographic work.

### **Credits**

3

### **Requisites**

- Complete:
  - FAS326 - History of Photography (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.

### **Credits**

3

## **FAS400 - Digital Narratives and Documentary**

### **Description**

Participate in an advanced exploration of the concepts of narrative and linear vs. non-linear imagery. Research the history of documentary photography, focusing on how creative works produced as professionals can be used to make an impact on communities and audiences. With an emphasis on storytelling through creative imagery, develop a digital narrative showcasing advanced techniques in camerawork, lighting, and other pre- and post-production skills.

### **Credits**

3

### **Requisites**

- Complete:
  - FAS235 - Photographic Practice in the Digital Age (3)

## **FAS485 - Digital Photography Portfolio**

### **Description**

The digital photography portfolio course provides students with a comprehensive development opportunity to showcase their professional work, establish a branded identity as a working professional, and engage in peer and professional critiques of design work in preparation for formal employment and contract interviews. Students create both digital and print-ready portfolios that demonstrate their competencies in the digital photography program outcomes.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - FAS400 - Digital Narratives and Documentary (3)
  - 111 credit(s).

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## **Fine Arts-Masters**

### **MFA505 - Introduction to the Online MFA**

#### **Description**

Explore a unique culture and approach to fiction writing at SNHU that embraces practicality, diversity and community. Understand the history and major categories of genre fiction, including the role genre plays for readers, writers, and publishers. Develop techniques for effective workshopping. Discover habits and behaviors that support the creative process and forge ties with a peer and faculty community that support a rewarding writing career.

#### **Credits**

3

### **MFA507 - Advanced Studies in Literature**

#### **Description**

Study classic and contemporary literature by exploring published authors' usage of creative writing craft elements. Analyze the applications of these storytelling craft elements in published literature, and identify why the literature, as a cohesive whole, is successful. Develop individual approaches to the "writer's toolkit," by employing the craft elements of storytelling into personal works for advancing a career as a creative writer.

#### **Credits**

3

### **MFA509 - Storytelling**

#### **Description**

Analyze and practice fundamentals of storytelling, including narrative arc, plot, and character development. Deconstruct popular stories in literature and film to understand characteristics of beginnings that hook, tension-building middles and satisfying endings. Refine and polish an original premise through workshop and reflection. Apply techniques to your own stories.

#### **Credits**

3



### **MFA514 - Advanced Studies in Genre Literature**

#### **Description**

Cultivate an appreciation for several literary genres through the study of various important works, authors, key historical developments, characteristic tropes, and conventions. Prepare for upcoming cross-genre creative writing workshops. Analyze one genre novel for how it fits within the literary landscape in preparation for genre concentration selection. Research market trends to gain a practical grasp of how a genre's history continues to influence popular books today.

#### **Credits**

3

### **MFA524 - Contemporary Fiction Writing I**

#### **Description**

Explore the various characteristics and elements that describe the Contemporary Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Credits**

3

### **MFA525 - Romance Fiction Writing I**

#### **Description**

Explore the various characteristics and elements that describe the Romance Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Credits**

3

### **MFA526 - Young Adult Fiction Writing I**

#### **Description**

Explore the various characteristics and elements that describe the Young Adult Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

#### **Credits**

3

## **MFA527 - Speculative Fiction Writing I**

### **Description**

Explore the various characteristics and elements that describe the Speculative Fiction Writing genre. Formulate an initial novel-writing premise, applying early conceptualizations of character arcs, plot arcs, motivation, pacing, and research. Develop an individualized approach to structuring stories through immersion in titles within the genre landscape.

### **Credits**

3

## **MFA600 - The Publishing Ecosystem**

### **Description**

Follow the journey of publication from initial manuscript submission to a finished book in a reader's hands. Investigate business models and key roles in the publishing world, learn conventions of submission, and identify networking opportunities. Research the critical organizations, communities, and industry publications and resources unique to a chosen genre.

### **Credits**

3

## **MFA602 - The Business of Writing**

### **Description**

Explore the many methods and strategies that professional writers employ to leverage their creative talents into financially sustaining work. Investigate the many types of writing opportunities available beyond book publishing, and learn how to start and grow a successful freelance business. Research freelance opportunities, learn how to manage a sole proprietorship, and find resources about various industry tools and conventions.

### **Credits**

3

## **MFA604 - Finding and Reaching an Audience**

### **Description**

Develop strategies to find a readership and build an audience. Investigate approaches and tools for building a writer's platform and increasing visibility in a chosen market. Create a customized, multi-faceted plan to cultivate and engage new fans.

### **Credits**

3

## **MFA606 - Copy and Content Writing**

### **Description**

Target a specific readership by applying copywriting and content writing skills. Learn how to write effectively and persuasively for marketing purposes, particularly when crafting book descriptions or book marketing materials, social media posts, email newsletters, and other types of copy. Focus on producing effective headlines and content for search engine optimization purposes.

### **Credits**

3

## **MFA608 - Editing and Coaching**

### **Description**

Define and practice the types of editing and examine their use at different stages of revision. Become familiar with methods of revision and editing in order to apply them to one's own writing and that of their clients. Explore the role of the editor-as-coach, and practice a coaching approach to editing. Learn strategies for building an editing and coaching clientele.

### **Credits**

3

## **MFA624 - Contemporary Fiction Writing II**

### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Contemporary Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG529 - Fiction Fundamentals (3)
  - MFA524 - Contemporary Fiction Writing I (3)
  - MFA525 - Romance Fiction Writing I (3)
  - MFA526 - Young Adult Fiction Writing I (3)
  - MFA527 - Speculative Fiction Writing I (3)

## **MFA625 - Romance Fiction Writing II**

### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Romance Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG529 - Fiction Fundamentals (3)
  - MFA524 - Contemporary Fiction Writing I (3)
  - MFA525 - Romance Fiction Writing I (3)
  - MFA526 - Young Adult Fiction Writing I (3)
  - MFA527 - Speculative Fiction Writing I (3)

## **MFA626 - Young Adult Fiction Writing II**

### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Young Adult Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG529 - Fiction Fundamentals (3)
  - MFA524 - Contemporary Fiction Writing I (3)
  - MFA525 - Romance Fiction Writing I (3)
  - MFA526 - Young Adult Fiction Writing I (3)
  - MFA527 - Speculative Fiction Writing I (3)

## **MFA627 - Speculative Fiction Writing II**

### **Description**

Continue to explore the conventions, tools, and skills required for writing a successful Speculative Fiction novel, with emphasis on implementing worldbuilding and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG529 - Fiction Fundamentals (3)
  - MFA524 - Contemporary Fiction Writing I (3)
  - MFA525 - Romance Fiction Writing I (3)
  - MFA526 - Young Adult Fiction Writing I (3)
  - MFA527 - Speculative Fiction Writing I (3)

## **MFA630 - Writing Short Works**

### **Description**

Explore the many avenues for publication through production of short works. Learn and practice fundamentals of flash fiction, short story, articles, and serial fiction. Become familiar with the submission process and business models of magazines, journals, and other media. Develop an awareness of key publishers within particular genres. Produce, workshop, and submit an article or original short work.

### **Credits**

3

## **MFA640 - Engaging Online Writing Students**

### **Description**

It is not enough to offer interesting content and accessible design in an online course. Students must also be engaged for the best learning to take place. Learn best practices for maximizing student engagement through the curriculum. Develop the “soft skills” online writing instructors need when encouraging participation, providing feedback, and fostering creativity and excellence.

### **Credits**

3

## **MFA700 - Thesis Writing I**

### **Description**

Begin to develop the novel that serves as a thesis for the MFA program. Build a detailed plan that documents the writing process and prepares next steps to be taken toward novel completion. Engage in constructive workshopping, and reflect both on one's place within a literary community and on how one's work fits within the publishing ecosystem. Cultivate self-confidence and practical outreach skills by preparing and presenting an effective "elevator" pitch of a novel.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MFA624 - Contemporary Fiction Writing II (3)
  - MFA625 - Romance Fiction Writing II (3)
  - MFA626 - Young Adult Fiction Writing II (3)
  - MFA627 - Speculative Fiction Writing II (3)

## **MFA701 - Thesis Writing II**

### **Description**

Continue writing a publication-ready novel following a detailed writing plan toward the completion of a full draft. Work to hone creative craft and critical abilities using constructive workshopping, engaging with peers in productive feedback processes. Develop practical strategies for improving work through revision.

### **Credits**

3

### **Requisites**

- Complete:
  - MFA700 - Thesis Writing I (3)

## **MFA702 - Thesis Writing III (Capstone)**

### **Description**

Revise, finalize, and submit a publication-ready novel for the capstone in the MFA program. Assemble a professional portfolio including a query letter and synopsis, accumulated evidence of writing work, and a personally branded website. Reflect critically on one's place within a writing genre, examine influential books and writers, and envision a career in writing in the context of literary citizenship.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 39 credit(s).
  - Complete:
    - MFA701 - Thesis Writing II (3)

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## **Game Design & Development**

### **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

#### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (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

## **GAM303 - Design of Virtual Game Environments**

### **Description**

This core topic addresses the fundamental ideas behind the design of electronic games as virtual environments. It touches on relevant formal fields such as systems theory, cybernetics, and game theory. Included are basics of interactive design, including interface design, information design and human-computer interaction. Emphasis is placed on how virtual game environments function to create experiences, including rule design, play mechanics, game balancing, social game interaction and the integration of visual, audio, tactile and textual elements into the total virtual game environment experience. Game documentation and play-testing are also covered.

### **Credits**

3

### **Requisites**

- Complete:
  - GAM207 - Information Technology and Digital Games (3)



## **GAM305 - Digital Game Development**

### **Description**

To provide a technically well-founded introduction to game development using programming languages and various gaming editors. On completing this course, the student will have acquired a fundamental understanding of the Windows API, the use of sprites, animation and audio in an integrated game environment. This course is cross-listed with IT 305.

### **Credits**

3

### **Requisites**

- Complete:
  - GAM303 - Design of Virtual Game Environments (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.

### **Credits**

3

### **Requisites**

- Complete:
  - IT312 - Software Development with C++.NET (3)
  - GAM207 - Information Technology and Digital Games (3)
  - MAT350 - Applied Linear Algebra (3)

## **GAM380 - Game Development Lab**

### **Description**

Learn how to mix direct practice, discussion and self-reflection, and gain experience in the game development environment using the latest tools and technology. Develop real world skills through this experiential learning coursework to be better prepared for the competitive job market. May be taken two times for credit for each time.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - GAM305 - Digital Game Development (3)
  - GRA311 - Environment Design (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).

### **Credits**

3

### **Requisites**

- Complete:
  - IT230 - Software Development with C#.NET (3)
  - MAT350 - Applied Linear Algebra (3)
  - IT312 - Software Development with C++.NET (3)
  - GAM312 - Scripting for Games (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.

### **Credits**

3

### **Requisites**

- Complete:
  - GAM303 - Design of Virtual Game Environments (3)
  - GAM415 - Graphics Game Engine (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 111 credit(s).
  - Complete:
    - GAM465 - Digital Multimedia Development (3)

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## **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

## **GEO330 - Geohazards**

### **Description**

This course will explore disasters due to natural phenomena such as climate change, hurricanes, tornadoes, earthquakes, tsunamis, volcanic eruptions, asteroid/comet impacts, and mass extinctions. Each type of event will be considered in terms of its origin, evolution, warning potential, range of significant environmental impacts and possible mitigation strategies, as well as key historical cases of these geohazards.

### **Credits**

3

### **Requisites**

- Complete:
  - PHY103 - Earth System Science (3)
  - PHY205 - Principles of Geology (3)
  - PHY205L - Principles of Geology Lab (1)

## **GEO345 - Remote Sensing and Imagery Analysis**

### **Description**

This course will provide an overview of the technology by which aircraft and satellite images of the Earth are produced as well as hands on experience manipulating and interpreting remote sensing data. Students will gain practical experience in environmental analysis using satellite imagery and commonly used sensors and analytical methods for the Earth sciences.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - PHY105 - Geology (3)
    - PHY205 - Principles of Geology (3)
  - Complete:
    - SCI225 - Spatial Awareness (3)
    - IT242 - Introduction to Geographic Information Systems (3)

## **GEO450 - Spatial Analysis**

### **Description**

This course will investigate geospatial statistical analyses that aim to provide students with the background necessary to investigate geographically represented data. The specific focus will be on spatial data analysis, such as the analysis of autocorrelation, principles of geostatistics and analysis methods that are relevant in the fields of public health, environmental/earth science and social science. The focus of this course will be to gain hands-on experience in applying these techniques with Geographic Information Systems (GIS) and spatial analytical software, and essential methodological and practical issues that are involved in sophisticated spatial analyses.

### **Credits**

3

### **Requisites**

- Complete:
  - GEO345 - Remote Sensing and Imagery Analysis (3)

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## **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)
  - MBA515 - Business Environment, Innovations and Entrepreneurship (3)
  - MBA520 - Accounting and Financial 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)

## **MBA700 - Strategic Management**

### **Description**

This course includes the application of learned skills and the testing, distillation and integration of insights gained from previous courses and other sources.

### **Credits**

3

### **Requisites**

- Complete:
  - FIN500 - Financial Management (3)
  - OL500 - Human Behavior in Organizations (3)
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - IT510 - Advanced Information Technology (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)

## **MBA710 - Internship**

### **Description**

Internships are available for full-time students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

### **Credits**

3 - 12

## **MBA740 - Thesis Option**

### **Description**

Students may substitute 6 hours of thesis credit for two elective courses in the M.B.A., master of finance, master of information technology or master of business education programs. A thesis must be completed within nine months of its approval.

### **Credits**

6

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# **Graphics**

## **GRA100 - Introduction to Graphic Design Technology**

### **Description**

This course serves as groundwork for the basic operations and functionality of industry-standard graphic design software and the potential for artistic expression through this medium. Through a series of hands-on exercises, students will become proficient in the operating functions, work processes, and basic tools available in graphics and photo editing, digital illustration, and desktop publishing programs. The course prioritizes experimentation with these tools, allowing students to enhance their visual creative thinking, problem-solving skills, and design methodology.

### **Credits**

3

### **Requisites**

- Rule Not Selected

## **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

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA202 - 3-D Modeling and Animation (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

### **Requisites**

- Complete:
  - GRA220 - Introduction to Digital Imaging (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

## **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA201 - Intro to Digital Sculpting (3)
  - GRA202 - 3-D Modeling and Animation (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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA220 - Introduction to Digital Imaging (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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA201 - Intro to Digital Sculpting (3)
  - GRA202 - 3-D Modeling and Animation (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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA201 - Intro to Digital Sculpting (3)
  - GRA202 - 3-D Modeling and Animation (3)
  - GRA401 - Character Design (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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA410 - Advanced Digital Graphic Design for Web (3)

## **GRA431 - Interactive Animation for the Web**

### **Description**

This class focuses on the design principles of dynamic web page animation to create rich, interactive web content. Students explore the design of characters, animated graphics, light programming, and navigational elements in animated content. Using design software, students develop interactive animations, learn the tricks of controlling file size, integrate special approaches for importing and creating animation, and develop skills in many other production techniques needed for building complete web animation projects.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA410 - Advanced Digital Graphic Design for Web (3)

## **GRA432 - Advanced Desktop Publishing**

### **Description**

This class focuses on the design principles of dynamic web page animation to create rich, interactive web content. Students explore the design of characters, animated graphics, light programming, and navigational elements in animated content. Using design software, students develop interactive animations, learn the tricks of controlling file size, integrate special approaches for importing and creating animation, and develop skills in many other production techniques needed for building complete web animation projects.

### **Credits**

3

### **Requisites**

- Complete:
  - COM232 - Desktop Publishing (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.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA311 - Environment Design (3)
  - GRA402 - Creature Design (3)

## **GRA451 - Advanced Multiplatform Design**

### **Description**

Develop practical application and techniques of visual design necessary for multiple web platforms including mobile, smartphone, and desktop. Topics covered include effective user interface design principles and navigation for various platforms, the development process for responsive design, and technical components that are platform-independent.

### **Credits**

3

### **Requisites**

- Complete:
  - GRA410 - Advanced Digital Graphic Design for Web (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:
  - GRA410 - Advanced Digital Graphic Design for Web (3)

## **GRA491 - Graphic Design Portfolio**

### **Description**

The graphic design portfolio course will provide students with a comprehensive development opportunity to showcase their professional design work, establish a branded identity as a working professional, and engage in peer and professional critiques of design work in preparation for formal employment and contract interviews. Students will create both digital and print portfolios that demonstrate their competencies in the graphic design and media arts program outcomes.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 111 credit(s).
  - Complete:
    - GRA420 - Advanced Digital Imaging (3)

## **GRA492 - Game Art and Development Capstone**

### **Description**

This capstone course is the culminating experience for the B.A. in Game Art and Development 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
  - 111 credit(s).
  - Complete:
    - GRA440 - 3-D Art and Design (3)

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## **Health Information Management**

### **HIM200 - Introduction to Health Information Technology**

#### **Description**

This course describes the use of information technology and the role of HIT professionals in the development of the electronic health record. It introduces the health information infrastructure and systems along with healthcare informatics, including applications, technology, privacy, and security.

#### **Credits**

3

### **HIM215 - Coding & Classification Systems**

#### **Description**

The purpose of this course is to provide students with the basic ability to identify nomenclatures and classification systems as well as assign codes using the appropriate principles, guidelines, and conventions and apply ICD-10-CM and ICD conventions' rules and guidelines.

#### **Credits**

3

## **HIM220 - Healthcare Data Management**

### **Description**

This course examines the design and the use of medical databases. Students will learn how to implement business rules and data modeling to develop medical information management systems. The course further explores database applications for decision support including evidence-based practice, alerts, allergy management, and identification of gaps in care. Students will design databases and systems that reflect privacy and security requirements of HIPAA and HITECH Act.

### **Credits**

3

## **HIM350 - Communication and Technologies**

### **Description**

The Communication and Technologies course will review and evaluate an assortment of technologies including: data, information, and file structures (data administration, data definitions, data dictionary, data modeling, data structures, data warehousing, database management systems), system interoperability, data sharing, Health Information Exchanges (HIE), and the Nation-wide Health Information Infrastructure (NHIN).

### **Credits**

3

## **HIM360 - Coding and Classifications Systems II**

### **Description**

In this course, students will learn to manage health data elements, data sets (i.e., HEDIS, UHDDS, OASIS), and databases as well as perform a data quality assessment and integrity review. Health information archival and retrieval systems, as well as data capture tools and technologies (i.e., forms, data input screens, templates, other health record documentation tools), will be analyzed. Students will review healthcare taxonomies, clinical vocabularies nomenclatures (e.g., ICD-9-CM, ICD-10-CM/PCS, CPT, SNOMED, DSMIV). Topics will include severity of illness systems, data integrity, coding audits, CCI, electronic billing, patient identity management policies, and X12N. Additionally, the course will review charge master management, revenue cycles, and audit processes (e.g., compliance and reimbursement).

### **Credits**

3

### **Requisites**

- Complete:
  - HIM215 - Coding & Classification Systems (3)



## **HIM400 - Communication and Technologies II**

### **Description**

This course builds upon knowledge gained in HIM-350, including an evaluation of project management fundamentals, database structures, data extraction methods, data mining, data analysis, system acquisition, data sharing and regulatory forces that impact health information technologies.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM350 - Communication and Technologies (3)

## **HIM422 - Ethical and Legal Considerations in Health Information Management**

### **Description**

Students in this course will examine ethics and the fundamentals of law as they pertain to health information management professionals. Students will practice developing organization-wide ethical guidelines, policies, and procedures which comply with current healthcare law and best practices. Students will learn about the U.S. legal system, civil procedure, evidence, and tort law. Students will analyze the legal health record (maintenance, content, documentation, & disposition). Students will review corporations, contracts, business associate agreements, anti-trust legal issues, medical staff, and work place law. Other areas covered include: consent to treat, HIPAA privacy rule, HIPAA security rule, security threats and controls, risk management, access, use, & disclosure/release of health information, corporate compliance, required reporting, and mandatory disclosure laws.

### **Credits**

3

### **Requisites**

- Placement in

## **HIM425 - Healthcare IT Infrastructure and Network Management**

### **Description**

In this course, students learn about the primary infrastructure components of the modern healthcare information systems including hardware, software, and storage systems relevant to maintaining the healthcare network. Students will learn about planning, maintaining and auditing data communications and networks in an organization. Students engage in assignments focused on long and short-term planning, operations, maintenance and forecasting.

### **Credits**

3

## **HIM440 - Management of Health Information Services**

### **Description**

Evaluate information management planning, strategic planning, process re-engineering and work redesign, change management, and accreditation survey readiness.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM350 - Communication and Technologies (3)

## **HIM445 - Professional Practical Experience**

### **Description**

The Professional Practical Experience course provides hands-on experiences for the Bachelor of Science students in Health Information Management. Students choose either a traditional on-site internship with a preceptor or a hybrid internship which includes working with a preceptor on an off-site project and participating in an online simulation. The Professional Practice Experience (PPE) is designed to provide students with a directed preceptor experience, which is supervised and evaluated at professional practice site(s). The PPE provides students with the opportunity to refine developed competencies and skills sets that were introduced in the Health Information Management courses. This course is only available for Professional Practice candidates.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM200 - Introduction to Health Information Technology (3)
  - HIM215 - Coding & Classification Systems (3)
  - HIM350 - Communication and Technologies (3)
  - HIM360 - Coding and Classifications Systems II (3)
  - HIM400 - Communication and Technologies II (3)
  - HIM422 - Ethical and Legal Considerations in Health Information Management (3)
  - HIM440 - Management of Health Information Services (3)

## **HIM480 - Health Information Management Capstone**

### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Health Information Management or the Bachelor of Science in Health Information Management - Professional Practice Concentration. This course builds on the concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in Bachelor of Science in Health Information Management or the Bachelor of Science in Health Information Management - Professional Practice Concentration.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 111 credit(s).
  - Complete:
    - HIM350 - Communication and Technologies (3)
    - HIM360 - Coding and Classifications Systems II (3)

## **HIM500 - Healthcare Informatics**

### **Description**

Students will learn the history and current state of healthcare and how the industry uses information systems. Throughout the course students will discuss types of information systems, such as the electronic medical record (EMR), laboratory and radiology systems and more. Students will also study trends in new practices, such as telemedicine and home healthcare, and how they function in various healthcare settings. Finally, students will explore how these and other industry trends, with the use of technology, can improve patient care.

### **Credits**

3

## **HIM510 - HIM Applications and Systems**

### **Description**

Topics related to health information management, including revenue management, coding and compliance, developing professional identity, terminology and classification systems, Health Insurance Portability and Accountability Act of 1996 (HIPAA), and current trends are explored. Students tour a medical facility either virtually or in person.

### **Credits**

3

## **HIM520 - Leading as a HIM Professional**

### **Description**

This course explores leadership roles, change management, and key topics in the health information management industry through an overview of leadership in organizations, human resource (HR) management, training and development, ethics, process improvements, work design, and developing and revising policies. Students examine ethical concepts and learn first-hand what the role of a health information management professional entails.

### **Credits**

3

## **HIM530 - Information Protection & Security in HIM**

### **Description**

Building on the HIPAA foundation established in HIM-510, students learn how to create and revise working policies and regulations within organizations based on existing laws, and how to adapt infrastructures to support these policy changes. Students explore access of medical records and how to discern when access should be prohibited based on the policies in place.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM510 - HIM Applications and Systems (3)

## **HIM540 - Health Information Governance**

### **Description**

Explore compliance for HIM professionals, regulatory requirements, and the relationship of coding and compliance, to develop an understanding of data governance pertaining to the significance of data integration, interoperability, and shared data. Learn how to assess the accuracy and standardization of data governance by reviewing various sections within the charts and their authorizations.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM510 - HIM Applications and Systems (3)

## **HIM550 - Data Management and Data Quality**

### **Description**

Explore meaningful use of data and the management of patient-centered health information systems. Review data management policies, evaluate data from varying sources to create meaningful presentations/reports, design patient-centered health information systems, and manage virtual network communications. Learn how to collect data, evaluate it, and turn it into valuable information to present to various audiences.

### **Credits**

3

## **HIM560 - HIM Informatics and Technology Infrastructure**

### **Description**

Explore the technologies that support health information systems by examining different patient medical records and the various uses and steps in developing medical records. Create models of portals from a database-perspective.

### **Credits**

3

## **HIM600 - Managing Compliance**

### **Description**

Review the laws and regulations that are applicable to health information management professionals in regards to compliance, medical documentation, fraud, abuse, and penalties for documentation and coding violations based on governmental guidelines. Learn principles of medical auditing, medical record auditing skills, chart abstraction and perform a coding risk analysis.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM520 - Leading as a HIM Professional (3)

## **HIM660 - HIM Strategic Planning and Financial Management**

### **Description**

Explore the healthcare revenue cycle and financial principles relevant to strategic planning for the healthcare organization, including analytics, reimbursement models, forecasting the revenue cycle and methods of fraud detection.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM560 - HIM Informatics and Technology Infrastructure (3)

## **HIM675 - Research Methods and Evaluation**

### **Description**

Employ research methodologies, systematic processes for data collection to ensure data integrity, and data analysis to establish a framework for drafting the capstone project.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM660 - HIM Strategic Planning and Financial Management (3)

## **HIM680 - Advanced Topics in HIM I**

### **Description**

Apply and expand on topics covered in previous courses in the MS Health Information Management program, including advanced classification systems, data governance, data management, and health information technologies such as data analytics and decision support. Apply theories learned in consumer informatics, and information integrity, contingency planning, as well as vendor management and enterprise information management.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM540 - Health Information Governance (3)
  - HIM550 - Data Management and Data Quality (3)

## **HIM685 - Advanced Topics in HIM II**

### **Description**

Apply and expand on topics covered in previous courses in the MS Health Information Management program, including strategic planning, and leadership roles in HIM. Apply theories learned in change management, work design, and project management.

### **Credits**

3

### **Requisites**

- Complete:
  - HIM520 - Leading as a HIM Professional (3)
  - HIM660 - HIM Strategic Planning and Financial Management (3)

## **HIM690 - Health Information Management Capstone**

### **Description**

Integrate previous coursework and practical experience with a focus on authentic demonstration of competencies outlined by the program by synthesizing and integrating prior learning to design, develop, and execute a capstone project as a culmination of the M.S. Health Information Management program. Develop a well-thought-out, comprehensive project that applies knowledge in a complex and operationally-charged business environment.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 30 credit(s).
  - Complete:
    - HIM675 - Research Methods and Evaluation (3)

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# **Healthcare Management**

## **HCM205 - Medical Terminology**

### **Description**

Explore effective and professional communication in a variety of healthcare settings. Learn the rules for building and defining medical terms, the correct pronunciation and spelling of medical terms, and the application of medical terminology as it relates to each body system. Evaluate various types of medical records and reports, and learn the skills needed to read and interpret them. Apply the application of medical terminology as it relates to the clinical world through various activities.

### **Credits**

3

## **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

## **HCM325 - Healthcare Marketing**

### **Description**

This course explores key marketing concepts that the healthcare leader needs to understand to plan and implement an effective marketing strategy. The concepts explored include the marketing process, needs assessment, developing marketing campaigns and evaluating efficacy of marketing efforts.

### **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

### **HCM400 - Healthcare Finance**

#### **Description**

This course provides an overview of the two main areas of Healthcare Finance, accounting and financial management. Topics explore include the healthcare financial environment, financial accounting principles, managerial accounting principles, financial management, long-term financing and capital investments.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HCM320 - Healthcare Economics (3)

### **HCM415 - Healthcare Strategic Management and Policy**

#### **Description**

This course examines the complex and intricate nature of the U.S. healthcare system and its implication for healthcare organizations and the populations served. Topics include the organization of healthcare, access to care and disparities, quality of care, funding, healthcare reform and impact for strategic planning for healthcare organizations.

#### **Credits**

3

## **HCM440 - Healthcare Research and Evaluation Methodologies**

### **Description**

Students in this course will develop the knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis for needs assessment and program planning. Additionally students will explore contextual issues surrounding evaluation, evaluation designs and methodological issues pertinent to programmatic evaluation.

### **Credits**

3

### **Requisites**

- Complete:
  - IHP340 - Statistics for Healthcare Professionals (3)

## **HCM490 - Healthcare Administration Capstone**

### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Healthcare Administration. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work in an original comprehensive project, and to assess their level of mastery of the stated program outcomes of their degree program in Healthcare Administration.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - IHP420 - Ethical and Legal Considerations of Healthcare (3)
    - IHP430 - Healthcare Quality Management (3)
  - 111 credit(s).

## **HCM491 - Health Sciences Capstone**

### **Description**

The capstone course is the culminating experience for the Bachelor of Science in Health Sciences. The capstone course provides students with the opportunity to integrate and synthesize the knowledge, skills and attitudes acquired throughout their course work and apply them in a comprehensive project within their clinical specialty, and to assess their level of mastery of the stated program outcomes of their degree program in Health Sciences.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - IHP430 - Healthcare Quality Management (3)
    - HCM400 - Healthcare Finance (3)
  - 111 credit(s).

## **HCM615 - Healthcare Reimbursement Systems and Finance**

### **Description**

Explore financial management and healthcare reimbursement systems in the United States. Students focus on the practical application of financial concepts and skills in healthcare settings including third-party payers, Medicare/Medicaid payments, managing working capital, resource allocation, and the impact of health reform.

### **Credits**

3

## **HCM620 - Healthcare Information Management**

### **Description**

This course provides students with a comprehensive overview of the management and technical issues surrounding healthcare information systems today. Information systems are complex and increasingly instrumental in supporting quality patient care and in pursuing cost-saving efficiencies in healthcare settings. The course explores how healthcare information technology is transforming the healthcare delivery system. Significant topics in this field include: patient-centered technologies, privacy laws, electronic medical records, measuring outcomes, and evidence-based practice.

### **Credits**

3

## **HCM630 - Healthcare Quality**

### **Description**

Healthcare quality is one of the important drivers of reform in the U.S. healthcare system. This course introduces students to the foundational principles and techniques of quality management. The course explains the central components and importance of quality, and the tools and techniques to continuously measure, assess, improve and transform the healthcare system. Key topics in quality management include: regulatory mandates and accreditation standards, performance measurement and improvement, methods for redesign of healthcare processes, patient safety and strategies to reduce healthcare errors, and the role of information management systems and technology in healthcare.

### **Credits**

3

## **HCM700 - Healthcare Administration Capstone**

### **Description**

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, develop, and execute 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 project.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - IHP670 - Program Design, Planning and Evaluation (3)
  - 30 credit(s).

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# **Higher Education Administration**

## **HEA510 - Philosophy and History of Higher Education**

### **Description**

Candidates seeking to become degreed higher education administrators must first understand the historical, philosophical, and social influences that have built America's concept of higher education and articulate their own personal philosophy of higher education. Emphasis will be placed on the reciprocal relationship between higher education models and their socio-historical contexts.

### **Credits**

3

## **HEA520 - Contemporary Issues in Higher Education**

### **Description**

Through the use of contextualized cases representative of the technological, demographic, and intellectual shifts that have influenced higher education's evolving role in the twenty-first century, candidates will examine the issues facing higher education today and link their judgments to historical foundations. Candidates will create alignments between current issues in higher education and how they influence the twenty-first-century student.

### **Credits**

3

## **HEA530 - Data-Driven Decision-Making in Higher Education**

### **Description**

This course will further candidates' ability to methodically apply empirically based, data-centric approaches to inform institutional decision making across multiple university sectors. Through contextualized, authentic experiences, candidates will analyze, evaluate, and assess programs using contemporary technologies and develop evidence-based approaches to meet desired outcomes. Candidates will be required to justify the empirically based process by which they reached their programmatic decisions. Specific modes of inquiry driving this course will be strongly represented in subsequent course work.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - HEA510 - Philosophy and History of Higher Education (3)
  - HEA520 - Contemporary Issues in Higher Education (3)

## **HEA540 - Program Evaluation**

### **Description**

This course will explore the theories and processes of higher education program evaluation. Candidates will - within the context of a university's mission, strategic goals, and objectives - learn necessary skills to methodically evaluate higher education programs. Candidates will analyze given sets of case-based data and offer evidence and research based justifications for programmatic changes. Project management concepts and tools will be applied throughout the course.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA530 - Data-Driven Decision-Making in Higher Education (3)

## **HEA550 - Higher Education Law and Regulation**

### **Description**

With an examination of the key laws, policies, and concepts specific to higher education in the United States, candidates will gain a sense of higher education law's complexity and how law has assumed a greater role in establishing patterns, modes of conduct, and equitable procedures in an attempt to assure the rights and responsibilities of administrators, faculty members, staff, and students in the institutional context.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA510 - Philosophy and History of Higher Education (3)

## **HEA560 - Educational Policy Making**

### **Description**

Higher education and its administrators are increasingly influenced by federal and state policies. Candidates will employ current higher education regulations to develop policies that further an institution's mission. Candidates will examine the policy making process by analyzing national industry organizations and research, data sources, and trends that affect existing legislation.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA540 - Program Evaluation (3)
  - HEA550 - Higher Education Law and Regulation (3)

## **HEA610 - Enrollment Management and Marketing**

### **Description**

This course will address the data-centric enrollment management process within higher education, including how to attract, admit, and retain students. Candidates will examine the tools for effective admissions marketing, predicting admissions yields, and assessing how financial aid influences enrollment behavior. Candidates will gain the evidence-based skills necessary to understand the tactics for successful onboarding and continued retention of students, as well as the structures and approaches aimed at improving student achievement and persistence.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA530 - Data-Driven Decision-Making in Higher Education (3)

## **HEA620 - Budget and Financial Management in Higher Education**

### **Description**

This course will require candidates to empirically make sense of quantitative data sets related to financial management of an institution. Candidates will manipulate tuition and fee revenue models and make justifiable, quantitatively-based budgetary decisions regarding how those decisions map onto given institution's strategic initiatives and mission. Through the use of fiscal management models, candidates will how account for how government appropriations, financial aid regulations, large grants, and investment income influence these decisions.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA530 - Data-Driven Decision-Making in Higher Education (3)

## **HEA630 - Leading Change in Higher Education**

### **Description**

This course explores the responsibility of innovative - and accountable - change agents who must manage institutional responses to major external or internal forces. Candidates will consider how to apply empirical data and quality improvement principles to planning. Candidates will demonstrate how strategic approaches may be applied to successful navigation of individual, collaborative, and organizational structures. Through the examination of effective communication strategies, consensus building, and negotiation candidates will focus on creative problem solving through innovative approaches and models related to the administration of institutions of higher education in the 21st century.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA540 - Program Evaluation (3)
  - HEA550 - Higher Education Law and Regulation (3)



## **HEA640 - Critical Issues in Student Affairs**

### **Description**

This course explores student development theories and court decisions related to student-institution relationship, privacy, ethics, and civil rights as they relate to critical issues addressed by the department of student affairs. Candidates will develop a program related to student affairs to address an institutions underrepresented need.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA540 - Program Evaluation (3)
  - HEA550 - Higher Education Law and Regulation (3)

## **HEA660 - Community College Administration**

### **Description**

This course traces the evolution of community colleges in the United States, their organizational structures, and how those structures function to meet the needs of traditional and non-traditional learners. Candidates will examine community college goals, policies, instructional and student service programs, and how community colleges influence the broader context of higher education. Attention will be given to community college learning goals and how administrators obtain and utilize community and financial resources to meet the desired outcomes.

### **Credits**

3

### **Requisites**

- Complete:
  - HEA540 - Program Evaluation (3)
  - HEA550 - Higher Education Law and Regulation (3)

## **HEA690 - Capstone in Higher Education**

### **Description**

This capstone course is the culminating experience for the M.S. in Higher Education Administration 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:
    - HEA620 - Budget and Financial Management in Higher Education (3)
    - HEA630 - Leading Change in Higher Education (3)
  - 30 credit(s).

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## **History**

## **HIS100 - Perspectives in History**

### **Description**

More than just dates, names, and places, history is the study of the human condition. It seeks to understand human behavior through the thoughtful examination of different types of historical sources. The study of history is a living subject, always changing as new discoveries and interpretations are presented. This course examines the process of investigating and writing about history through analysis of sources and the presentation of this analysis as an argument. Through this exploration of historical investigation, students will develop a holistic perspective on the contemporary relevance of history and their responsibility to participate and engage in such discourse.

### **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

## **HIS200 - Applied History**

### **Description**

The application of history in our daily lives is not always apparent. However, studying the past is imperative for informing our understanding of society today. Armed with this informed understanding, we are transformed into effective citizens and public agents. In this course, students will explore how history has shaped the role of the citizen in America. Ultimately, historical perspectives will be utilized to understand a topic relevant to American society today.

### **Credits**

3

### **Requisites**

- 3 credit(s) from subject(s): HIS

## **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.

### **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.

### **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.

### **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.

#### **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.

#### **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.

#### **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.

#### **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.

### **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.

### **Credits**

3

## **HIS311 - Women, Sexuality, and Islam**

### **Description**

This course examines Islamic legal discourse about women and sexuality, focusing specifically on the historical roots of modern practices and beliefs. Students will focus on the processes of constructing Islamic law to evaluate different arguments related to appropriate sexual practice as well as women's roles, rights, and responsibilities. Through detailed, nuanced exploration of contemporary topics, including veiling, divorce, gay marriage, abortion, contraceptives, female circumcision, sex reassignment surgery, and in vitro fertilization, students will investigate the influence of social, cultural, political, and historical contexts on Islamic interpretations of God's will and appropriate practice.

### **Credits**

3

### **HIS314 - European Conquest of New World**

#### **Description**

This course will explore the social and intellectual impact of the discovery of the American continents on the European mind and the consequences of colonization and migration in North America 1500-1800. Emphasis will be on British colonies and competing European cultures (especially French and Spanish) with Native Americans and African-Americans. Students will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Required for majors in social studies education with concentration in history. Not available every semester.

#### **Credits**

3

### **HIS319 - African-American History since the Civil War**

#### **Description**

This course traces the changes in labor practices, politics and living conditions of the millions of African-Americans in the South after the Civil War. Further, the Great Migration, the civil rights movement and the black revolutionary movement will be investigated carefully.

#### **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.

#### **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.

#### **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.

#### **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**

This course is designed for students in a history program.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in a history program.



### **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.

#### **Credits**

3

### **HIS371 - History of the Middle East I**

#### **Description**

This survey course introduces the student to the political and social history of the Middle East from the rise of Islam through World War I.

#### **Credits**

3

### **HIS372 - History of the Middle East II**

#### **Description**

This survey course introduces the student to the political and social history of the Middle East from World War I until the present.

#### **Credits**

3

### **HIS373 - Arab-Israeli Conflict**

#### **Description**

This course examines the development of the Arab-Israeli conflict as it emerged in the post-World War II era.

#### **Credits**

3

### **HIS374 - The Renaissance and the Reformation**

#### **Description**

This course is an examination of some of the major themes of the Renaissance and Reformation in Europe. Through extensive readings in primary sources, the class will explore the major personalities of the period and their influence on changes in many aspects of life. The lectures will focus on a broader context and will raise historical questions concerning such topics as science and belief, voyages of discovery, rise of the nation/state, rise of capitalism, and the millennial view of history.

#### **Credits**

3

### **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)

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - HIS340 - Making History (3)
  - 111 credit(s).

### **HIS501 - Historiography**

#### **Description**

This course provides a deep-level exploration into the study of history and historical writing, focusing on the craft and profession of history and its relationship to society. The course contends with the changing nature of historical interpretations and arguments, and the role of historical meta-narratives in shaping one's understanding and experience of history. Students are asked to position and evaluate their own thinking in relation to various historical analyses, defending a preferred approach to a relevant area of interest.

#### **Credits**

3

## **HIS502 - Historical Methods**

### **Description**

Historians use a wide variety of methods and approaches to the study, analysis, and evaluation of historical accounts and sources. This course offers students an opportunity to investigate various methodological approaches and the relationships between method, theory, and interpretation in historical research. Students will design an initial research proposal and articulate how a chosen methodology positions them appropriately to address the central issues and problems of their research.

### **Credits**

3

## **HIS510 - Comparative History and Research**

### **Description**

Comparative research is a valuable tool for historians to be able to discover possible historical and social connections across separate historical settings. This course introduces students to best practices, issues, and challenges of comparative history approaches. Central to the course is the development of effective research practices in comparative history: identifying appropriate sources, articulating the context and focus of a research project, and making an informed and supported argument. This course will use the topic of democratic revolutions to model comparative research.

### **Credits**

3

## **HIS520 - Historical Lenses and Scholarship**

### **Description**

What does it mean to focus on the economic issues of an historical event? What considerations of race, gender, class, or other lenses of difference can be made to illuminate the social and cultural experiences of people throughout history? The central focus of this course is to provide students with an exploration into various lenses of historical research and analysis and how these lenses can structure the types of questions an historian asks. The course uses the topic of transatlantic slavery to introduce several lenses that can be applied to future topics of interest to students. Students will integrate best practices for the production and writing of historical scholarship using a chosen lens (or lenses) of analysis.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS600 - Early American Encounters**

### **Description**

The modern nation of the United States of America was born out of European colonization. The themes that arise from these early encounters between colonists from different European countries, Native Americans, and displaced Africans as they created the "New World" continue to shape America's social, political, economic, and cultural landscape to this day. In this course, students investigate how historians understand the different facets of the creation of this New World, including armed conflict, cultural cooperation, gender roles, environmental issues, and the role of religion in conquest.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS601 - New American Nation**

### **Description**

America has held many titles as a result of its political inception, including "the birthplace of democracy" and "the first nation based on an idea." Does the historical evidence substantiate those claims? Was the American Revolution truly "revolutionary"? In this course, the separation of the American colonies from England and the political, cultural, social, and economic realities that resulted are critically examined. Students will challenge and refine previously held or popular notions of the period encompassing Revolutionary-era America through the early nineteenth century.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS602 - Era of the Civil War**

### **Description**

The era of the American Civil War is one of the most studied periods in American history. Despite the robust and well-established scholarship on the topic, vibrant debates and competing schools of thought still exist. In this course, students will add to this rich tradition with their own interpretations of the social, economic, cultural, and political roots of the conflict and its relevant impacts on the American narrative. Emphasis is placed on applying different methodologies and lenses to the vast historical body of knowledge surrounding the antebellum period through the Reconstruction era. Students evaluate the implications of methodology and lens on interpretations of the Civil War.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS603 - The Gilded Age and Progressive Era**

### **Description**

This course examines the period between Reconstruction and the first World War, paying particular attention to the emergence of industrial capitalism, the rise of the modern American city, the shifting nature of rural life in America and the rise of Populism, immigration, racial tensions, Progressivism, the conquest of the West, and the rise of the United States as a global power militarily, economically, and politically.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS604 - America and the World Wars**

### **Description**

As America emerged on the stage as a world power, it is not surprising that increased involvement in international affairs followed. America's participation in the world wars of the twentieth century brought about profound changes related to international diplomatic relations, the expanding role of the state in economic and military policy, cultural and ideological shifts domestically and globally, and technological innovations in weaponry, transportation, and manufacturing. While the consequences of warfare on the greater world stage are central to this course, students also will examine the myriad ways in which social, political, and cultural life transformed in the United States during this era. Students contend with how historians have, both implicitly and explicitly, inserted value judgments into their interpretations of the methods of war, political regimes, human rights issues, and geopolitical reorganizations of the era.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS605 - Cold War and the American Empire**

### **Description**

The Cold War period has been defined by America's ideological conflict and proxy warfare with the Soviet Union. The tremendous cultural, social, economic, and political turmoil that resulted from this era, including such events as the Vietnam War and the civil rights movement, can still be felt throughout the globe today. In this course, students draw connections among contemporary issues and their foundations in the period between the end of World War II and the fall of the Soviet Union. Students explore how the essential nature of this conflict compares and contrasts to traditional conceptions of "war," examine to what extent the Cold War was representative of a paradigm shift in terms of foreign policy and military engagements, and investigate the general relationship between war and society in this period.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS620 - History of Military Thought**

### **Description**

This course examines the development of military theory and practice throughout history, exploring prominent military figures and major campaigns. This subject matter is global in scope, including topics from both the Eastern and Western worlds. Students will investigate how different societies influence and are influenced by military affairs, including war and social changes, diplomatic efforts, and cultural differences in military theory.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS630 - The Russian Revolutions**

### **Description**

The Russian revolutions of 1917 rank among the most monumental events of the modern era. The collapse of the tsarist regime and the triumph of communism placed Russia on a tumultuous and often painful path toward modernization and forever changed the course of world history. Beginning with the 1890s and continuing until the early 1920s, this course will analyze the background, the unfolding, and the aftermath of the twin upheavals of 1917: the February Revolution that destroyed the Russian monarchy and the October Revolution that brought the Soviet government to power. Students will investigate the political, socio-economic, cultural, and ideological factors that shaped this transformation, and will also explore the interactions among revolutionary processes and military events such as World War I and the Russian Civil War. They will utilize recent scholarship on these topics to develop their own understanding of the historiography of the subject.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS640 - Chinese Imperialism**

### **Description**

This course provides an overview of major military campaigns, strategies, and tactics in Chinese history. Students will explore the cultural aspects of military campaigns and warfare in China and be introduced to the latest scholarship on the topics explored. Students will also engage with the historiography of a topic of interest and define their own interpretations based on scholarly research.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS660 - Introduction to Public History**

### **Description**

Unlike many other areas of history, public history distinguishes itself in its application focus and community orientation. Public historians are charged with protecting our historically significant artifacts, cataloging our historical wisdom, and communicating our cultural narratives. In this course, the foundational principles and mission of public history are investigated and evaluated. Students assess the landscape of public history, including the major thinkers, controversies, emerging trends, and ethical demands. Finally, students must articulate a distinct identity for public history and situate themselves within that context.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)



## **HIS661 - Public History Strategic Management**

### **Description**

A public historian can expect to be responsible for a myriad of projects and tasks that require a marriage of historical knowledge and business acumen. In this course, students will augment their existing framework to include the skill sets of project management, budgeting and finance, legal competencies, and other pragmatic considerations that are essential for the public historian. Attention will be given to issues of intellectual property, fundraising and donations, interpersonal skills and people management, artifact care, and motivating volunteer organizations.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS662 - Digitization of History**

### **Description**

The potential and possibilities for preserving historical artifacts have been fundamentally transformed by digitization. The ability to design, plan, execute, and maintain digitization projects and repositories has become essential for public historians. In this course, students apply information system theories and utilize relevant technologies and tools to engage in the digitization process. An emphasis is placed on the need for public historians to take an adaptive and open-minded approach to technology, due to its capabilities for furthering the missions of public history.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS663 - Documentary Editing**

### **Description**

This course is one of three specialized offerings in public history collections management. The focus of this course is documentary editing, or the assembling of comprehensive document collections. Documentary editors must scrutinize, verify, and organize the resources upon which historical scholarship rests. This includes making the difficult, and potentially controversial, decisions about what is included and what is not. In this course, students engage in research, evaluation, transcription, annotation, and compilation of historical artifacts. The implications of documentary editorial decisions on future understandings of the past are assessed.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS664 - Archival Management**

### **Description**

This course is one of three specialized offerings in public history collections management. The focus of this course is archives, or the accumulation of historical records that have been set aside for future reference. Archivists must store, catalog, preserve, and retrieve archival materials that are considered to be of significance to a group. In this course, students apply the major theories of archival science to determine the authenticity, reliability, integrity, and usability of various records. Best practices for developing and maintaining archives are investigated. Additionally, the ethical considerations surrounding the care of records of social value are evaluated.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS665 - Museum Collection Management**

### **Description**

This course is one of three specialized offerings in public history collections management; the focus is museum curation. Today's museums are being challenged to alter their approach and redefine the museum experience to meet the intellectual curiosity of 21st-century patrons who crave contribution and participation over passive observation. In this course, students will evaluate the impact of these social dynamics on the field of museum science. Additionally, students will propose creative solutions to address new expectations without sacrificing the enduring principles at the core of a museum's mission.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS501 - Historiography (3)
  - HIS502 - Historical Methods (3)

## **HIS790 - Research Seminar for Historians (Capstone)**

### **Description**

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing scholarship in a student's chosen area of specialization. This course focuses on helping students propose a topic for research, conduct preliminary research on primary and secondary sources, and develop a capstone research proposal. This course prepares students for the formal capstone submission in the subsequent capstone course.

### **Credits**

3

### **Requisites**

- 24 credit(s).

## **HIS791 - Capstone for Research Historians**

### **Description**

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing scholarship in a student's chosen area of specialization. This course extends students' research proposals into a formal capstone project. Students will workshop and submit their final capstone projects in this course.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS790 - Research Seminar for Historians (Capstone) (3)

## **HIS792 - Capstone for Public Historians**

### **Description**

The capstone experience integrates knowledge and skills developed in previous coursework with a focus on developing the final capstone deliverable. Public historians will demonstrate the skills they have learned in conceiving of, maintaining, and managing content for public history organizations. Students will workshop and submit their final versions of their capstone in this course.

### **Credits**

3

### **Requisites**

- Complete:
  - HIS790 - Research Seminar for Historians (Capstone) (3)

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# **Human Resource Management**

## **HRM630 - Topics in Health Administration**

### **Description**

This course focuses on developing organizational processes and structures utilizing the Total Quality Management approach to deliver health services which meet the needs of diverse clientele and a complex environment. Included are topical presentations by health care providers concentrating on the structure and delivery of quality health services.

### **Credits**

3

# Human Services

## **HSE101 - Introduction to Human Services**

### **Description**

This course provides an overview of the historical development of human services and an introduction to the many settings, roles, and functions of the human services professional. Students will gain an understanding of the knowledge and skills needed to help support others toward living a more fulfilling life with particular attention given to behavioral and social theories, common social problems, service delivery systems, ethical behavior, and personal values.

### **Credits**

3

## **HSE210 - Healthcare Systems**

### **Description**

This course gives students a basic understanding of service provision in the United States healthcare system. The history of the U.S. healthcare system and the various forces that have influenced its development will be examined. It will provide an overview of the role of human services practitioners in hospital, acute care, long-term care, home health, and hospice settings and the importance of contributing to the multi-disciplinary team providing patient care. Basic medical terminology and its use in patient care plans will be explored in addition to trends in evidence-based practice and outcomes measurement.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)

## **HSE215 - Child Growth and Cognitive Development**

### **Description**

Human service professionals must be prepared to work with and provide proper support to children and adolescents. This course focuses on child development from birth through adolescence with an emphasis on the physical, cognitive, social, and emotional components of normal development. Additional attention will be given to those situations where normal development does not occur, factors which influence or impede development, and community and school-based resources available to assist families.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)
  - PSY211 - Lifespan Development (3)

## **HSE220 - Communication Skills for Human Service Professionals**

### **Description**

This course provides students with the knowledge and skills to effectively, efficiently, and compassionately communicate both orally and in writing. Emphasis will be given to the tools of communication as well as how to clearly articulate the issues, deal with conflict, and establish rapport. Human services professionals function in many settings requiring the ability to communicate the needs and issues of their clients, programs, and organizations to a broad variety of people.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)
  - ENG122 - English Composition I (3)

## **HSE310 - Family and Community Systems**

### **Description**

In this course, students will gain the knowledge and skills to help families negotiate the complex system of organizations in their communities that provide services. Programs and organizations that provide support to families will be profiled, including community medical and mental health providers, non-profit organizations, the Department of Human Services, and the Family Court. In addition, tools that are frequently used in understanding family systems are presented including Socio-grams, Eco-maps, and Genograms.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)

## **HSE315 - Role and Impact of Trauma on Children and Families**

### **Description**

This course prepares students to provide services to children and families in highly emotionally charged and legally complicated situations. The short and long term influence of physical and psychological trauma on children and families are explored including domestic violence, substance abuse, neglect, sexual assault, and prenatal trauma. In addition, the course will explore the role of a human services professional and complying with legal responsibilities and limitations, safety, secondary trauma, and ethical considerations.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)
  - PSY211 - Lifespan Development (3)

## **HSE320 - Human Services Organizational Systems**

### **Description**

This course prepares students to function effectively within organizations, as most human services work involves interactions with multiple private and public organizations. Students develop an understanding of organizational structure and functions through an overview of common organizational structures and management systems and the principles of organizational behavior that influence the work environment. An introduction to the strategic planning and budgeting cycle is provided including the process of grant funding. Basic concepts of personnel management and common techniques and procedures for outcome measurement and program evaluation will also be presented.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)

## **HSE325 - Ethics and Laws in Child Welfare**

### **Description**

This course prepares students to navigate the legal and ethical complexities of family problems involving children . This course focuses on the state and federal laws, regulations, and ethical principles that establish the framework for Child Welfare programs. Specific issues covered include child protection programs, child abuse and treatment laws, parent and child rights and responsibilities, education law, and emancipation laws. In addition, the course will examine child custody, foster care, adoption and the child "best interest" standards.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)



### **HSE330 - Public Policy and Advocacy**

#### **Description**

Students in this course will become acquainted with human services policies and the legislative and private sector processes of policy development. Students will further discover the role of advocacy in influencing social welfare programs for a variety of populations. Students learn the skills needed to act effectively in developing policies and for planning an advocacy campaign.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)

### **HSE335 - Prevention and Crisis Intervention**

#### **Description**

This course examines the role of the human services professionals in delivering both prevention and crisis intervention services. Human services professionals often have the opportunity to provide prevention services that build on the strengths of the client, thereby increasing protective factors and decreasing risk factors. At the same time when a client is in crisis, human services professionals work to ensure safety and minimize the trauma. The knowledge and techniques needed to implement prevention programs and practices, and respond to individual, family, and community crises will be addressed in this course.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)

### **HSE340 - Law and Ethics in Human Services**

#### **Description**

Students in this course will learn about the laws and regulations that govern human services practice. Specific topics will include confidentiality, parity, involuntary commitment, mandated reporting, duty to warn, minor and parental rights, guardianship, and advanced directives. The course will also discuss the ethical principles that guide human services practice as well as the conflicts that arise between the ethical principles and the law.

#### **Credits**

3

#### **Requisites**

- Complete:
  - HSE101 - Introduction to Human Services (3)

### **HSE350 - Substance Use: From Screening to Consultation**

#### **Description**

Explore the IC & RC 12 Core Functions of a substance use counselor. Learn evidence-informed approaches to practice that align with national standards.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY200 - Foundations of Addictions (3)

### **HSE351 - Substance Use: From Prevention to Treatment**

#### **Description**

Explore the continuum of care model and best practices in substance use disorders including early intervention, prevention, treatment and recovery services. Develop a novice knowledge base of community resources to support each component of the continuum.

#### **Credits**

3

#### **Requisites**

- Complete:
  - PSY200 - Foundations of Addictions (3)

## **HSE352 - Substance Use: Counseling Theory and Practice**

### **Description**

Examine a variety of theoretical approaches with a focus on evidence-based counseling techniques widely used in Substance Use Disorder treatment. Practice ethical and culturally sensitive documentation skills to record individual and group therapy progress notes.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY200 - Foundations of Addictions (3)

## **HSE353 - Pharmacological Factors in Substance Use Treatment**

### **Description**

Explore the physiology and pharmacology of substance use and the impact psychopharmacological chemicals have on the human body. Identify drug classifications, side-effects, and rationales for medication selection. Discuss current trends and issues in drugs of choice and medication-assisted therapy.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY200 - Foundations of Addictions (3)

## **HSE410 - Case Management**

### **Description**

Students will learn fundamental theories, concepts, and practices related to the delivery of human services. Topics covered in this course will include client engagement, interviewing, models of service delivery, ethics and professional responsibility, group dynamics and facilitation, boundaries, and formal/informal client-centered support systems. Students will apply course work to real life situations by assessing the needs of clients and designing goal-based care plans. Additionally, students will plan and design interventions, utilize community resources, and assess client outcomes.

### **Credits**

3

### **Requisites**

- Complete:
  - HSE220 - Communication Skills for Human Service Professionals (3)

## **HSE480 - Human Services Capstone**

### **Description**

This capstone course is the culminating experience for the B.A. in Human Services 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**

- 111 credit(s).

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# **Humanities**

## **HUM100 - Perspectives in the Humanities**

### **Description**

Art, literature, and philosophy tell lasting stories. Beyond the intended purpose of the artists and authors, or the shifting interpretations of the audiences, these creations tell us about cultural development, changes in worldview, and common themes that span centuries and continents. How have you come to understand the world? How do you express that understanding through the act of creating? This course investigates the purpose of art, literature, and philosophy across different periods, how its themes represent the cultures that produced it, and how that art still serves society today.

### **Credits**

3

## **HUM200 - Applied Humanities**

### **Description**

What is the purpose of art, literature, and philosophy? Is it enough to create simply for the act of creating, or should a work serve as a deliberate commentary, be it political, social, personal, or derivative of other motivations? In this course, students have the opportunity to select works, collections, or periods within the humanities for research and study. The study is guided by both subjective and objective analyses to differentiate between an artist's or author's intended meaning and a society's interpretation of that meaning.

### **Credits**

3

### **Requisites**

- 3 credit(s) from subject(s): ENG, FAS, HUM, LIT, MUS, PHL, LAR, LAS, LFR, LSP, LAN, or LMN

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## **Individually Designed**

## **IND299 - Strategies for Specialization Planning**

### **Description**

Develop an academic plan of study in alignment with a selected specialization within the General Studies major. Establish a rationale for specialization selection reflective of previous education experience, interest, and background toward future career goals.

### **Credits**

3

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## **Information Security**

## **ISE510 - Security Risk Analysis and Planning**

### **Description**

This course explores core areas of information security risk and planning, including risk analysis, business continuity, disaster recovery, incident response and security controls. The course will also explore risks as they relate to areas like financial regulations and privacy. Other topics include governance and internal and external partnerships, emerging threats and vulnerabilities, and emerging security capabilities.

### **Credits**

3

### **Requisites**

- Complete:
  - IT552 - Human Factors in Security (3)

## **ISE620 - Incident Detection and Response**

### **Description**

This course provides students with the background and skills to manage information security incidents to minimize impact on business operations. Topics include detection, investigation, and response to different types of security incidents. Students explore these topics by developing incidence response plans; utilizing industry-standard processes and tools for investigating information security incidents; and recommending processes for incidence response that adhere to legal, regulatory, and organizational compliance. Students who have completed the course have a comprehensive view of cyber security incident detection and response.

### **Credits**

3

### **Requisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)

## **ISE640 - Investigation and Digital Forensics**

### **Description**

In this course, students learn the theory, practice, and principles of digital forensics through investigation of computer, network, operating system, mobile device and other areas of digital forensics. Topics include identification, collection, acquisition, authentication, preservation, examination, analysis and presentation of digital forensic evidence.

### **Credits**

3

### **Requisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)

## **ISE690 - Cyber Security Capstone**

### **Description**

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 synthesize prior learning to design, develop, and execute an analytics project on their chosen subject as a culmination of their studies. The course is structured around this critical capstone assessment, so that students have the appropriate support and resources required to be successful.

### **Credits**

3

### **Requisites**

- 27 credit(s).

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# **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

## **IT140 - Introduction to Scripting**

### **Description**

Learn the fundamentals of programming concepts including data types, variables, decision statements, loops, input and output. Develop simple scripts using common scripting language constructs including lists, literals, and regular expressions. Gain an introduction to programming through hands-on activities that are beginner-friendly.

### **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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - CS200 - Computer Science's Role in Industry (3)
  - IT140 - Introduction to Scripting (3)

## **IT200 - Fundamentals of Information Technology**

### **Description**

This course offers a broad introduction to the tools and applications students will need to become successful professionals in the IT environment. Students will examine the core information technologies of human-computer interaction, information management, programming, networking, web systems and technologies, as well as information assurance and security.

### **Credits**

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.

### **Credits**

3

## **IT204 - Introduction to Data and Information Management**

### **Description**

This course provides students with an introduction to the foundations of data and information management, centered around the core skills of data management and database organization. The course will focus on identifying organizational requirements for data and information, modeling the requirements using relational techniques, implementing the models into a database using a database management system, and understanding the issues of data quality and data security. The course will also introduce the framework of enterprise information management and the growing need for managing data and information in organizations effectively to support decision making and competitive advantage.

### **Credits**

3

## **IT207 - 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

### **Requisites**

- Complete:
  - IT100 - Introduction to Information Technology (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.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (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

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)

## **IT235 - Database Design**

### **Description**

Develop database designs using industry-standard modelling tools and techniques. Evaluate user requirements to identify optimal database models that solve common business problems. Examine approaches to structural and object-orient design that consider today's varied data types.

### **Credits**

3

## **IT241 - Human Factors in Cybersecurity**

### **Description**

This course introduces students to the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Using a scenario-based approach, students will examine the human behaviors that could potentially cause a security threat and investigate how organizational policies and procedures can be developed to mitigate them.

### **Credits**

3

## **IT242 - Introduction to Geographic Information Systems**

### **Description**

This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, universities, business, as well as in the public policy arena. Students will learn how to use mapping tools that are available with data driven web sites, as well as learn how to create their own maps with mapping software. Students will learn how to work with different kinds of data sets and how to incorporate them into customized maps for analysis and presentation.

### **Credits**

3

## **IT252 - Information Technology Teams and Group Dynamics**

### **Description**

This course focuses on group functioning and leadership and the factors involved in group cohesion and conflict, and communication systems with a focus on the IT enterprise.

### **Credits**

3

## **IT255 - Introduction to the Linux Operating System**

### **Description**

Introduce students to the major components of the Linux operating system and the basics of the Linux command line. Work with files and directories, archive and compress files, and search and extract data from files using pipes and redirection. Learn how to package Linux commands within a script.

### **Credits**

3

### **Requisites**

- Complete:
  - IT201 - Computer Platform Technologies (3)

## **IT261 - IT Service Management**

### **Description**

The purpose of this course is to provide students with an understanding of the management of information technology, including the relationships of parties involved, the tools for IT process improvement, and best practices involved in the field. Students focus on the relationship among an IT organization, business customers, and users. They explore the customer's perspective of IT's contribution to the organization and they learn ways to communicate effectively with stakeholders. Students examine the relationships of IT service management to process improvement movements, for example, Six Sigma improvement methodology, total quality management (TQM), business process management (BPM), and Capability Maturity Model Integration (CMMI) standards.

### **Credits**

3

## **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.

### **Credits**

3

## **IT312 - Software Development with C++.NET**

### **Description**

This course teaches students how to design, implement and test applications in the C++ programming language. Topics include C++ data types, operators, functions, classes and inheritance. The course introduces students to issues associated with developing real-world applications by presenting several case studies. The concepts of object-oriented design and programming are covered. This is a programming course.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (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.

#### **Credits**

3

### **IT320 - Network Security**

#### **Description**

Gain an overview of network security defense techniques and countermeasures. Develop communication and analytical skills through the discussion and debate of a variety of topics, such as cryptanalysis and attacks, safety of wireless connections, intrusion detection methods, and access control. Engage in assignments designed to provide practical applications of content, such as the design and configuration of firewalls, traffic analysis and filtering, intrusion detection, statistical anomaly detection, and wireless security.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT340 - Network and Telecommunication Management (3)

### **IT328 - Project Management in Information Technology**

#### **Description**

Employ project management strategies specific to IT projects. Examine responsibilities of key stakeholders. Explain project planning with key considerations related to risk management and project tracking.

#### **Credits**

3

### **IT331 - Human Factors in Information Technology**

#### **Description**

This course addresses the importance of understanding and advocating for the end user in the development of IT applications and systems. Students will be exposed to Human-Computer Interaction (HCI) fundamentals including user and task analysis, human factors, ergonomics, accessibility standards, and cognitive psychology. Emphasis will be placed on user-centered methodologies in the development, evaluation, and deployment of IT applications and systems.

#### **Credits**

3

### **IT332 - Infrastructure Management**

#### **Description**

This course investigates the primary infrastructure components of modern information systems. In particular the course focuses on the main components of an information technology infrastructure: hardware systems; network; and storage structures. Students will recommend tools and technologies for managing IT infrastructures. Students will recommend solutions for enhancing information technology infrastructures to solve business problems resulting from process change or growth to an enterprise.

#### **Credits**

3

#### **Requisites**

- Complete:
  - IT340 - Network and Telecommunication Management (3)



## **IT335 - Security Principles**

### **Description**

This course will focus on the fundamental principles of information security management from a systems perspective. While other courses will provide the deep dive into specific areas of security, this course will serve as an exploration into how the varying principles of systems-level information security management are employed to achieve secure solutions. Students will examine how security policies, standards, and controls can be reliably implemented to create trustworthy systems that mitigate risk in accordance with organizational security postures. Students will also gain insight into the systems-level security of information over time, touching on organizational, legal, and technological changes that impact the safety, reliability, and validity of information.

### **Credits**

3

### **Requisites**

- Complete:
  - IT320 - Network Security (3)
  - IT380 - Cybersecurity and Information Assurance (3)

## **IT338 - Geospatial Programming**

### **Description**

This course will provide the fundamental skills necessary for geospatial programming. Topics will include calling geographic processing tools, batch processing, performing file input/output in an external computing language and building, graphical user interfaces, and displays. To support these tasks, students will learn basic object-oriented programming concepts.

### **Credits**

3

### **Requisites**

- Complete:
  - IT242 - Introduction to Geographic Information Systems (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).

### **Credits**

3

### **Requisites**

- Complete:
  - IT201 - Computer Platform Technologies (3)

## **IT345 - Network Planning and Maintenance**

### **Description**

In this course, students learn about the specifics of planning, maintaining, and auditing data communications and networks in an organization. Students engage in assignments focusing on business planning, long- and short-term planning, operations, maintenance, and forecasting. They also explore topological design, network synthesis, and network realization.

### **Credits**

3

## **IT355 - Web and Mobile User Experience**

### **Description**

Designers strive to optimize the interaction between the user and the system to create a smooth and productive user experience. Students in this course focus on the particular challenges of creating user-centered mobile applications. They also investigate the design process deliverables used to communicate with clients, technical leads, and stakeholders.

### **Credits**

3

## **IT365 - Operating Environments**

### **Description**

Learn about operating environments used in today's business computing environments, including enterprise level systems down to mobile devices. Gain an understanding of the components in an operating system and how they interact with each other and with system hardware and application software. Explore the importance of writing programs that take full advantage of operating support.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)
  - IT255 - Introduction to the Linux Operating System (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.

### **Credits**

3

### **Requisites**

- Complete:
  - IT340 - Network and Telecommunication Management (3)

## **IT385 - Information Technology Communications**

### **Description**

The course focuses on the essential oral and written communication tools and strategies used when communicating in technology organizations, emphasizing on how to make information more usable and accessible to multiple audiences. Students will review how to develop functional specifications and proposals, training programs, technical illustrations, and web information architecture.

### **Credits**

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.

### **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)
    - Permission of instructor

## **IT412 - Cyberlaw and Ethics**

### **Description**

This course stresses the social and professional context of IT and computing related to ethical codes of conduct. Students will examine the historical, social, professional, ethical, and legal aspects of computing in the 21st century.

### **Credits**

3

## **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 that make up the systems analysis process. Students will learn how to perform a 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
  - 1 of the following:
    - IT235 - Database Design (3)
    - IT330 - Database Design and Management (3)
  - Complete:
    - IT201 - Computer Platform Technologies (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.

### **Credits**

3

### **Requisites**

- Complete:
  - IT415 - Advanced Information Systems Design (Capstone) (3)

## **IT431 - Software Development in Distributed Systems**

### **Description**

Students learn XHTML, including how to use image maps, frames, cascading style sheets and scripting languages. Various browsers will be introduced. Server-side development using CGI, ASP, ColdFusion and PHP for distributed applications will be covered. Server-side topics such as servlets and JSPs, along with Java and XML, will be introduced. Writing intensive course.

### **Credits**

3

### **Requisites**

- Complete:
  - IT210 - Business Systems Analysis and Design (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.

### **Credits**

3

### **Requisites**

- Complete:
  - IT145 - Foundation in Application Development (3)

## **IT460 - Machine Learning**

### **Description**

This course will address the computational study of artificial systems that adapt to novel situations, discover patterns from data, and improve performance with practice through popular frameworks for learning, including supervised, reinforcement, and unsupervised learning. Students will examine a state-of-the-art overview of the field, emphasizing the core statistical foundations.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)
  - IT145 - Foundation in Application Development (3)

## **IT465 - 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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - IT375 - Digital Graphics Design (3)
  - GRA310 - Digital Graphic Design for the Web (3)

## **IT476 - Experiential Learning**

### **Description**

Participate in an experiential learning elective course that focuses on professional development, certification preparation or professional practice opportunities. Explore and learn new tools and technologies that help you hone your real-world technical knowledge, skills and abilities. This course requires a minimum of 60 hours in the learning experience and may be taken for credit a maximum of two times.

### **Credits**

3

### **Requisites**

- 60 credit(s).

## **IT489 - Information Technology Portfolio Planning**

### **Description**

This capstone course is the culminating experience for the B.S. in Information Technologies 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
  - 111 credit(s).
  - Complete:
    - IT420 - Advanced Information Systems Implementation (Capstone) (3)

## **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.

### **Credits**

0 - 15

## **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

## **IT518 - Game Design and Development**

### **Description**

An introduction to tools and techniques used in computer game design and development, and applications for entertainment games, serious games, and business simulations. Includes an analysis of the concepts and tools used computer game artificial intelligence, interaction of three-dimensional objects, story-boarding, and other areas. Students will have the opportunity to work with computer game engines, editors, and programming languages used in the professional game development community.

### **Credits**

3

### **Requisites**

- Complete:
  - IT511 - Object Oriented Application Development (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

## **IT549 - Foundation in Information Assurance**

### **Description**

This course explores the basic concepts and prepares students with the foundation skills for the protection of networks, communication, and data, as well as the knowledge base for planning, implementing, and managing enterprise level security and system integrity. Topics include approaches in an organization to prevent, detect and recover from the loss of information, cryptography and its applications, security in networks and distributed environments.

### **Credits**

3

### **Requisites**

- Complete:
  - IT640 - Telecommunications and Networking (3)

## **IT550 - Management of Information Technology**

### **Description**

This course is a detailed introduction to the major issues underlying the successful management of information technology in contemporary organizations. The course covers three major areas: (1) The interrelations between organizational structure and process, and the adoption of new information systems technologies; (2) The actual management of the IT function within the organization; and (3) IT project management which focuses on the operational steps in designing and carrying out specific IT projects. This course will utilize case studies as an introduction to real-world IT management best practices and strategies, and to guide students to understanding the impact of emerging technologies in business contexts.

### **Credits**

3

## **IT552 - Human Factors in Security**

### **Description**

This course examines the human factors present in cyber security related to ethics, integrity, practices, policies and procedures. Students will design information technology security awareness training and optimize information technology organizational factors to foster a healthy security culture within an organization. Additionally, students will recommend mitigation strategies to protect an organization from human behaviors that could potentially cause a security threat.

### **Credits**

3

### **Requisites**

- Complete:
  - IT549 - Foundation in Information Assurance (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)

## **IT620 - Object-Oriented Systems Design**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Permission of instructor
  - Complete:
    - IT511 - Object Oriented Application Development (3)
    - 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

## **IT632 - Software Design and Modeling**

### **Description**

This course covers software development life cycle models (waterfall, spiral, agile, etc.) with an emphasis on the design phase. Given software system requirements, students will create and document a software design using industry standard modeling techniques with emphasis on UML (class, sequence, state). Subtopics include software design patterns and software architecture (MVC).

### **Credits**

3

### **Requisites**

- Complete:
  - IT511 - Object Oriented Application Development (3)

## **IT633 - Mobile Application Development**

### **Description**

This course examines the development of mobile applications, including mobile application frameworks, effective mobile application design, and data persistence. Students will construct a mobile application for the Android, iOS, or Windows mobile application market using Java, C# or Objective-C.

### **Credits**

3

### **Requisites**

- Complete:
  - IT511 - Object Oriented Application Development (3)

## **IT634 - Distributed Application Development**

### **Description**

This course explores how to develop and deploy distributed web applications, including web services and HTML5 applications that run on a mobile device.

### **Credits**

3

### **Requisites**

- Complete:
  - IT511 - Object Oriented Application Development (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

## **IT643 - Network Assessment and Defense**

### **Description**

Explore a broad range of topics from secure network fundamentals, protocols and analysis; threats and vulnerabilities; application, data and host security, access control and identity management. Examine defensive measures to secure an organization's network. Identify overall network security posture and the basic practices in vulnerability assessment.

### **Credits**

3

### **Requisites**

- Complete:
  - IT549 - Foundation in Information Assurance (3)
  - IT640 - Telecommunications and Networking (3)

## **IT647 - Website Construction**

### **Description**

This course is an introduction to the construction of interactive websites. It involves technical issues such as standards, HTML/XML, scripting, embedded rich media, and database connectivity, and design issues such as audience analysis, content organization, accessibility, page layout, styling and templates. The course focuses on designing websites with creative interfaces, aesthetic style, functional structure, and navigation.

### **Credits**

3

### **Requisites**

- Complete:
  - IT511 - Object Oriented Application Development (3)
  - IT650 - Principles of Database Design (3)

## **IT648 - Website Optimization**

### **Description**

This course covers the methodologies that are used to drive traffic to websites and how to make websites profitable. In addition, methods of monitoring websites, such as counting users, click-throughs and more are explored. Students will examine how to gather statistics about website usage, demographics and other data relative to site popularity. This course also focuses on the creation of websites that serve diverse purposes, such as marketing, customer service, recruitment and more, including websites with international audiences. The differences between general and secure sites and the linking of diverse websites also will be explored.

### **Credits**

3

### **Requisites**

- Complete:
  - IT510 - Advanced Information Technology (3)
  - IT647 - Website Construction (3)



## **IT649 - Interface Design for Websites**

### **Description**

This course expands the student's basic knowledge of web page and website development by providing in-depth focus on designing web applications with the user in mind. Students gain knowledge about how human factors relate to interface design. Guidelines for determining design problems and strengths, usability assessments, and best practices for common functions such as web navigation, menus, scrolling, graphics and icons are explored.

### **Credits**

3

### **Requisites**

- Complete:
  - IT647 - Website Construction (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)

## **IT655 - Database Application Development**

### **Description**

Analyze database designs and application functions and respond to run-time errors to identify opportunities for performance tuning. Utilize normalization techniques and optimize database queries to improve application performance. Develop recommendations for enhancing performance of commercial multi-user database applications.

### **Credits**

3

### **Requisites**

- Complete:
  - IT510 - Advanced Information Technology (3)
  - IT650 - Principles of Database Design (3)

## **IT657 - Enterprise Resource Planning**

### **Description**

This course combines the practice of business management with information technology at the point where technology integrates with fundamental business skills that support business objectives. Students will examine business management best practices and enterprise systems in organizations that support business functions. Emphasis will be placed on how information technology can support and enable integration of technology and business process re-engineering.

### **Credits**

3

## **IT659 - Cyberlaw and Ethics**

### **Description**

This course addresses ethical and legal issues related to e-commerce and e-business. Students will investigate government approaches to content control and rights, access and jurisdiction regarding personal information, digital property, U.S. and international law, antitrust law, fraud and more.

### **Credits**

3

## **IT660 - Artificial Intelligence**

### **Description**

Students study the concepts, techniques, applications and implications of artificial intelligence theory and technology. The course also focuses on the applications of rule-based expert systems in business, industry and government. Topics include knowledge representation and acquisition, heuristic search in problem solving and game playing, genetic algorithms, fuzzy logic, neural networks, automatic deduction and logic programming. Students create expert systems using Prolog.

### **Credits**

3

### **Requisites**

- Complete:
  - IT510 - Advanced Information Technology (3)

## **IT665 - Client/Server Systems**

### **Description**

This course focuses on the elements and methodologies used in the development of client server applications. Students design and build client applications that manipulate data in a shared database environment on a network. Topics include user interface design, object- oriented design, data management and data security. Theoretical concepts are reinforced with applications. The course is project- oriented, with students implementing projects using a front-end application development language.

### **Credits**

3

### **Requisites**

- Complete:
  - IT511 - Object Oriented Application Development (3)
  - IT650 - Principles of Database Design (3)

## **IT675 - Data Warehouse Concepts and Design**

### **Description**

This course presents the principles of design, development, and recommended implementation strategies of a Data Warehouse DBMS based on the dimensional modeling architecture. Data warehouse management issues will also be examined, along with an introduction to data mining as a tool for analytical decision support. Students will design and recommend implementation strategies of a data warehouse architecture.

### **Credits**

3

### **Requisites**

- Complete:
  - IT650 - Principles of Database Design (3)

## **IT697 - Experiential Learning**

### **Description**

Experiential learning is a short-term educational professional development or training experience opportunity that allow students to explore professional development; certification preparation and/or professional practice experiences, completing a minimum of 80 hours in that experience. The primary goal of the experiential learning opportunity is to expose students to actual practices in the professional workspace outside of the classroom. The students will relate this experience to academic coursework and synthesize the practical application of knowledge in an experiential setting. This is an elective experiential learning opportunity course intended for College of Online and Continuing Education students.

### **Credits**

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)

## **IT710 - Information Technology Internship**

### **Description**

This course is to enable the School of Business graduate students to gain valuable work experience within the field of Information Technology. The objective is to give the students an opportunity for practical application of Information Technology business concepts learned in classes and complement the course work taken. 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 - completing a minimum of 150 hours on the job per 3 credits.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 18 credit(s).
  - Grad Internship only
  - instructor approval
  - CDC approval

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## **Instructional Design & Technology**

## **IDT510 - Instructional Design and Technology as A Profession**

### **Description**

In this course students receive an overview of the Instructional Design and Technology (ID&T) profession. Students begin to develop research-based knowledge, skills, and dispositions that shape their professional identity as ID&T specialists. Students engage multiple methods of instruction including real-world, case-based problems resembling those they would encounter, and be expected to solve, within higher education, corporate, and client-specific settings.

### **Credits**

3

### **Requisites**

- Complete or concurrently enroll in:
  - IDT520 - Theories of Learning for Instructional Design (3)

## **IDT520 - Theories of Learning for Instructional Design**

### **Description**

In this course students analyze seminal learning theories and how they are applied to instructional design solutions. Various aspects of cognition, memory, behavioral conditioning, experiential learning, and the construction of knowledge are explored in the context of designing effective learning experiences that draw from appropriate principles of learning. Students, using theoretical knowledge to guide them, explore how technology can be leveraged to effectively meet the needs of diverse learners and approaches to instruction in applied settings.

### **Credits**

3

### **Requisites**

- Complete or concurrently enroll in:
  - IDT510 - Instructional Design and Technology as A Profession (3)

## **IDT530 - Technology for Learning**

### **Description**

The one constant within instructional design is change-especially when it comes to technology. In this course, students explore how technological innovation has evolved and transformed instructional design approaches. Students consider how cutting-edge digital technologies can be applied to sound design and weigh how their applications align with contemporary approaches to learning within various settings.

### **Credits**

3

## **IDT540 - Assessment and Evaluation**

### **Description**

People do not know how well they are designing instruction unless they know how learners are responding to instruction, whether they are performing, and to what extent they have acquired new knowledge and skills. In this course, students explore and construct assessments designed to measure how well learners have mastered certain outcomes. The course initially focuses on objective assessment test construction and then emphasizes authentic performance-based assessment approaches. Students also explore how professional standards-based curricula inform instructional choices and accreditation efforts.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT520 - Theories of Learning for Instructional Design (3)

## **IDT550 - Learning Design I**

### **Description**

Instructional designers can plan learning for diverse sets of learners in various environments. Through the use of case studies, this course prepares students to conduct a "needs assessment," to fashion learner outcomes based on institutional/client needs, and to align those outcomes with specific instructional and learning activities. Students are required to integrate technological enhancements and solutions where appropriate.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT520 - Theories of Learning for Instructional Design (3)
  - IDT530 - Technology for Learning (3)

## **IDT610 - Multimedia Design and Production**

### **Description**

This course serves as a foundation for research-based multimedia design and production. Students attain core principles and tools necessary for effective learning design, which will be further developed in later design and production coursework. This is a production-oriented course that focuses on the direct application of principles through the use of current and emerging multimedia design tools, emphasizing informed, deliberate decision making for effective design.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT520 - Theories of Learning for Instructional Design (3)
  - IDT530 - Technology for Learning (3)

## **IDT620 - Learning Design II**

### **Description**

Sound instructional design pays careful attention to how the learners are positioned to engage multiple learning environments. Research suggests that learner-centered, interactive learning environments that value one's experiences can richly inform the learning process. This course requires students to make their assumptions about the learner explicit and design conventional, technological, and hybrid based learning experiences that heighten interactivity. Finally, the challenges and benefits of standards-based design are engaged in this course.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT550 - Learning Design I (3)



## **IDT630 - Decision Making in Multimedia Design And Production**

### **Description**

This course provides the frameworks instructional designers use to purchase and integrate external vendor products or leverage internal assets to address an identified learning need. Educational institutions and corporations rely heavily on instructional designers to make resource-based decisions that align with capacity, scope, and needs. Balancing these needs will inform the production, piloting, and implementation processes. Finally, this course focuses on the user-interface design of learning environments, improving engagement and interaction with instruction.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT610 - Multimedia Design and Production (3)

## **IDT640 - Managing Instructional Design and Technology Projects**

### **Description**

All instructional endeavors require the careful management of time- and fiscally-based resources, as well as collaborative efforts across multi-functional teams. This course equips instructional design and technology students with essential project management tools and strategies to plan work flow, develop effective communication protocols, assess project risks, and develop accountability structures that facilitate production processes. Students engage problem-based scenarios and will use the tools provided to best manage organizational risk and satisfy stakeholder needs and demands.

### **Credits**

3

## **IDT650 - Learning Design III**

### **Description**

Learning Design III provides students with opportunities to apply advanced design principles in a workshop-based environment. The problem-based course focuses on the application of sophisticated design tools to create solutions for various environments and contexts. This course serves as a precursor to the development of the capstone portfolio.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT620 - Learning Design II (3)

## **IDT670 - Seminar in Instructional Design and Technology**

### **Description**

This course explores trends, issues, and emergent technologies that inform the field of instructional design. Students critique the capacity of technologies to deliver effective learning and instruction through research-based frameworks and standards.

Emphasis is placed on engaging with the field of research, asking students to enter conversations of personal interest as a professional colleague in instructional design and technology.

### **Credits**

3

### **Requisites**

- Complete:
  - IDT510 - Instructional Design and Technology as A Profession (3)
  - IDT520 - Theories of Learning for Instructional Design (3)
  - IDT530 - Technology for Learning (3)

## **IDT690 - Capstone in Instructional Design and Technology**

### **Description**

The capstone experience in instructional design and technology asks students to develop a comprehensive professional portfolio of design and research. Drawing from experiences in students' coursework and professional-based activities, students reflect on the artifacts and experiences that they will bring forward into their next professional setting. The capstone will provide evidence of competency across the degree program outcomes.

### **Credits**

3

### **Requisites**

- 30 credit(s).

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## **Integrated Health Profession**

## **IHP200 - Wellness Across the Lifespan**

### **Description**

Examine the stages of human development and life events that influence health and wellness throughout the lifespan. Students focus on a developmental framework as a frame to explore early adulthood through old age and death.

### **Credits**

3

## **IHP210 - Health Promotion**

### **Description**

Health Promotion is a problem based course designed to give students an overview of health promotion issues, explore selected current topics in health and health policy from a national and global perspective and investigate the consequences these issues have for the health status of individuals, populations and society. This course will provide the theoretical foundation to look at issues to change health behaviors. Healthy People 2020 and the national health agenda will be explored. The concepts of health literacy, consumer advocacy and their impact of health promotion will be explored.

### **Credits**

3

## **IHP220 - Applied Nutrition**

### **Description**

An introductory course in normal and therapeutic nutrition designed for students in allied health programs. The course focuses on the application of basic principles of nutrition to health promotion and disease prevention, as well as the role of nutritional intervention as a therapeutic tool in specific pathologies. It will include discussions of contemporary issues in nutrition.

### **Credits**

3

### **IHP310 - Pathophysiology and Pharmacology Concepts**

#### **Description**

This course explores common diseases, treatments, procedures and drugs needed to analyze healthcare documentation for functions such as abstracting, coding, auditing, and reimbursement. Drug classifications are also included. Implications related to pathophysiological and pharmacological concepts are applied to health information management.

#### **Credits**

3

#### **Requisites**

- Complete:
  - BIO210 - Introduction to Anatomy and Physiology (3)

### **IHP315 - Patient Safety Systems and Strategies**

#### **Description**

Students explore core tenets that promote a culture of patient safety, including assessment through the Hospital Survey on Patient Safety (HSOPS), incident and safety reporting systems, disclosure policies and communication and teamwork strategies including human factors and TeamSTEPPS. Additionally, students will examine methodologies to improve patient safety, including Root Cause Analysis, Failure Mode Effects Analysis and utilization of a system-wide Patient Safety Plan.

#### **Credits**

3

### **IHP323 - Health Aspects of Human Sexuality**

#### **Description**

This course will introduce recent findings on the study of human sexual behavior, with emphasis on the interaction between psychological, social, and biological factors. Topics include sexual differentiation and development, the sexually transmitted infections and HIV, sexual orientation, and patterns of sexual behavior. Students will receive an overview of the dynamics of human sexuality, specifically, examining the influence and importance of human sexuality as it relates to individuals, communities, and global populations with specific aim towards health promotion activities.

#### **Credits**

3

### **IHP325 - Dimensions of Mental Health**

#### **Description**

This course examines the comorbidity of mental and physical disorders, taking a life-span epidemiological approach. The increasing complexity in the field of mental health, with clients who live and work in the community with a variety of disorders, is explored. Emphasis is placed upon theories and empirical research clarifying comorbidities, risk factors, and mechanisms and strategies to help these individuals live productive and satisfying lives.

#### **Credits**

3

### **IHP330 - Principles of Epidemiology**

#### **Description**

Learn basic principles of epidemiology with emphasis on applications in healthcare management. Examine specific epidemiology tools used for purposes of planning, monitoring, and evaluating population health. Consider methods for managing the health of populations, understanding the factors that influence population health, and strategies that healthcare organizations and systems can use to control these factors.

#### **Credits**

3

### **IHP340 - Statistics for Healthcare Professionals**

#### **Description**

This course explores the basic statistical concepts of inference, variability, and statistical significance. Statistical methods used to describe data, quantify relationships and to test for differences between means will be studied. Parametric statistics will be the main focus but some common nonparametric tests will be introduced. The course will focus on the interpretation of published research findings.

#### **Credits**

3

## **IHP355 - Healthcare Regulatory Compliance and Accreditation**

### **Description**

Students will explore the history and development of key regulatory agency requirements and accreditation standards enacted to improve Patient Safety and Quality. Agencies reviewed will include The Joint Commission, Magnet, OSHA, CMS and state licensing bodies. Students will also explore how to assess compliance, manage quality and patient safety processes through development of healthcare organization plans, and ongoing evaluation and reporting requirements for key metrics and sentinel events.

### **Credits**

3

### **Requisites**

- Complete:
  - HCM340 - Healthcare Delivery Systems (3)

## **IHP410 - Population Health and Cultural Competence**

### **Description**

This course explores a population-based approach to understanding disease management, chronic care management, and health policy making. It explores how behavioral factors, social circumstances and environmental exposures affects a population and how to mitigate these factors using culturally relevant approaches to create a culture of wellness.

### **Credits**

3

### **Requisites**

- Complete:
  - IHP330 - Principles of Epidemiology (3)

## **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

### **IHP435 - Performance Improvement Measurement and Methodologies**

#### **Description**

This course will explore methodologies for performance improvement including PDSA, Six Sigma and Lean, principles of measurement, and selection of appropriate measures including structure, process and outcome measures. Students will determine how data should be displayed for target audience, identify statistical measures to describe data, and distinguish between common and special cause variation. Other topics will include developing operational definitions, establishing benchmarks and sampling.

#### **Credits**

3

### **IHP450 - Healthcare Management and Finance**

#### **Description**

This course focuses on the concepts, principles, tools, finances and strategies used in managing operations within a performance improvement model. Students will explore problem solving and decision making models as well as tools and techniques for planning, organizing, directing, controlling, reporting, and improving the productivity and performance of resources within a healthcare department. Additionally, topics will include healthcare finance reimbursement, bookkeeping, accounting principles, budgeting processes (capital and operating), and cost/benefits analysis.

#### **Credits**

3

### **IHP501 - Global Health and Diversity**

#### **Description**

This course provides students with broad foundation in the structure of healthcare delivery systems; the political, financial and social constructs affecting the healthcare systems; and how policy and social determinants of health influence access, equity and outcomes in health. Utilizing this foundation and authentic real world scenarios, students will evaluate the efficacy of existing policy and interventions as well as lead interdisciplinary teams in the design of culturally relevant strategies to prepare students to advance the health for a specific population.

#### **Credits**

3

### **IHP504 - Healthcare Policy and Financing**

#### **Description**

Developed for the health care administrator and providers, this course prepares students with a full understanding of financial planning, control measures and financial management to effectively examine and address the complex financial challenges within the healthcare sector. Analysis and identification of healthcare financial trends, finance sources and reimbursement models will be addressed.

#### **Credits**

3

### **IHP505 - Leadership in Clinical Microsystems**

#### **Description**

This course covers clinical microsystem concepts, tools, techniques, and processes. This course uses current theories to approach issues related to the redesign of healthcare services to improve quality, add value, reduce variation and improve morale, by empowering frontline caregivers.

#### **Credits**

3

### **IHP510 - Marketing, Communications Strategies and Outreach**

#### **Description**

This integrated course will explore healthcare strategic planning from a marketing and public relations perspectives. Topics explored will include health literacy, communicating the message, use of media and social media, and advertising. Students will understand how to conduct market needs assessment and develop and evaluate a marketing campaign.

#### **Credits**

3



## **IHP515 - Population-Based Epidemiology**

### **Description**

This course focuses on research designs and methods to describe measures of disease occurrence and risk factor associations utilizing quantitative information to ascertain whether relationships exist between risk or protective factors and diseases in population. When looking at potential causal associations, it explores the role of chance, bias, and confounding and effect modification and how this may influence the design and interpretation of epidemiologic studies.

### **Credits**

3

## **IHP525 - Biostatistics**

### **Description**

This course provides students with a basic foundation of biostatistics and its role in public health and health sciences. The course covers the statistical principles that govern the analysis of data in public health and health sciences. Included in this course are exploratory data analysis, probability theory, confidence interval testing, hypotheses testing, power and sample size determination, and multivariable methods.

### **Credits**

3

## **IHP600 - Social & Organizational Issues in Healthcare**

### **Description**

Students will learn the social, ethical and organizational challenges healthcare workers at all levels face with the incorporation of technology into the healthcare setting. Students will study change management strategies, current in the Healthcare Industry, including the impact of introducing or enhancing clinical information systems, while providing quality care, and the effect of these systems on patients and on interdisciplinary teams within the healthcare setting.

### **Credits**

3

## **IHP604 - Healthcare Quality and Improvement**

### **Description**

Gain a broad view of US healthcare quality including its evolution and trajectory given the dynamic US healthcare landscape and changing demographics. Explore key concepts including the integration of health information and technologies to promote healthcare quality at the organizational level.

### **Credits**

3

### **IHP605 - Error Science, Risk Assess & Disclosures**

#### **Description**

This course focuses on error theory and systems thinking as well as methods for risk assessment and safety improvement, including high-risk contexts for error occurrence. Students will be introduced to what is currently known about effective methods for error disclosure. Students will develop proficiency with patient safety risk assessment and improvement methods, principles of safe system design, apology and related patient safety priorities. The course includes a discussion of the legal issues prevalent in the current health care environment.

#### **Credits**

3

### **IHP610 - Health Policy and Law**

#### **Description**

Students in this course examine the role of health law and policy in the healthcare system. Students explore concepts and principles of law, public health, health law, health policy, finance, legal control, and risk management, as well as their application to the healthcare environment through the lens of the professional discipline. Students evaluate the impact of health law and policy and multicultural, socioeconomic, and political factors on access disparities. Students examine ways to articulate the needs of individuals, communities, and vulnerable populations to consumers, health system officials, and government officials. Students also focus on the opportunities for key stakeholders, including healthcare professionals, to shape health laws and policies.

#### **Credits**

3

### **IHP620 - Economic Principles of Healthcare**

#### **Description**

This course provides the student with a rigorous introduction to the micro- and macroeconomic theory to understand the healthcare landscape both from a financing and policy perspective. Topics explored include market behavior; demand theory; production and cost theory; decision-making in competitive and non-competitive markets, Gross Domestic Product determination; unemployment and inflation; and fiscal and monetary policy.

#### **Credits**

3

## **IHP630 - Healthcare Finance and Reimbursement**

### **Description**

This course provides an in-depth exploration of the healthcare reimbursement system and financial principles relevant to strategic planning for the healthcare organizations. Topics explored include the healthcare reimbursement system, managed care, prospective payment, insurance, Medicare and Medicaid, financial and managerial accounting principles, and long-term financing and capital investments.

### **Credits**

3

## **IHP640 - Measurement, Analysis, & Models for Performance Improvement**

### **Description**

This course examines the principles of measurement, analysis and models for performance improvement to promote continuous quality improvement. Design and data collection will be explored including sampling methodology, operational definitions, establishment of benchmarks, and data integrity and differentiating between structure, process and outcome measures. Topics for measurement and analysis examined include using statistics to describe data (e.g. mean, median, standard deviation); using statistical process control charts to identify trends and distinguish between common and special cause variation; using tools to evaluate a process or display data (e.g. fishbone, run charts, Pareto chart, control chart, etc.); and evaluating data to support decision-making. Students will also explore models for performance improvement including PDSA, Six Sigma and Lean. Nursing students who successfully complete the course with a B- or better will receive 45 indirect practice hours.

### **Credits**

3

### **Requisites**

- Complete:
  - IHP525 - Biostatistics (3)

## **IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture**

### **Description**

This course explores the history of the patient safety movement, regulatory requirements and accreditation standards for healthcare organizations. Principles of patient safety and error science will include methods for risk assessment and safety improvement and analysis of errors through Serious Reportable Events, Root Cause Analysis and Failure Mode Effects Analysis. Students will be introduced to advanced communication strategies including group dynamics, power structures, team and team roles, hand-offs, chain-of-command, and error disclosure. Utilizing a systems thinking approach students will explore change management, collaborative practice, human factors, just and punitive cultures, and creating a high reliability organization through standardization of processes and transparency. Nursing students who successfully complete the course with a B- or better will receive 45 indirect practice hours.

### **Credits**

3

### **Requisites**

- Complete:
  - IHP640 - Measurement, Analysis, & Models for Performance Improvement (3)

## **IHP670 - Program Design, Planning and Evaluation**

### **Description**

This course explores program design, planning and evaluation utilizing needs assessment, data analysis, resource allocation, and evaluation methodologies. This course provides the student with a strong foundation in the development of a program proposal.

### **Credits**

3

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## **Interdisciplinary Studies**

## **IDS100 - Perspectives in Liberal Arts**

### **Description**

Explore the four general education lenses of academic inquiry: Humanities, History, Social Science, and Natural Science. Apply these lenses as a framework for understanding relevant topics, distinguish opinion from research, and communicate ideas clearly. Develop an awareness for different points of view and how they impact the development of a well-educated individual.

### **Credits**

3

## **IDS400 - Diversity**

### **Description**

This course aims to broaden and deepen students' understanding, experience, and critical thinking skills with regard to cultural differences and cross-cultural interactions. Students will analyze diversity through the disciplines of socio-economics, physical anthropology, biology, geography, and arts and the humanities. Intercultural competence, a lifelong learning process, is introduced as a crucial skill set and benefit to the individual, interpersonal relationships, organizations, and society. Analyzing the role of culture in today's world, developing culturally responsive practices, and understanding the benefits and challenges of diversity will be emphasized.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## **IDS401 - Global Society**

### **Description**

This course aims to expand upon students' understanding, experience, and critical thinking skills, connecting the roles of the individual at the local, national, and global levels. Students will be analyzing global issues that affect different aspects of identity - individual, national, and global - through the lenses of economics, political science, technology, and business, among other disciplines. Increased global awareness, an important knowledgebase for the 21st Century individual, is emphasized to prepare students for personal and professional relationships with individuals, groups, and organizations that present themselves through a global network. Analyzing the challenges of shifting from local to global, researching the relationship of technology and society, and understanding the importance of the individual in relation to a global society will be emphasized.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## **IDS402 - Wellness**

### **Description**

This course aims to engage students in an integrative exploration of emerging issues and topics in wellness across several disciplines. In addition to psychology, students will analyze wellness through the lenses of biology, sociology, economics, health, and philosophy, among other areas. Students will develop the skills to examine wellness from an individual perspective as well as investigate issues surrounding wellness in contemporary society. Definitions of ability and disability, research and analysis of wellness goals, and the relationship between mind and body are emphasized to increase awareness of personal and public wellness.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## **IDS403 - Technology and Society**

### **Description**

Explore the relationships among technology, the human condition, and the future through interdisciplinary lenses. Analyze contemporary trends and the social and cultural implications of those advancements. Develop an awareness for the intersection between technological literacy, social responsibility, and interpersonal experiences.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Contact your advisor to register
  - Complete:
    - ENG122 - English Composition I (3)
    - ENG123 - English Composition II (3)

## **IDS404 - Popular Culture**

### **Description**

Explore theoretical approaches to a study of Popular Culture through the interdisciplinary lenses of academic inquiry (historical, humanistic, socio-cultural, and scientific). Analyze the broad spectrum of popular culture as a significant driving force behind the transmission of culture and the impact on shaping the individual. Develop a knowledge base that promotes social responsibility, media literacy, and the critical thinking skills that promote cross-cultural intersections.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)

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# **International Business**

## **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

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - INT113 - Introduction to International Business (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. .

#### **Credits**

3

#### **Requisites**

- Complete:
  - INT113 - Introduction to International Business (3)

### **INT311 - International Human Resources Management**

#### **Description**

This course will examine and explore key issues that are critical to the successful utilization of a multicultural workforce. These include the international staffing process, identifying unique training needs for international assignees, reconciling home-country and host-country performance appraisal systems, identifying the characteristics associated with a good compensation program and exploring the major differences between labor relations in the U.S. and Europe. Most students interested in international human resource management should normally have already taken OL 215, a course in domestic human resource management, or some preliminary introduction to the world of international law, government, economics and marketing.

#### **Credits**

3

#### **Requisites**

- Complete:
  - OL125 - Human Relations in Administration (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.

#### **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.

### **Credits**

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.

### **Credits**

3

### **Requisites**

- Complete:
  - INT113 - Introduction to International Business (3)

## **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**

- Complete:
  - INT113 - Introduction to International Business (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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - INT113 - Introduction to International Business (3)
  - Complete 1 of the following
    - Permission of instructor
    - 60 credit(s).

## **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 fill conditions in different countries.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Instructor Approval
  - Complete:
    - MKT113 - Introduction to Marketing (3)
    - ECO202 - Macroeconomics (3)
    - INT113 - Introduction to International Business (3)

## **INT440 - Emerging Trends in International Business**

### **Description**

This course is designed to be a survey of the emerging trends in international business. Class analysis will focus on both the macro- and micro- environments of the global arena. Major emphasis will be placed on regional economic integration, inter-regional trade, corporate strategic global perspectives and other major contemporary issues facing global managers today. Writing Intensive Course.

### **Credits**

3

### **Requisites**

- Complete:
  - INT113 - Introduction to International Business (3)

## **INT600 - Multinational Corporate Management**

### **Description**

This course is an introduction to the nature of international operations and issues of management for multinational activities, with particular emphasis on the cultural, political, economic and physical dimensions of foreign nations.

### **Credits**

3

## **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

## **INT605 - Introduction to International Business & Information Technology**

### **Description**

Students are introduced to the theories of globalization with emphasis on the impact of information technology. Through case analysis and group research, students will explore the impact of information technology on the operation of the multinational firm.

### **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

## **INT615 - International Operations**

### **Description**

Examine quality tools, inventory control techniques, and forecasting methods used to manage systems that produce an organization's products in the international market. Evaluate methods used by operations managers and determine the effects of those decisions on organizations' throughput, value, and efficiency. Integrate quality, capacity, sustainability, inventory control, and other strategic considerations into recommendations specific to international operations initiatives.

### **Credits**

3

## **INT617 - International Strategic Sourcing and Logistics**

### **Description**

Analyze strategic sourcing and logistical functions essential to supply chain management in the international environment. Study contracts, trade resources, and trade theory of the overall supply chain, and apply these concepts to real-world scenarios. Recommend planning strategies and techniques for optimizing international logistics of goods.

### **Credits**

3

### **Requisites**

- Complete:
  - INT615 - International Operations (3)

## **INT619 - International Operations and Supply Chain Management**

### **Description**

Examine international operations and supply chain management together, as a network that provides a strategic advantage to global managers. Study sources of finance of trade, agencies related to international trade, and the requirements of international trade documentation. Analyze final distribution functions and best practices of offshore procurement within the global supply chain and develop effective international outsourcing and distribution initiatives.

### **Credits**

3

### **Requisites**

- Complete:
  - INT617 - International Strategic Sourcing and Logistics (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

## **INT621 - Advanced Multinational Financial Management**

### **Description**

The course focuses on global company's short and long term financing and investment decisions as well as measurement and management of exchange rate and international interest rate risks. A range of advanced international finance techniques and their institutional setting are introduced throughout the course and students are exposed to practical applications through case studies and other experiential learning techniques.

### **Credits**

3

### **Requisites**

- Complete:
  - INT620 - International Corporate Finance (3)

## **INT623 - International Capital Markets and Investments**

### **Description**

Evaluate investment opportunities in global markets from the institutional and private investor perspective. Discuss various investment vehicles and strategies that can be used to meet investors' objectives. Examine risks and benefits of global investments and determine global market inefficiencies using financial analysis techniques.

### **Credits**

3

### **Requisites**

- Complete:
  - INT620 - International Corporate Finance (3)

## **INT627 - Advanced Topics in International Finance**

### **Description**

Analyze short and long-term opportunities, possibilities, and current threats to international financial institutions, governments and private investors. Study contemporary issues and emerging trends in various global finance sectors based on current underlying conditions. Develop strategies for financial institution expansion into global markets while minimizing associated risks.

### **Credits**

3

### **Requisites**

- Complete:
  - INT623 - International Capital Markets and Investments (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

## **INT655 - Understanding Emerging Markets**

### **Description**

This course is designed to provide a unique international business experience to students through an experiential learning process structured around a required international field trip. The course combines an online preparation stage where students theoretically examine the forces underlying political and economic dynamics in emerging markets with a live case study conducted through a field trip to one or two designated emerging market economies. Through an in depth analysis of cultural, political and economic factors encapsulated in these two stages, students will learn about critical strategic issues and operating challenges as well as business conditions of emerging markets and develop perspectives on managerial issues and gain essential skills for success.

### **Credits**

3

### **Requisites**

- Complete:
  - INT610 - Multinational Corporate Environment (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



## **INT675 - International Corporate Governance & Control**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - INT610 - Multinational Corporate Environment (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:
  - 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)

## **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

### **Requisites**

- Complete:
  - INT610 - Multinational Corporate Environment (3)

## **INT710 - International Business Internship**

### **Description**

The primary goal of the internship experience is to expose graduate 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 - Term 1, Term 2, Term 3 or Term 4 - completing a minimum of 150 hours on the job per 3 credits.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 18 credit(s).
  - Earned a minimum cumulative GPA of 3
  - Grad Internship only
  - Instructor approval
  - CDC approval

## **INT750 - Seminar in Multinational Business**

### **Description**

This course focuses on current issues in international business. It provides students with an opportunity to research topics of interest in international business. It is recommended that students take this as one of the last courses in the Master of Science in international business program. This course is required for the D.B.A. in international business program.

### **Credits**

3

### **Requisites**

- Complete:
  - INT600 - Multinational Corporate Management (3)
  - INT610 - Multinational Corporate Environment (3)

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## **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.

#### **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.

#### **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.

#### **Credits**

3

### **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.

#### **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.

### **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

### **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.

#### **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.

#### **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

## **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

## **JUS496 - Administrative Law**

### **Description**

Course exposes participants to administrative law theory and the practical aspects of administrative law practice, both within and outside the administrative agency. Coverage equips the student with the necessary skills to understand, apply, and research relevant statutory and regulatory provisions at the federal and state level, to read, interpret and draft proposed rules and regulations, to become familiar with the process known as the administrative law hearing, the concept of administrative discretion and corresponding remedies. Preliminary drafts of documents, briefs, and opinions relative to the appellate stage of an administrative law proceeding will also be covered.

### **Credits**

3

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## **Literature**

## **LIT100 - Introduction to Literature**

### **Description**

This course introduces students to the study and appreciation of literature. It explores the literary genres of fiction, poetry, and drama. There is an option for nonfiction prose as well. The course covers an introduction to literary terminology and an introduction to critical analysis of literature.

### **Credits**

3

## **LIT200 - Critical Approaches to Literature**

### **Description**

Discover the depth of meaning present in written texts by learning some of the most popular approaches to interpreting literature such as New Critical, Reader-Response, Feminist, and Psychoanalytical theory. Gain the tools necessary for more advanced literary study and develop broader critical thinking and analytical skills for the professional workplace.

### **Credits**

3

## **LIT201 - World Literature I: Foundations of Culture**

### **Description**

This course explores both early European (classical and medieval) cultures 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.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

## **LIT202 - World Literature II: Renaissance to Modern**

### **Description**

This course introduces students to major works of world literature in translation, excluding the American and British traditions, from the late 1600s to the present. It includes African, Asian, European, Latin American and Middle Eastern literature, with an emphasis on the European. Students will read authors such as Pirandello, Chekhov, Tolstoy, Flaubert, Mahfouz, and Kafka.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)



## **LIT219 - British Literature I**

### **Description**

This course is designed to introduce students to British literature from its beginnings through the eighteenth century. Students will read and discuss works by major authors, considering such aspects as the work's genre, context, and style.

### **Credits**

3

## **LIT221 - American Literature I**

### **Description**

This course is a survey of American literature from its beginnings to 1865. The course will provide students with an introduction to the early history of American literature, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include John Winthrop, Benjamin Franklin, Nathaniel Hawthorne, Edgar Allen Poe, Ralph Waldo Emerson, Henry David Thoreau, Harriet Ann Jacobs, Frederick Douglass, Walt Whitman, and Emily Dickinson.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (3)

## **LIT222 - American Literature II**

### **Description**

This course is a survey of American literature from 1865 to the present. The course will provide students with an introduction to the history of American literature since the Civil War, examining a broad range of literary genres and considering the complex cultural and social context in which these important literary texts were written. Authors may include Mark Twain, Henry James, Jack London, Gertrude Stein, Robert Frost, T.S. Eliot, Eugene O'Neill, Langston Hughes, F. Scott Fitzgerald, Allen Ginsberg, and Toni Morrison.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG122 - English 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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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:
  - ENG122 - English Composition I (3)
  - ENG123 - English Composition II (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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG122 - English 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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

## **LIT322 - Popular and Contemporary Fiction**

### **Description**

This course will analyze today's popular and contemporary fiction. What makes a book a "best seller" What makes literature sell in the millions of copies Writers who strike it rich generally write books that are fast paced and easy to read, following a set of conventions that readers recognize, and touch a nerve within their society. Writers who win the hearts of the literati and schoolmarms generally try to touch that nerve also, but they do so with language and plots that are inventive, artistic, and memorable. With a focus on current and past best sellers, this course will introduce you to a variety of literary sub-genres (true crime, memoir, road novel, extreme adventure, western, roots quest). The books we will read often return to themes of individualism, race, and violence in American culture- prominent elements in our psyches, popular culture, and pulp fiction- though we will certainly discuss other themes as well.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English 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:
  - ENG122 - English 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 poets style, theme, and role within the field of poetry.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)

## **LIT330 - 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 womens suffrage, feminisms, third-world feminism, the LGBTQ community, and queer theory. The course explores 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 Readings may include works by authors such as Mary Wollstonecraft, Oscar Wilde, Virginia Woolf, Audre Lorde, Gloria Anzalda, and Michael Cunningham.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English 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.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English 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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG123 - English Composition II (3)
  - Complete 1 of the following
    - 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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG123 - English Composition II (3)
  - Complete 1 of the following
    - 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 all of the following
  - Complete:
    - ENG123 - English Composition II (3)
  - Complete 1 of the following
    - 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.

### **Credits**

3

## **LIT485A - 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/departments 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.

### **Credits**

3

### **Requisites**

- Advisor approval needed for registration

## **LIT485B - 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/departments 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.

### **Credits**

3

### **Requisites**

- Advisor approval needed for registration

## **LIT500 - Graduate Studies in Literary Theory**

### **Description**

This course is an introduction to the major schools of contemporary literary theory, and an examination of principal exponents of these theories. The student will become familiar with the most important features of psychoanalytic criticism, Marxism and feminism and examine the meaning of structuralism and post-structuralism. In addition, the course affords an opportunity to practice applying the theories to specific literary texts.

### **Credits**

3

## **LIT502 - Topics in American Literature**

### **Description**

This course traces the development of American literature from the nation's founding to the late Twentieth Century. Readings may include classics by Bradford, Bradstreet, Wheatly, Crèvecoeur, Emerson, Thoreau, Dickinson, Hawthorne, Whitman, Melville, Douglass, James, Crane, Chopin, Gilman, Fitzgerald, Faulkner, Hurston, O'Connor, Pynchon, Major, Morrison, Cisneros, and Alexie among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

### **Credits**

3

## **LIT503 - Topics in British Literature**

### **Description**

This course examines major prose and poetry of English writers from the Anglo-Saxon period to the late Twentieth Century. Readings may include classics by Chaucer, Spencer, Milton, Shakespeare, Wollstonecraft, Wordsworth, Keats, Shelley, Tennyson, Eliot, Bronte, Browning, Hardy, Woolf, Barnes, Barry, and Mieville among others. Different authors are highlighted in each term, and all readings are situated within specific historical, cultural, philosophical, political, and literary contexts.

### **Credits**

3

## **LIT506 - Graduate Studies in 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.

### **Credits**

3

### **LIT507 - Graduate Studies in 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 Wycherley. Students will encounter Renaissance and Restoration drama, epic poetry, the sonnet, along with early experiments in prose fiction.

#### **Credits**

3

### **LIT508 - Graduate Studies in 18th Century British Literature**

#### **Description**

This course surveys the literature of the 'long 18th century,' from the Restoration to the beginning of Romanticism, and studies developments in English literature such as the novel, the essay, satire, journalism, and popular theatre. Authors studied may include Congreve, Defoe, Swift, Pope, Johnson, Fielding, Smollett, and Austen. This course may also cover developments in the visual arts. Themes of the course will vary, but may include civil liberty, sexuality and gender, colonialism, city and country, and the enlightenment movement.

#### **Credits**

3

### **LIT509 - Graduate Studies in Romantic Literature**

#### **Description**

The Romantic Era in Britain, while short, was an intense and influential literary period. In this course we will read poetry, fiction, and nonfiction responding to shaping events such as the French Revolution and its aftermath, the British abolition of slavery, and industrialization. We will read authors such as Wordsworth, Keats, Austen, Blake, Wollstonecraft, Shelley, and Byron.

#### **Credits**

3



### **LIT510 - Graduate Studies in 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 major poets and prose writers, and explores the social, political, and intellectual changes reflected in the literature of the Victorian period. Authors may include Alfred, Lord Tennyson, Browning, Barrett Browning, Dickens, Charlotte Bronte, and Wilde.

#### **Credits**

3

### **LIT511 - Graduate Studies in 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.

#### **Credits**

3

### **LIT512 - Graduate Studies in Early American Literature**

#### **Description**

While the authors and texts studied in the 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.

#### **Credits**

3

### **LIT513 - Graduate Studies in the American Renaissance**

#### **Description**

While the authors and texts studied in the course may vary, this course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman.

#### **Credits**

3

### **LIT514 - Graduate Studies in 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 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

### **LIT515 - Graduate Studies in 20th Century American Literature**

#### **Description**

This course will explore literature by major American writers, from the early 20th century to the present. Students will read fiction, non-fiction, poetry, and plays about the major literary, cultural, and political events during the 20th century, including the wars, the Beat and counterculture movements, the Civil Rights and women's movements, and post 9/11 cultural shifts. We will proceed chronologically, beginning with poetry about World War I and ending with post-modern literature about contemporary issues such as race, religion, technology, and war.

#### **Credits**

3

### **LIT519 - Graduate Studies in Shakespeare**

#### **Description**

Students will study selected Shakespearian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked.

#### **Credits**

3

### **LIT528 - Graduate Studies in Multi-Ethnic Literature**

#### **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 figure into these writers' images of an American self and community.

#### **Credits**

3

### **LIT530 - Graduate Studies in Gender and Text**

#### **Description**

This course explores a variety of texts written since 1945 by women, including authors such as Toni Morrison, Lorraine Hansberry, Marilynne Robinson and Adrienne Rich. Students will analyze how race, sexuality, class, nationality, motherhood and other factors influence writers' notions of gender. In addition to immersing students in contemporary women's literature, this course aims to provide students with a window into the history, politics and culture of post-1945 America, a period which saw the Cold War, the 'second wave' and the 'third wave' of American feminism, as well as the intellectual theories that helped illuminate literature about gender past and present.

#### **Credits**

3

## **LIT545 - Graduate Studies Postcolonial Encounters**

### **Description**

Postcolonial Encounters focuses on the interdisciplinary aspects of literatures that have been historically silenced by the mechanisms of the 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.

### **Credits**

3

## **LIT550 - Graduate Studies in 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 Hurston, 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.

### **Credits**

3

## **LIT555 - American Modernism**

### **Description**

Using a thematic approach, this course explores important aspects of literary modernism as it pertains to the American historical, social, technological, intellectual, and political experience between the end of World War I and the 1950s. The course immerses students in modernism via fiction, poetry, and critical essays by major American authors and poets of the period. It also asks students to identify and articulate the relationship between race, gender, regional perspectives, and ethnicity in the context of modernist American literature.

### **Credits**

3

### **LIT650 - Graduate 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.

#### **Credits**

3

### **LIT651 - Graduate 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 a seminar format.

#### **Credits**

3

### **LIT652 - Graduate Seminar in Global Literature**

#### **Description**

This course uses a thematic approach to the works from many literary traditions outside British and American. Specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in seminar format.

#### **Credits**

3

### **LIT690 - Master of Arts in English Capstone**

#### **Description**

Students register for this course in their final term, as a culmination of their work in the program. They satisfy the requirement by completing a thesis, submitting a portfolio of their literary-critical writing along with a retrospective evaluative essay, or passing an examination on English and American Literature.

#### **Credits**

3

#### **Requisites**

- 30 credit(s).

## **MGT320 - Business Sustainability**

### **Description**

As a fundamental principle of smart management, business sustainability will be examined as an organizational imperative. This course will examine how to shape, implement, and manage a sustainability strategy in consideration of business practices, stakeholder engagement, culture, and accountability.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG123 - English Composition II (3)

## **MGT480 - Sustainability Business Strategy Capstone**

### **Description**

This capstone course is the culminating experience for the B.S. in Management 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
  - 111 credit(s).
  - Complete:
    - MGT320 - Business Sustainability (3)

## **MGT510 - Cultivating Organizational Culture**

### **Description**

Business leaders are responsible for cultivating, maintaining, and fostering an organizational culture that accurately represents the organization internally and externally, encourages and supports people, and holds organizational members accountable to the vision, mission, and goals of a business. This course provides students with the skills, theories, and practices necessary to identify a strong culture that permeates the ethics, decision-making, and behaviors of the organization. Students will work through advanced cases and apply these experiences to their own learning and organizations.

### **Credits**

3

## **MGT550 - Managing Through Communication**

### **Description**

Learn how to manage people and organizations effectively using communication as a tool. Enhance skills and techniques in motivating, leading change, developing relationships and team building through effective communication of core visions, active listening and providing feedback. Develop strategic management and communication skills that positively affect stakeholder behavior. Gain comprehensive, hands-on-experience in constructing documents and presentations that inform, persuade and influence the intended audience to achieve strategic goals.

### **Credits**

3

## **MGT600 - Resource Planning and Decision Making**

### **Description**

This course serves as an advanced exploration into ill-structured situations requiring strategic plans and effective resource management. Students are asked to develop strategies around personnel management, budget allocation, performance metrics, and goal setting. This course prepares students for the advanced concentration courses in their area and serves as a precursor to the integrated capstone experience.

### **Credits**

3

### **Requisites**

- Complete:
  - QSO500 - Business Research (3)

## **MGT605 - Construction Budgeting, Estimating & Bidding**

### **Description**

This course examines budgeting, estimating, and bidding strategies for various types and sizes of construction projects. Using a project-based approach, students are exposed to project budgetary considerations; conceptual, rough order magnitude, and definitive estimating; pricing for equipment, labor, and materials; bid preparation and strategies; and conducting a competitive analysis. Students completing this course are prepared to create budgets, estimates, and bid proposals for any type of construction project.

### **Credits**

3

### **Requisites**

- Complete:
  - MGT600 - Resource Planning and Decision Making (3)
  - QSO640 - Project Management (3)

## **MGT610 - Construction Materials & Methods**

### **Description**

This course explores the different facets of construction materials and methods. Using a case study approach, students analyze the construction process, including work methods, techniques, and strategies; methods of equipment selection; reading and interpreting plans and specifications; and material specifications. Additional topics include the procurement of materials, codes, and regulations. Students completing this course obtain the skillsets applicable to real-world construction projects.

### **Credits**

3

## **MGT615 - Construction Law and Contracts**

### **Description**

This course examines legal aspects of the construction industry, including interpretation of the law, contract administration, and risk management. Using a case study approach, students analyze cases to apply legal concepts and principles, interpret the law, and determine the performance and flexibility of contracts. Additional topics include ethics, dispute resolution, liability, labor laws, insurance, and bonds. Students completing this course are exposed to pertinent laws and contractual requirements and limitations associated with construction management.

### **Credits**

3



## **MGT620 - Principles of Emergency Management**

### **Description**

This course examines the nation's emergency management system at all levels of government. Using exemplars and anti-exemplars, students will study how the system works to prevent disasters that are preventable, and how it works to mitigate the consequences of those disasters that are not. The National Incident Management System and the National Preparedness System will be studied and emphasized. Topics will include: communications, leadership, disaster management methods and program building models, the all-hazards concept and analysis, community resiliency, the whole-community concept, and the five national frameworks (Prevention, Protection, Mitigation, Response and Recovery) under the National Preparedness System. Students who complete this course will have a comprehensive understanding of the nation's emergency management system, and of how communities mitigate against, respond to, and recover from all disaster events.

### **Credits**

3

### **Requisites**

- Complete:
  - MGT600 - Resource Planning and Decision Making (3)

## **MGT622 - Emergency Planning and Preparedness**

### **Description**

This course uses real-world disaster planning strategies and structures to prepare students for roles encompassing the construction of community or organizational disaster-preparedness programs. Various types of threats and hazards to communities and organizations will be studied. Using a scenario-based approach, students will examine existing real-world planning strategies intended to prevent or mitigate the consequences of a disaster event on communities. Students will use the latest guidelines and strategies from the Department of Homeland Security (DHS) and the Federal Emergency Management Agency (FEMA). Emphasis is on assessing risk, threats, and vulnerabilities to safeguard against disaster incidents. Emphasis will be on using FEMA systems and tools to assess and construct community disaster preparedness plans. Topics include: all aspects of the all hazards analysis, proper emergency management program building, including the use of community working groups, The National Preparedness System, the National Incident Management System, resilience planning, the whole community concept, the construction of community emergency management plans with FEMA standards, and roles and responsibilities of local, state, and federal government. Students who have completed this course will be well-prepared to plan and prepare for different types of emergencies, using the same FEMA guidelines and tools for disaster planning and program building currently in use by emergency managers throughout the county.

### **Credits**

3

### **Requisites**

- Complete:
  - MGT620 - Principles of Emergency Management (3)

## **MGT625 - Disaster Response and Recovery**

### **Description**

The course explores issues and challenges in disaster response and recovery, including evacuation or relocation in the aftermath of a crisis. Using a case-study approach, students analyze real-world critical incidents requiring fast response measures and recovery support and determine the degree of success, in part, on the coordination and cooperation of various departments and agencies. Topics include National Response Framework (NRF), National Disaster Recovery Framework (NDRF), resource management, stakeholders, infrastructure, leadership, communication, and mitigation activities. Students completing the course have a broad view of a response and recovery mission from beginning to end.

### **Credits**

3

### **Requisites**

- Complete:
  - MGT620 - Principles of Emergency Management (3)

## **MGT628 - Applied Emergency Management**

### **Description**

The course dissects various types of crises within communities, organizations, and governmental agencies. Using a scenario-based approach, students differentiate between the types of crises and develop a systematic response to a critical incident using emergency management planning and preparedness strategies as well as analyzing the crisis in relation to FEMA and NIMS guidelines. Topics include FEMA's Continuity of Operations. Students completing the course have a thorough understanding of the level of preparation in developing an emergency management plan from the planning stages into the final phase of recovery.

### **Credits**

3

### **Requisites**

- Complete:
  - MGT622 - Emergency Planning and Preparedness (3)
  - MGT625 - Disaster Response and Recovery (3)

## **MGT630 - Construction Quality Management and Productivity**

### **Description**

This course focuses on quality management and productivity levels of construction projects. Students analyze real-world cases to evaluate techniques, tools, and practices in implementing and monitoring quality control processes as well as equipment management to include managing and quantifying labor and equipment productivity. Additional topics include scheduling, cost and cost control measures, safety, risk management, and quality measurements. Students completing this course recognize the relationship between quality and productivity.

### **Credits**

3

### **Requisites**

- Complete:
  - QSO640 - Project Management (3)

## **MGT700 - Critical Issues in Management Capstone**

### **Description**

The Capstone Project engages students on a project of significant importance that is a current problem or initiative for a health care organization. This capstone course serves as a vehicle for the student to demonstrate the knowledge, skills, attitudes, and behaviors consistent with the best practices in management of organizations. Working as part of a small team (similar to the executive teams that manage health care organizations), you are responsible for all aspects of the project, including: diagnosing the critical challenge, defining an appropriate scope of work, managing institutional expectations, producing an appropriate recommendation to meet the challenge, and presenting the project to the course room mentor. Completion of MSM core curriculum at GPA 3.0 or better

### **Credits**

3

### **Requisites**

- 30 credit(s).

## **MGT701 - Critical Issues in Management Capstone**

### **Description**

This capstone course is the culminating experience for the M.S. in Management 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:
    - MGT510 - Cultivating Organizational Culture (3)
    - MGT600 - Resource Planning and Decision Making (3)

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## **Management Information Systems**

## **MIS215 - Client Systems and Support**

### **Description**

Learn the basics of systems analysis of client systems through the lens of a business analyst. Explore common client systems within an organization, the basic architecture of the overall system, the flow of information within the system, and informed decision making as well as the importance of eCommerce for a client system.

### **Credits**

3

## **MIS300 - Enterprise Information Systems/Database**

### **Description**

Investigate the flow and structure of data within an enterprise computer based environment. Learn to mine, compile and analyze data from client systems using appropriate tools and techniques in response to senior management inquiries.

### **Credits**

3

### **Requisites**

- Complete:
  - DAD220 - Introduction to Structured Query Language (3)
  - MIS215 - Client Systems and Support (3)

## **MIS320 - Electronic Business**

### **Description**

Explore aspects of an organization's electronic interactions with its stakeholders. Key topics in this course include: e-business strategy, business models, cyber services, e-business relationships, and e-marketing and e-payment.

### **Credits**

3

## **MIS350 - Business Intelligence and Reporting**

### **Description**

Learn about business intelligence tools and techniques for creating reports, and apply these techniques in making data centered decisions. Recommend solutions to business problems that address business needs and requirements through utilizing data visualization tools.

### **Credits**

3

### **Requisites**

- Complete:
  - MIS300 - Enterprise Information Systems/Database (3)

## **MIS490 - Management Information Systems Capstone**

### **Description**

This capstone course is the culminating experience for the Management Information Systems 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:
    - MIS350 - Business Intelligence and Reporting (3)
  - 111 credit(s).

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# **Marketing**

## **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

## **MKT222 - Principles of Retailing**

### **Description**

This course studies the basics of retailing and emphasizes the development of retail institutions, store layout and design, merchandising, pricing and problems retailers experience in today's business environment.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)

## **MKT229 - Principles of Integrated Marketing Communications**

### **Description**

This course is designed to give students an understanding of advertising, public relations, corporate communications and sales promotions and the role that the media plays in integrated marketing communications strategies. This course focuses on the planning, research and creative skills needed to reach IMC objectives. Writing intensive course.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)
  - MKT222 - Principles of Retailing (3)

## **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)

## **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**

- Complete:
  - MKT113 - Introduction to Marketing (3)

### **MKT311 - Mobile Marketing**

#### **Description**

Explore mobile marketing channels and gain exposure to the different mobile strategies companies are using. Analyze the different mobile channels available to companies and how companies are using mobile strategies as part of their marketing strategies.

#### **Credits**

3

### **MKT315 - SEO vs. SEM**

#### **Description**

Explore Search Engine Optimization (SEO) and Search Engine Marketing (SEM) strategies with a specific focus on understanding the difference between organic and paid leads and traffic. Gain familiarity with web analytics services such as Google Analytics.

#### **Credits**

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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)
  - 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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT222 - Principles of Retailing (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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)

## **MKT335 - Digital Advertising**

### **Description**

Examine the digital advertising landscape with a focus on the different types of digital and online advertising, including search-advertising strategies, social media marketing, and inbound marketing.

### **Credits**

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:
  - MKT113 - Introduction to Marketing (3)
  - MAT240 - Applied Statistics (3)

### **MKT345 - Consumer Behavior**

#### **Description**

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)

### **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)
  - MKT229 - Principles of Integrated 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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (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:
  - MKT113 - Introduction to Marketing (3)
  - MKT229 - Principles of Integrated Marketing Communications (3)
  - MKT345 - Consumer Behavior (3)

## **MKT400 - Strategic Brand Management**

### **Description**

Examine the importance of a company's brand with a focus on the approaches to building, maintaining, growing, and salvaging a brand.

### **Credits**

3

## **MKT410 - Digital Analytics**

### **Description**

Gain an overview of the different digital analytic tools being used by marketers to evaluate and measure their digital strategies. Focus on exploring online advertising metrics, social media analytics and other approaches to digital marketing measurement.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT315 - SEO vs. SEM (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.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT229 - Principles of Integrated Marketing Communications (3)
  - MKT337 - Marketing Research (3)
  - MKT400 - Strategic Brand Management (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:
    - MKT113 - Introduction to Marketing (3)
    - ECO202 - Macroeconomics (3)
    - INT113 - Introduction to International Business (3)
  - Instructor Approval

## **MKT442 - Retail Management**

### **Description**

An advanced course that moves beyond the scope of MKT 222, this course is geared to the retailing major. Store operations, human relations, information technologies, shopping center management, merchandising policies and industry trend analysis are covered. Guest speakers and study tours to retail companies are included. Writing intensive course.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT222 - Principles of Retailing (3)

## **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)

## **MKT469 - Emerging Trends in Retailing (Capstone)**

### **Description**

This capstone course covers the emerging trends and issues that affect retail strategies, management and operations. Students will engage in collaborative research to explore those issues. Speakers and retail experts in the areas of Real Estate, Retail Site Location, Asset Protection, Legal Issues, Information Technology and Global Sourcing will address the class.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT322 - International Retailing (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
  - Senior Internship only
  - 15 credit(s).

## **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

## **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

## **MKT555 - Social Media Marketing**

### **Description**

Explore possibilities and limitations of contemporary social media platforms and tools. Construct and evaluate social media content, its impact, and practical use in marketing context. Analyze general strategic uses of social media for advertising, marketing, public relations, journalism, and civic and political participation. Gain hands-on experience with several forms of the most current social media technology.

### **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)

## **MKT609 - Advertising and Public Relations**

### **Description**

This course is concerned with the development, evaluation, and implementation of advertising and public relations strategies in complex environments. The course deals primarily with an in-depth analysis of a variety of concepts, theories, facts and analytical procedures. Management of integrated advertising and public relation communication strategies are described in topics that include various communication functions, media alternatives and branding initiatives.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

## **MKT610 - Promotions Management**

### **Description**

This course addresses the specific activities involved in managing an advertising campaign, including research, media selection, copywriting, layouts and the role of ad agencies.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MKT500 - Marketing Strategies (3)
  - MBA560 - Marketing and Strategy (3)

## **MKT615 - Relationship Selling Strategies**

### **Description**

This course allows students the ability to become familiar with the selling environment. A decision making perspective is accomplished through a modular format that consists of the discussion and analysis of basic concepts, identifying critical decision areas and presenting analytical approaches for improved professional selling and sales management initiatives as they apply to customer satisfaction strategies.

### **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

## **MKT630 - Market Research**

### **Description**

This course addresses the identification of the value of research and the problem to be resolved. Numerous mathematical analysis techniques and research design issues are incorporated.

### **Credits**

3

### **Requisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)
  - MKT500 - Marketing Strategies (3)

## **MKT635 - Websites and Search Engine Marketing/ Search Engine**

### **Optimization**

#### **Description**

Differentiate between search engine marketing (SEM) and search engine optimization (SEO). Analyze the benefits and limitations of SEM and SEO strategies and explain how marketers can use these tools for effectively reaching customers. Employ SEO tactics to develop marketing initiatives and recommend SEM strategies to optimize campaign efforts.

#### **Credits**

3

## **MKT645 - Online Marketing Channels**

### **Description**

This course will expose students to online marketing channels, such as, social media platform and players, and measurement and analysis. Marketing channels such as internet display advertising, remarketing, email marketing, affiliate marketing, mobile marketing, video marketing, virtual worlds, gaming, and public relations will also be examined.

#### **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

## **MKT650 - Retailing**

### **Description**

Addresses the fundamentals of merchandising and promotion from both the perspective of the proprietorship and a chain store manager. Incorporates the topics of franchising, telemarketing, marketing strategies and re-search into the course.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

## **MKT655 - 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**

- Complete:
  - MKT555 - Social Media Marketing (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

## **MKT660 - Marketing Strategies for Not-For-Profit Organizations**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (3)

## **MKT665 - Digital Story Telling and Branding**

### **Description**

Explore marketing theories and application of digital storytelling for the purpose of engaging an organization's consumers and stakeholders. In addition, focus on digital branding through storytelling to differentiate an organization from competitors while conveying its purpose and mission. Gain hands-on experience in the strategic implementation of a brand narrative using various marketing approaches and analyses.

### **Credits**

3

## **MKT666 - Social Media Marketing Campaigns**

### **Description**

This course will develop the student's 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:
  - MKT655 - Social Media Marketing Strategy (3)

## **MKT668 - Services Marketing**

### **Description**

The world's economy is undergoing substantial change. Globally, many manufactured products have service components. Domestically, a shift in emphasis from a base in manufactured goods to an economy based in services is in progress. Whether a firm is marketing manufactured goods, services, or a combination, services marketing can provide a competitive advantage. Therefore, understanding the service aspect of business is a requirement for every marketer, in every company, in every industry. This course presents concepts, theories, models and measurements of services marketing using current literature in the field, cases and experiential opportunities. It stresses the global perspective and covers both B2B and consumer services.

### **Credits**

3

## **MKT670 - Product Management**

### **Description**

This course addresses the growing role of the product manager within the marketing organization and his or her role in new product development and management.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT500 - Marketing Strategies (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

## **MKT678 - Brand Management**

### **Description**

Strong brands are increasingly recognized as one of a company's most valuable assets. Brands create expectations in consumers, and by their nature implicate the company in delivering on those expectations. Therefore, the tasks of creating, building and managing brands are critical success factors for a firm. This course seeks to develop in students an understanding of the theories, models, and strategies that enable a firm to achieve its branding goals. Through a combination of text and current research publications, students will be exposed to current and emerging brand theories and models. By analyzing cases, and reading and reviewing current business literature, students will gain understanding into how those theories and models translate into strategies and implementations.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MKT500 - Marketing Strategies (3)
  - MBA560 - Marketing and Strategy (3)

## **MKT679 - Advanced Marketing Research and Analytics (Capstone)**

### **Description**

This course is the capstone for the Marketing Research and Analytics concentration. The course will use the background knowledge from the Marketing Analytics and Marketing Research courses to assess marketing strategies based upon the analysis and interpretation of consumer behavior data.

### **Credits**

3

### **Requisites**

- Complete:
  - MKT618 - Marketing Analytics (3)
  - MKT630 - Market Research (3)

## **MKT690 - Corporate Communications**

### **Description**

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

### **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)

## **MKT710 - Marketing Internship**

### **Description**

The primary goal of the internship experience is to expose graduate 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 - Term 1, Term 2, Term 3 or Term 4 - completing a minimum of 150 hours on the job per 3 credits.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 18 credit(s).
  - Earned a minimum cumulative GPA of 3
  - Grad Internship only
  - Instructor approval to register
  - CDC approval to register

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## **Mathematics**

### **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

## **MAT125 - Quantitative Reasoning & Problem Solving**

### **Description**

This course focuses on the development of sound quantitative reasoning and problem solving skills, as applied to everyday situations. While this course will have computational elements, the focus is to be placed on conceptual understanding and creative problem solving through relevant applications. Problem solving strategies, inductive/deductive reasoning, analysis of quantitative information and arguments, and communication are the enduring threads.

### **Credits**

3

## **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

## **MAT133 - Introduction to Statistical Analysis**

### **Description**

Explore the concepts of probability and statistics using technology applications. Learn about statistical design and analysis using the theories of probability and the tools of descriptive statistics. Gain statistical analysis skills through the use of computer software.

### **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

## **MAT136 - Introduction to Quantitative Analysis**

### **Description**

Explore the mathematical concepts necessary for success in Precalculus. Learn about simplification of algebraic expressions, techniques for solving equations and functions, graphical and numerical summaries of data, and their real world applications. Gain quantitative analysis skills in systems of linear equations, properties of functions and expressions, polynomials, and their representations.

### **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

### **Requisites**

- Complete 1 of the following
  - Complete:
    - MAT136 - Introduction to Quantitative Analysis (3)
  - Passing Math Alignment Score

## **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

## **MAT211 - Applied Calculus II**

### **Description**

This course is a continuation of MAT 210. Topics include integration by parts, functions of several variables, trigonometric functions, techniques of integration, differential equations, Taylor polynomials and infinite series. Students will learn applications in business, economics, natural sciences and social sciences. Students may not take both MAT 211 and MAT 275 for credit.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - of the following:
      - MAT210 - Applied Calculus I (3)
      - MAT225 - Calculus I: Single-Variable Calculus (3)
    - Complete course with C or better grade.
  - AP Calculus with exam grade of 3 or better

## **MAT223 - Applications of Calculus**

### **Description**

Examine the applications of differential and integral calculus within the fields of STEM. Learn about limits, continuity, derivatives, differentiation, integration, and the Fundamental Theorem of Calculus. Develop in-depth knowledge of techniques of calculus used to solve application problems encountered in STEM studies.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT140 - Precalculus (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**

- Complete 1 of the following
  - Complete:
    - MAT140 - Precalculus (3)
  - Passing Math Alignment Score

## **MAT225L - Calculus I: Single-Variable Calculus Lab**

### **Credits**

0 - 1

## **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

## **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

## **MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM)**

### **Description**

Examine STEM applications of statistical inferential techniques using scripting languages. Learn how to solve statistical problems through the use of advanced statistical computer coding. Develop in-depth knowledge of probability distributions, sampling distributions, estimation, hypothesis testing, and linear regression.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - MAT136 - Introduction to Quantitative Analysis (3)
  - 1 of the following:
    - IT140 - Introduction to Scripting (3)
    - CS200 - Computer Science's Role in Industry (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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - MAT140 - Precalculus (3)
    - MAT210 - Applied Calculus I (3)
    - MAT225 - Calculus I: Single-Variable Calculus (3)
    - MAT230 - Discrete Mathematics (3)
  - NOTE: Students must earn a grade of C or better.

## **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.

### **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

## **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**

- Complete 1 of the following
  - Must earn a minimum grade of C in the following course(s):
    - MAT240 - Applied Statistics (3)
  - Must earn a minimum grade of C in the following course(s):
    - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (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.

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - MAT211 - Applied Calculus II (3)
    - MAT275 - Calculus II: Integration & Series (3)
  - NOTE: Students must earn a grade of C or better.

## **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.

### **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

## **MAT350LE - Applied Linear Algebra-Engineering Lab**

### **Credits**

0 - 1

## **MAT375 - Mathematical Modeling**

### **Description**

This course introduces students to the art of mathematical modeling. Using a scenario-based approach, students will examine model construction, analysis, interpretation, and evaluation in a wide variety of contexts. Graphical, numerical, and symbolic techniques are employed to investigate real world data and phenomena.

### **Credits**

3

### **Requisites**

- Must earn a minimum grade of C in the following course(s):
  - MAT325 - Calculus III: Multivariable Calculus (3)
  - MAT330 - Differential Equations (3)
  - MAT350 - Applied Linear Algebra (3)

## **MAT410 - Operations Research**

### **Description**

This course introduces students to deterministic modeling in the field of operations research. Using a scenario-based approach, students will explore linear, integer, and nonlinear programming as applied to classical and contemporary optimization problems.

### **Credits**

3

### **Requisites**

- Must earn a minimum grade of C in the following course(s):
  - MAT375 - Mathematical Modeling (3)

## **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.

### **Credits**

3

### **Requisites**

- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

## **MAT420 - Dynamical Modeling**

### **Description**

This course introduces students to dynamical models within the field of science. Linear and nonlinear models and systems are explored through the lens of classical and contemporary science applications. Emphasis is placed on stability, bifurcations, and linearization.

### **Credits**

3

### **Requisites**

- Must earn a minimum grade of C in the following course(s):
  - MAT375 - Mathematical Modeling (3)

## **MAT430 - Seminar in Applied Mathematics**

### **Description**

In this culminating course, students apply mathematical and/or statistical skills to a particular focus area by completing a research project in applied mathematics. The topic of the project is selected from a list of topics in the applied sciences (economics, engineering, physics, chemistry, biology, epidemiology, pharmacology, physiology, music, or the social sciences) or may be chosen by the student with instructor approval. Application of technology tools is required to model the problem, obtain quantitative results, and complete the project.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - MAT375 - Mathematical Modeling (3)
  - Complete all of the following
    - 1 of the following:
      - MAT300 - Applied Statistics II: Regression Analysis (3)
      - MAT410 - Operations Research (3)
      - MAT420 - Dynamical Modeling (3)
    - Earned a grade of C or better.

## **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.

### **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.

### **Credits**

3

### **Requisites**

- Must earn a minimum grade of C in the following course(s):
  - MAT299 - Mathematical Proof and Problem Solving (3)

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## **Mental Health Counseling**

### **MHC500 - Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling**

#### **Description**

Focus on the role of the counseling profession in the variety of mental health systems, including community, state, and federal agencies, hospitals, and private-practice. Explore HIPAA and related laws, informed consent policies, internal procedures, populations served, relevant laws and state statutes, funding, and ethical considerations counselors' role in the legal system, consultation, operationalizing of a practice, grants and program evaluations. Consider questions such as, 'where do I fit in the profession?' and 'how does the counseling profession impose structure on the mental health system?'.

#### **Credits**

3

#### **Requisites**

- Complete:
  - COU650 - Diagnosis of Emotional and Mental Disorders (3)



## **MHC610 - Treatment Planning in Clinical Mental Health Counseling**

### **Description**

Integrate the content learned throughout the program regarding evaluation, assessment, and diagnosis so that it may be utilized in practicum. Develop treatment plans that include risk assessment, goal setting, and treatment intervention strategies. Communicate treatment plans to clients.

### **Credits**

3

### **Requisites**

- Complete:
  - MHC500 - Professional Issues, Ethics, and Laws in Clinical Mental Health Counseling (3)

## **MHC670 - Clinical Mental Health Counseling Practicum**

### **Description**

In this course, students work with actual clients under the supervision of a licensed counselor. Students meet as a small group in a seminar-style course led by a faculty member. A minimum of 100 hours at an approved counseling site is required.

### **Credits**

3

### **Requisites**

- Complete:
  - COU690 - Advanced Individual and Group Helping Skills and Techniques: Residency II (3)
  - MHC610 - Treatment Planning in Clinical Mental Health Counseling (3)

## **MHC680 - Clinical Mental Health Counseling Internship**

### **Description**

In the internship experience, students work with actual clients under the supervision of a licensed counselor. Students meet as a group in a seminar-style course led by a faculty member. A minimum of 600 hours of total internship time at an approved counseling site is required.

### **Credits**

3

### **Requisites**

- Complete:
  - MHC670 - Clinical Mental Health Counseling Practicum (3)

### **MHC690 - Advanced Internship in Clinical Mental Health Counseling**

#### **Description**

In the internship experience, students work with actual clients under the supervision of a licensed counselor. Students meet as a group in a seminar-style course led by a faculty member. A minimum of 600 hours of total internship time at an approved counseling site is required.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MHC680 - Clinical Mental Health Counseling Internship (3)

### **MHC695 - Advanced Internship in Clinical Mental Health Counseling II**

#### **Description**

This elective course is for students who need or wish to complete additional Internship hours beyond the 600 hours required. In the internship experience, students work with actual clients under the supervision of a licensed counselor. Students meet in a group in a seminar-style course led by a faculty member.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MHC690 - Advanced Internship in Clinical Mental Health Counseling (3)

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## **Music**

### **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

# Nursing

## **NUR300 - Scholarly Inquiry** **Description**

This course is designed to introduce the licensed registered nurse to the role of the bachelor's prepared nurse in complex health care setting. The Transformational model of learning will be the foundation to develop scholarly inquiry in order to improve practice. Skill development in critical reflection, assessing evidence, professional writing, study habits, and work-life balance will be essential for success. The goal is to provide a knowledge base in nursing theory to improve nursing practice. The role of the Bachelor's prepared nurse as a patient advocate, clinical expert and a leader in evidence-based practice and transformation of health care will be emphasized. The course will discuss the capstone course and development of a project.

### **Credits**

3

### **Requisites**

- Must be enrolled in Nursing program

## **NUR305 - Information Management and Patient Care Technologies** **Description**

This course explores patient care technologies, information systems, telecommunication technologies, and communication devices that support safe nursing practice. Topics covered include standardized terminology; electronic health record, patient portal, meaningful use, and pay for performance; data integrity, abstraction and mining; use of clinical decision support tools to promote patient safety, and ethical and legal issues related to information technology.

### **Credits**

3

### **Requisites**

- Must be enrolled in Nursing program

## **NUR315 - Pathophysiology for Nurses**

### **Description**

This course introduces the student to common health problems in individuals. Adult conditions will be reviewed. Cellular disruptions resulting from environmental, genetic, and stress conditions will be analyzed. The understanding of nursing process to assess, diagnose, plan and implement treatments for disease processes will serve as the foundation for decision-making and management. Diagnostic evaluations and holistic management of selected disease processes will be explored.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - BIO205 - Human Anatomy and Physiology I (3)
    - BIO211 - Anatomy and Physiology II (3)
    - BIO212 - Microbiology (3)
  - Placement in

## **NUR325 - Patient Assessment and Health Literacy**

### **Description**

The student will analyze health assessment methods and communication strategies for diverse populations across the continuum of care in this course. An overview of assessment techniques and patient education will be explored in order to support informed health care decisions. Development of interpersonal effectiveness and cultural competence will be the focus of competency for the student. The goal of health literacy will be to develop verbal and written communication strategies that nurses can use to effectively meet the individualized needs of the patient to promote health and address illness. The student will review standards of care and regulations which oversee the provision of safe and effective care. This three-credit hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Must be enrolled in Nursing Program
  - Complete:
    - NUR315 - Pathophysiology for Nurses (3)

## **NUR350 - Community and Population Health**

### **Description**

In this course, the student will develop the ability to assess, analyze, and recommend change for health issues for groups and in communities. Topics will include local and regional conditions that affect vulnerable populations through the lifespan. Case management and care coordination will be discussed. Application of community health principles will be the foundation for recommending interventions. The prevention will include diverse, environmental disease treatments and healthcare policy strategies. This three credit hour course will include 45 hours of practical application of the knowledge, skills, and attitudes acquired in the course.

### **Credits**

3

### **Requisites**

- Must be enrolled in a Nursing program

## **NUR350AP - Community and Population Health AP**

### **Description**

In this course, the student develops the ability to assess, analyze, and recommend change for health issues encountered in groups and communities. Topics include local, regional, and global conditions affecting vulnerable populations throughout the lifespan. Application of community health principles are the foundation for recommending interventions. Diverse environmental, disease treatments, and health care policy strategies are the goal for prevention. Focus is on the leadership role of the nurse in collaborating to improve and promote health. Students are expected to demonstrate competency in one Master's level program outcome. This course includes 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Admitted to
  - Advanced Pathway Student

## **NUR400 - Systems Leadership for Continuous Quality**

### **Description**

This course will explore organizational and systems leadership within the complex clinical microsystems to promote high quality patient care utilizing the knowledge, skills and attitudes to promote care coordination, negotiation, change management, team building and collaboration within the interdisciplinary team. Topics will include quality improvement and safety concepts using structure, process and outcome measures, and performance improvement methodologies to promote quality outcomes for diverse populations. This three credit hour course will include 45 hours of practical application of knowledge, skills, and attitudes.

### **Credits**

3

### **Requisites**

- Must be enrolled in Nursing program

## **NUR440 - Research & Evidence-Based Practice**

### **Description**

Undergraduate students will be introduced to theory-guided and evidence-based nursing practice. Students will acquire the skills to become proficient consumers of nursing research. Focus is placed on understanding established research methodologies, ways of knowing in nursing, and developing the knowledge, attitudes, skills, and behaviors to retrieve and critique published studies for application to evidence-based nursing practice. This three credit course will include 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.

### **Credits**

3

### **Requisites**

- Must be enrolled in Nursing program

## **NUR440AP - Research & Evidence-Based Practice AP**

### **Description**

Undergraduate students will be introduced to theory-guided and evidence-based nursing practice. Students will acquire the skills to become proficient consumers of nursing research. Focus is placed on understanding established research methodologies, ways of knowing in nursing, and developing the knowledge, attitudes, skills, and behaviors to retrieve and critique published studies for application to evidence-based nursing practice. This three credit course will include 45 hours of practical application of knowledge, skills, and attitudes required of the baccalaureate-prepared nurse.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Placement in
  - Advanced Pathway Student
  - Earned a minimum cumulative GPA of 3.5
  - Dean Approval

## **NUR490 - Transformational Capstone**

### **Description**

The Transformational Capstone course will utilize a seminar process, portfolio development, and final project to illustrate achievement of all program outcomes. In keeping with the Transformational Learning Theory, the summative activities will provide evidence of the student's progression to a baccalaureate-professional nurse. This three credit hour course will include 90 hours of practicum experience to demonstrate synthesis of the knowledge, skills, and attitudes acquired in the program.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Must be enrolled in a Nursing Program
  - 111 credit(s).

## **NUR502 - Teaching and Learning in Nursing**

### **Description**

This course covers instructional frameworks, learning environments, and classroom and student management and motivation techniques. Learners explore theories associated with optimizing the teaching experience and student outcomes and gain an understanding of the teaching, learning, communication, and motivation strategies used for specific learning situations and student populations. Learners identify various learning barriers and formulate appropriate teaching strategies to address them, including acknowledging and using emotional intelligence. As part of this course, learners are required to teach in an online course room. Must be enrolled in MSN program.

### **Credits**

3

### **Requisites**

- Placement in

## **NUR506 - Evidence-Based Practice**

### **Description**

Graduate nursing students build upon previous learning of nursing research and evidence-based practice in order to become proficient in critiquing, generating, translating research evidence into practice, and disseminating results to advance nursing knowledge. Emphasis is placed on identifying a researchable practice question, analysis of research findings for evidence-based practice, and ethical issues in nursing research. Students demonstrate proficiency in selection of methodologies which may be used to generate research evidence for practice.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - NUR515 - Advanced Nursing Concepts (3)
  - 1 of the following:
    - IHP525 - Biostatistics (3)
    - MBA501 - Mathematics and Statistics for Business (3)



## **NUR507 - Transition to Graduate Nursing Practice**

### **Description**

This course is designed to assist the registered nurse with a BSN degree to transition to graduate study in order to maximize their performance and opportunities for success. The course will cover such topics as the standards for scholarly writing, using evidence, study habits, and managing a graduate-level workload. The role of the Master's-prepared nurse as a clinical scholar, clinical expert and as leader in evidence-based practice and transformation of health care will be emphasized. The course will introduce the final capstone course and the development of a professional portfolio.

### **Credits**

3

### **Requisites**

- Must be enrolled in Nursing program

## **NUR515 - Advanced Nursing Concepts**

### **Description**

In this course, students will analyze the history and evolution of nursing conceptual models and theories. Students examine the linkages between empirical, aesthetic, ethical, personal, and sociopolitical patterns of knowing with the conceptual models and paradigms of nursing. Students will explore the components of conceptual-theoretical-empirical structures for theory-generating, theory-testing research, and application to practice. Students who successfully complete the course (B- or better, course work & projects) will receive 45 indirect practice hours.

### **Credits**

3

### **Requisites**

- Complete:
  - NUR507 - Transition to Graduate Nursing Practice (3)

### **NUR530 - Systems Leadership and Collaborative Practice**

#### **Description**

This course provides students with the strategies and tools necessary for leadership roles in systems management and inter-professional practice. Ethical leadership concepts, analysis of diverse organizational systems across the healthcare continuum, change agency and communication skills are emphasized in the processes of coalition building, negotiating conflict, workforce planning and inter-professional team relationship building to produce quality patient outcomes. The course will enhance student ability to think systematically and develop comprehensive understanding of core competencies required to initiate and sustain change in organizations.

#### **Credits**

3

#### **Requisites**

- Must be enrolled in Nursing Program

### **NUR540 - Advanced Pathophysiology Across the Life Span**

#### **Description**

Analyze the relationships between normal physiology and specific system alterations produced by injury and disease to foster clinical reasoning skills. Determine the developmental, genetic, environmental influences, and clinical manifestations of major health problems across the lifespan with a focus on etiology and pathogenesis. Utilize the nursing process as the foundation for decision-making and holistic management.

#### **Credits**

3

#### **Requisites**

- Complete all of the following
  - Complete:
    - BIO205 - Human Anatomy and Physiology I (3)
    - BIO211 - Anatomy and Physiology II (3)
    - BIO212 - Microbiology (3)
  - Earned a minimum cumulative GPA of 3.5
  - Requires dean approval.

## **NUR545 - Advanced Health and Literacy Assessment**

### **Description**

Build on knowledge of pathophysiology and clinical experience to master health assessment skills and communication strategies. Conduct comprehensive, evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors. Explore ways of adapting their communication style to meet the specific needs of their clients. Examine the physical and mental health exam and formulate plans to ensure effective patient-centered care, including assessing health literacy when conducting care and education. Utilize simulations to practice knowledge and skill acquisition (additional costs for practice simulation software may occur).

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - NUR540 - Advanced Pathophysiology Across the Life Span (3)
  - Earned a minimum cumulative GPA of 3.5
  - Requires dean approval.

## **NUR601 - Advanced Pathophysiology**

### **Description**

Students build upon prior knowledge of physiology and pathophysiological processes to acquire advanced knowledge of the relationships between normal physiology and specific system alterations produced by injury and disease to foster clinical reasoning skills. Focus is placed on etiology, pathogenesis, developmental, genetic, environmental influences, and clinical manifestations of major health problems across the lifespan.

### **Credits**

3

## **NUR602 - Advanced Pharmacology Across the Life Span**

### **Description**

Content focuses on current concepts in the pharmacologic therapies of common health care problems seen in primary and acute care health care. Basic pathophysiology, clinical pharmacology, modes of therapy, and monitoring parametrics are explored. Diagnosis and management of health care problems and their treatment regimens are discussed. Case studies are utilized to clarify, reinforce, and correlate therapeutics with specific health care problems.

### **Credits**

3

### **Requisites**

- Complete:
  - NUR601 - Advanced Pathophysiology (3)

## **NUR603 - Epidemiology**

### **Description**

This course provides and in-depth exploration of the concepts and methods of epidemiological research. Students will critique the principles of epidemiology with an emphasis on health promotion and disease prevention research. Epidemiologic concepts, bio-statistical principles and research design strategies are emphasized. Students will critique current epidemiologic study designs and develop an epidemiologic proposal with implications for health promotion.

### **Credits**

3

## **NUR606 - Communications and Collaboration**

### **Description**

This course introduces advanced communication strategies for patient safety success in the current healthcare environment. Course topics include: enhanced communication skills, individual and group design/presentation techniques, hand-off, chain of command, critical thinking strategies and skills, stress and time management, group process and group dynamics. This course challenges the students to use creative and critical thinking to become a creative patient safety/problem-solver and leader working within a complex healthcare environment.

### **Credits**

3

## **NUR607 - Advanced Health Assessment**

### **Description**

In this course, students will build on previous clinical experience, as well as undergraduate course work to master health assessment skills and communication strategies. Students conduct comprehensive, evidence-based health assessments encompassing environmental, genetic, multicultural, ethnic, and socioeconomic factors. Students also explore ways of adapting their communication style to meet the specific needs of their audience. The course also focuses on mastering the physical and mental health exam and formulating plans to ensure effective patient-centered care. Periodic hands on simulation assignments will be utilized formatively to practice knowledge and skill acquisition. \*This course may incur additional costs for practice simulation software.

### **Credits**

3

### **Requisites**

- Complete:
  - NUR601 - Advanced Pathophysiology (3)

## **NUR635 - Teaching and Learning for Nurse Educator**

### **Description**

This course explores the process of teaching and learning in nursing education. Nurse educator roles and expectations are examined. Theories and philosophies of learning and different types of teaching strategies are evaluated for their application in a variety of nursing education settings and levels of education, and for their impact on diverse learners. Emphasis is placed on who the learner is and how they learn, who the faculty is and what the faculty role entails, and the use of appropriate evidence-based teaching strategies.

### **Credits**

3

### **Requisites**

- Placement in

## **NUR640 - Assessment and Evaluation in Nursing Education**

### **Description**

This course examines basic principles of assessment and evaluation of learning in academic, online, and clinical settings. Students will explore content about assessment versus evaluation; formative and summative assessments; test development, item analysis, developing and using grading rubrics; standardized testing in nursing - ATI, HESI, NCLEX - and evaluation of clinical performance. The course also explores legal and ethical issues related to evaluation and grading. Students who successfully complete the course (B- or better, course work & projects) will receive 45 indirect practice hours.

### **Credits**

3

### **Requisites**

- Complete:
  - IHP525 - Biostatistics (3)
  - NUR635 - Teaching and Learning for Nurse Educator (3)

## **NUR645 - Curriculum Design in Nursing**

### **Description**

Explore strategies for the development of curricula in nursing education. Learn how to synthesize evidence from the science of nursing education with nursing professional standards and institutional missions and philosophies in developing nursing curricula. Students gain a comprehensive view of the nurse educator's responsibility in curriculum development, evaluation, and revision.

### **Credits**

3

### **Requisites**

- Complete:
  - NUR635 - Teaching and Learning for Nurse Educator (3)
  - NUR640 - Assessment and Evaluation in Nursing Education (3)

## **NUR650 - Care Coordination and Outcomes Management**

### **Description**

This course is designed to prepare CNL students to lead and collaborate with members of the healthcare team to deliver high quality, coordinated care to diverse populations of patients as they transition through a variety of healthcare settings. The course will focus on the relationship between care coordination, the patient experience, and the national quality outcomes that hospitals and nursing professionals should be meeting. Students will explore concepts related to transition management, team-based care, and quality improvement measures across healthcare settings, with care coordination as a central element of the patient-centered experience.

### **Credits**

3

## **NUR680 - Nursing Capstone Seminar**

### **Description**

Students critical analyze proposals for healthcare quality and safety plans, or clinical problems as developed by student participants.

### **Credits**

3

### **Requisites**

- 30 credit(s).

## **NUR681 - Nursing Capstone Project**

### **Description**

Students design and analyze a healthcare issue, proposal of policy options, recommendations for action or an evaluation strategy for a selected healthcare setting. Students are evaluated according to criteria, negotiated in advance, that demonstrate current industry best practices.

### **Credits**

3

### **Requisites**

- 33 credit(s).

## **NUR682 - Generalist Nursing Capstone**

### **Description**

Explore the MSN/Generalist role with an authentic demonstration of program outcomes and competencies. Students synthesize prior learning to implement a scholarly project to facilitate change in a healthcare setting of their choice. Analysis of the project's results and dissemination of findings in a comprehensive written summary and presentation complete the successful achievement of program outcomes.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - NUR607 - Advanced Health Assessment (3)
  - 1 of the following:
    - NUR530 - Systems Leadership and Collaborative Practice (3)
    - IHP505 - Leadership in Clinical Microsystems (3)
  - 36 credit(s).

## **NUR683 - Patient Safety and Quality Capstone**

### **Description**

Explore the MSN/Patient Safety & Quality role with an authentic demonstration of program outcomes and competencies. Students synthesize prior learning to implement a scholarly project to facilitate change in a healthcare setting of their choice. Analysis of the project's results and dissemination of findings in a comprehensive written summary and presentation complete the successful achievement of program outcomes.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 36 credit(s).
  - Complete:
    - IHP645 - Regulatory Compliance, Accreditation and Promoting a Patient Safety Culture (3)
    - IHP670 - Program Design, Planning and Evaluation (3)



## **NUR684 - Clinical Nurse Leader Capstone**

### **Description**

Observe and explore the Clinical Nurse Leader (CNL) role under the guidance of a CNL preceptor during a 400 hour clinical immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the CNL role and the AACN Clinical Nurse Leader certification exam competencies.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 33 credit(s).
  - Complete:
    - NUR607 - Advanced Health Assessment (3)
    - NUR650 - Care Coordination and Outcomes Management (3)

## **NUR685 - Nurse Educator Capstone**

### **Description**

Observe and explore the Nurse Educator role under the guidance of an experienced nurse educator preceptor during a 120 hour teaching immersion experience. Synthesize prior learning by implementing a scholarly project developed during your program of study. Students gain practical experience with a focus on an authentic demonstration of the nurse educator role and the NLN Certified Nurse Educator exam competencies.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 33 credit(s).
  - Complete:
    - NUR645 - Curriculum Design in Nursing (3)

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## **Organizational Leadership**

## **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

## **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - ENG122 - English Composition I (3)
  - OL125 - Human Relations in Administration (3)

## **OL265 - Introduction to Managing Not-For-Profit Organizations**

### **Description**

This introduction course will examine the theory and practice of leadership and decision-making in the nonprofit sector. Students will be exposed to core classic and contemporary theories on leadership, management, governance and organizational effectiveness of nonprofit organizations.

### **Credits**

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.

### **Credits**

3

## **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:
    - ACC202 - Managerial Accounting (3)
    - OL215 - Principles of Management (3)
    - MKT113 - Introduction to Marketing (3)
  - 60 credit(s).

### **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.

#### **Credits**

3

### **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:
    - ACC202 - Managerial Accounting (3)
    - OL215 - Principles of Management (3)
    - OL320 - Entrepreneurship (3)
    - MKT113 - Introduction to Marketing (3)
  - 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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - OL215 - Principles of Management (3)
  - 60 credit(s).

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - OL125 - Human Relations in Administration (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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - OL211 - Human Resource Management (3)
  - 60 credit(s).

## **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

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - OL125 - Human Relations in Administration (3)

## **OL330 - Grant Writing**

### **Description**

The ability to secure funding through grant writing is essential for nonprofit organizations. This course covers strategy for aligning the needs of the nonprofit organization to available funding sources. Additionally, the course reviews how to identify a need for funding, source grant opportunities, mutual benefits between a nonprofit and a funder's mission, and the grant writing process.

### **Credits**

3

## **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
  - Complete:
    - OL125 - Human Relations in Administration (3)
  - 60 credit(s).

## **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**

- 111 credit(s).

## **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 90 credit(s).
  - Complete:
    - OL211 - Human Resource Management (3)
  - 1 of the following:
    - OL325 - Total Rewards (3)
    - OL318 - Employee and Labor Relations (3)



### **OL445 - Nonprofit Management Seminar**

#### **Description**

The nonprofit management seminar provides students with an opportunity to apply knowledge toward identifying solutions and strategies for addressing challenges facing nonprofit leaders. Students will assume a leadership role of a nonprofit organization in a simulated experiential environment.

#### **Credits**

3

#### **Requisites**

- Complete:
  - OL265 - Introduction to Managing Not-For-Profit Organizations (3)
  - OL330 - Grant Writing (3)

### **OL480 - Independent Study**

#### **Description**

This course allows the student to investigate any organizational leadership subject not incorporated into the curriculum.

#### **Credits**

0 - 3

### **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.

#### **Credits**

0 - 15

### **OL492 - Business Studies Internship**

#### **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

## **OL501 - Business Foundations**

### **Description**

This course is a foundational survey of the principles, vocabularies, and mechanics of how business firms function. The course is designed to give students with little or no business background the exposure and acumen necessary for advanced coursework in business-related topics and to appreciate the complex interactions of markets and firms. Financial aspects of business including the accounting system, financial statements, and financial reporting are covered in addition to the major macro- and micro-economic theories and market concepts that influence business.

### **Credits**

3

### **Requisites**

- Placement in

## **OL600 - Strategic Human Resource Management**

### **Description**

Examine key regulatory procedures and human resource requirements as they relate to applications in organizations. Analyze the strategic role of the human resource manager in performing functions of recruitment, hiring, training, career development and other contemporary processes within the organizational setting. Study concepts aligned with the Society for Human Resource Management (SHRM) Body of Competency and Knowledge (BoCK).

### **Credits**

3

## **OL610 - Employee and Labor Relations**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - OL500 - Human Behavior in Organizations (3)
  - OL600 - Strategic Human Resource Management (3)

## **OL620 - Total Rewards**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 1 of the following:
    - OL500 - Human Behavior in Organizations (3)
    - OL501 - Business Foundations (3)
  - Complete:
    - OL600 - Strategic Human Resource Management (3)

## **OL630 - Entrepreneurship and Small Business Management**

### **Description**

This course is a study of entrepreneurship and small businesses from a management standpoint and includes the analysis of research, marketing, taxes, forms of business, capital and venture capital opportunities. Students complete a real- world project or Small Business Institute consultancy.

### **Credits**

3

### **OL635 - Consulting**

#### **Description**

Students examine consulting, from defining what a consultant is to analyzing the problems and expenses involved in starting a consulting business. Topics include promotion, establishment of a client list, computers that support consulting and contracts.

#### **Credits**

3

### **OL640 - Franchising**

#### **Description**

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

#### **Credits**

3

### **OL645 - Law, Ethics, and Politics in HR**

#### **Description**

This course contends with the question, "Is legal compliance synonymous with ethical behavior in HR" The interrelationship of legal governance, ethical practice, and political influence in human relations management are a central focus of the course. Students will develop relevant expertise in employment law and HR ethics by actively applying their knowledge to vexing issues facing HR professionals today. Topics related to employment law, workplace health, safety, and security, corporate social responsibility, and ethical guidelines and conduct for HR professionals will be addressed in the course.

#### **Credits**

3

#### **Requisites**

- Complete:
  - OL600 - Strategic Human Resource Management (3)

## **OL655 - Talent Development and Workforce Planning**

### **Description**

Organizations are engaged in continual and dynamic changes in today's business environment, increasing the demand for human resource professionals to leverage strategies to recruit, train, develop, and support a diverse workforce. This course integrates advanced talent management and development skills with strategic workforce planning, asking students to analyze gaps in employee competencies, plan strategic talent development strategies, and forecast workforce needs. Issues such as employee engagement, creating an employment brand, supporting talent through career development, and creating effective succession plans will be emphasized.

### **Credits**

3

### **Requisites**

- Complete:
  - OL600 - Strategic Human Resource Management (3)

## **OL660 - Redesigning Middle Management**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - OL500 - Human Behavior in Organizations (3)
  - OL600 - Strategic Human Resource Management (3)

### **OL663 - Leading Change**

#### **Description**

This course focuses on transforming organizations by introducing Kotter's eight processes by which leaders effect change. Because organizations, leaders, and employees differ, various techniques and strategies are examined. The course integrates Kotter's processes for leading change, organizational development and transformation theory and practice, and analysis of an organization which has effected systematic change. The use of work teams as a key change factor will have special emphasis.

#### **Credits**

3

### **OL665 - Leading/Managing Not-For-Profit Orgs**

#### **Description**

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

#### **Credits**

3

### **OL667 - Human Resource Information Systems**

#### **Description**

Information systems and data management are essential components of an effective human resource management plan. This course introduces students to the process for researching information systems technology, conducting needs assessments of the organization, selecting an appropriate HR information system (HRIS), and integrating the system effectively. Additionally, a large focus of the course is on the analysis, use, and protection of data in an HRIS. The goal of this course is to provide the necessary skills for students to effectively research, integrate, and leverage various HR information systems for a variety of purposes in and beyond the course.

#### **Credits**

3

#### **Requisites**

- Complete:
  - OL600 - Strategic Human Resource Management (3)
  - OL620 - Total Rewards (3)

## **OL668 - Human Resources in Global Contexts**

### **Description**

Organizations increasingly rely on an international workforce and global markets to succeed. As the workforce has become increasingly diverse, cultural competence is a necessary component of any HR strategy. This course situates strategic human resource management in the global stage, focusing on a wide range of issues related to global markets, global security, managing an international workforce, effective cross-cultural management and communication, and diversity in the workplace. The emphasis is placed on how businesses can become more competitive by leveraging an effective HR plan for diversity and international business.

### **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

### **Requisites**

- Complete:
  - OL500 - Human Behavior in Organizations (3)

## **OL675 - Leadership and Ethics**

### **Description**

Leadership and Ethics is a course that focuses on the ways current and emerging leaders assess the values that influence their actions. The course draws on the rich tradition of great thinkers as well as the extensive body of leadership literature to examine the critical role ethics plays in leadership. The course, conducted in seminar format, is a process course. It is only through thoughtful reading, reflections, writing, and discussion that students are able to recognize and shape the qualities they see valuable for their own leadership roles, both personally and professionally.

### **Credits**

3

## **OL676 - Women in Leadership**

### **Description**

This course is designed to create a supportive environment where both women and men can learn about challenges and opportunities facing women in the workplace. Historically, women have had less access to leadership positions; however, over the past fifty years they have made tremendous strides to succeed in all levels of organizations. Topics will include why women matter and reasons for inequities in the workforce, the historical context of women and leadership, do men and women lead differently, work/life/family balance issues, professional skill development (networking, mentoring, negotiation, risk-taking), entrepreneurship and executive leadership, advancing societies by advancing women and strategies and tactics for women to act as change agents.

### **Credits**

3

## **OL690 - Responsible Corporate Leadership**

### **Description**

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

### **Credits**

3

## **OL750 - Organizational Leadership Capstone**

### **Description**

This capstone course is the culminating experience for the M.S. in Organizational Leadership 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:
    - OL600 - Strategic Human Resource Management (3)
    - OL663 - Leading Change (3)
    - OL670 - Organizational Leadership (3)
    - OL690 - Responsible Corporate Leadership (3)



## **OL751 - Human Resource Management Capstone**

### **Description**

This capstone course is the culminating experience for the M.S. in Human Resource Management 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:
    - OL645 - Law, Ethics, and Politics in HR (3)
    - OL667 - Human Resource Information Systems (3)

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## **Philosophy**

### **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.

### **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.

### **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

### **PHL246 - Understanding Non-Western Philosophy**

#### **Description**

This course, which focuses on classics from non-Western traditions, is meant to enrich students' understanding of philosophical works that have shaped entire cultures. Selections are drawn from the literary, religious and philosophical works of Africa and western, southern and eastern Asia, giving students a greater appreciation of the contemporary world and basic philosophical issues.

#### **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.

#### **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

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## **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

### **Requisites**

- Placement in

## **PHY101L - Principles of Physics Lab**

### **Description**

This course will use laboratory techniques to study the fundamental principles of physics. Topics such as motion and forces, gravity and projectiles, and energy and work will be covered along with other topics important to physics.

### **Credits**

1

### **Requisites**

- Complete all of the following
  - Complete:
    - PHY101 - Principles of Physics (3)
  - Placement in

## **PHY103 - Earth System Science**

### **Description**

Earth Science presents the basic dynamics of cycles and processes of the Earth, including an overview of the origin of the planet, its physical and chemical composition, and geological and chemical interactions. The course culminates in a discussion of the current health of the planet and examines related environmental issues and evidence.

### **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

### **Requisites**

- Placement in

## **PHY205 - Principles of Geology**

### **Description**

This course will introduce students to the Earth's structure and composition, minerals and rocks, surface processes, elementary petrology, and the principle of plate tectonics. Additionally, historical geology, including paleontology, glaciation, earthquakes and seismology, rivers and drainage, and groundwater will be discussed.

### **Credits**

3

### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Placement in
    - Complete:
      - PHY103 - Earth System Science (3)
    - Concurrently enroll in:
      - PHY205L - Principles of Geology Lab (1)
  - Complete all of the following
    - Complete:
      - PHY103 - Earth System Science (3)
    - If not enrolled in the ESC/GEO programs

## **PHY205L - Principles of Geology Lab**

### **Description**

This online laboratory course component will allow students to integrate and apply theory based knowledge related to the study of rocks, minerals, and geologic mapping.

### **Credits**

1

### **Requisites**

- Complete 1 of the following
  - Complete all of the following
    - Placement in
    - Complete:
      - PHY103 - Earth System Science (3)
    - Concurrently enroll in:
      - PHY205 - Principles of Geology (3)
  - Complete all of the following
    - Complete:
      - PHY103 - Earth System Science (3)
    - If not enrolled in the ESC/GEO programs

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## **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

## **POL309 - American State and Local Government**

### **Description**

Many political issues in the United States, such as education, public safety, environmental protection, and transportation, are first handled and addressed by state and local governments. This course explores the structure, function, and distribution of power between state and local governments and the federal government of the United States. Particular emphasis is placed on the necessary collaboration of state and local governments and their roles as partners with the federal government in effecting improvements in policies and services as well as the exploration of the legal and constitutional relationships between state and local governments.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)

## **POL313 - Political Theory and Applications**

### **Description**

This course covers the study of the conceptual foundations of political systems and behavior including the historical contributions of Western political theorists toward critically analyzing contemporary political institutions and ideas. Special emphasis is placed on exploring how the social and cultural contexts in which these theorists lived and worked helped to shape their political ideas.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - ENG123 - English Composition II (3)
  - 1 of the following:
    - POL210 - American Politics (3)
    - PHL210 - Introduction to Philosophy (3)

## **POL327 - US Government and Contemporary Issues**

### **Description**

This course extends upon the foundational American politics course. Special emphasis is placed on watershed moments in U.S. political history that have shaped policies and practices today. Students will be asked to focus a critical eye toward governing in today's world by assessing the current political climate and current policies in the interest of identifying and applying possible solutions.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)



## **POL328 - The Legal System in America**

### **Description**

This course is a foundational overview of the court and judicial systems, major laws in United States political history, and the lawmaking and amendment process. While an overview of major laws will be covered in the course, students will be asked to assess the legal system in general terms to recognize patterns in civil liberties, judicial interpretations, and judicial activism. A specific focus on how social movements and public opinion have influenced court decisions will also be included.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)

## **POL360 - Introduction to Comparative Politics**

### **Description**

This course examines the development of different political systems including the relationship between factors (culture, economics, geography, etc.) that influence political development and national identity. Students will study key components of what separates political systems from one another, as well as differences within individual political systems and how they are applied by different nations. Special attention will be paid to understanding how democratic nations vary in their political institutions (legislative, judicial, executive) and how these applications influence public policy and how countries are viewed by one another.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)

## **POL364 - Globalization and World Politics**

### **Description**

This course is an exploration of globalization and how it relates to political systems, economic systems, technology, culture, and participation/activism in government. Students will be introduced to concepts of war and peace, terrorism, nationalism, etc., and how these issues affect and intersect with policy regarding international relations. Contemporary issues in globalization will be explored and analyzed for efficacy.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)

## **POL370 - Analysis and Research in Political Science**

### **Description**

In this course, students will examine applied aspects of research methods and statistical analysis that are commonly utilized in political science research. Through case studies utilizing contemporary issues, students will investigate procedures used to gather and analyze data, provide analysis and conclusions based on social scientific inquiry, and acquire real-world skills required to design and conduct research in the field of political science.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)
  - POL211 - International Relations (3)

## **POL371 - Political Parties and Interest Groups**

### **Description**

Political parties and interest groups play a critical function as mediators between citizens and government. The effectiveness of various groups in representing citizen interests and influencing voting behavior is a central question of this course. Students will examine political parties, interest groups, voting blocks, activist groups, and special interest mobilization from an applied approach, analyzing the ways these groups have influenced voting trends and participation with the goal of improving civic engagement.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)

## **POL372 - Campaign Finance and Fundraising**

### **Description**

Financing a successful campaign requires dedicated fundraising at the beginning, middle, end and every stage in between. It is increasingly important that all members of a campaign understand the importance of fundraising and the regulations around campaign finance. This course takes these topics head on and introduces students to successful fundraising tactics, the role money has played in campaigns, elections, and policy development, and the key laws and regulations around campaign finance.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)

## **POL374 - Campaign Organizing and Mobilization**

### **Description**

This course provides students with opportunities to both investigate successful strategies of historical and contemporary campaigns as well as pragmatically develop their own best practices for campaign leadership and management. The course introduces students to advanced concepts in campaign organizing such as mobilization, volunteer development, voter targeting, technology tools and systems for organizing, grassroots organizing, and messaging, among others.

### **Credits**

3

### **Requisites**

- Complete:
  - POL210 - American Politics (3)

## **POL491 - Political Science Capstone Experience**

### **Description**

This capstone course is the culminating experience for the B.S. in Political Science 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**

- 111 credit(s).

## **POL500 - Research and Analysis in Political Science**

### **Description**

Political science emphasizes the use of research and data to propose and promote positive changes to public policy. In this course, students will examine a variety of contemporary political challenges and issues through the lens of the public good. Students will be asked to conduct research on and propose solutions for common issues that effectively address the issue in a non-partisan manner while using various research methods and tools used across the field of political science.

### **Credits**

3

## **POL510 - The Study and Practice of Political Science**

### **Description**

This course introduces students to graduate-level study of political science including foundational concepts and approaches to the discipline. Students will explore the contemporary role of political science in the United States, common theoretical lenses and methodologies used to study political science, and use of empirical data and research to address problems across the various domains relevant to political science and public policy.

### **Credits**

3

## **POL520 - American Governmental Institutions**

### **Description**

This course focuses on the analysis of key actors in U.S. politics including the presidency, Congress, the judiciary, interest groups, and political parties. Emphasis is also placed on the interaction among the various institutional actors and the influence that internal and external processes, the electorate, and governmental and nongovernmental organizations have on the political system. The course takes a case-study approach to the study of American institutions by examining critical historical developments that have influenced and are reflected by modern governance in the United States.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL530 - Contemporary Political Thought**

### **Description**

Contemporary political thought is heavily informed by specific philosophies and ideologies. In this course, students will discern how various political platforms and policies reflect specific political philosophies, as well as the effects of competing philosophies on public processes, policies, and dialogue. Topics covered include pluralism, the role of national and state government, the role of the individual in a democratic society, extremism, justice, and power.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL540 - Global Political Systems**

### **Description**

This course examines the functions, behaviors, policies, and roles of various global political systems at the national, international, and transnational levels. Students will analyze the goals of foreign policies, internal conflicts and their reflection on national and international interests, geopolitics and environmental protections, the efficacy of international organizations and diplomacy, and the bearing of these elements on contemporary issues on the international stage.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL550 - Political Parties, Interest Groups, and Lobbying**

### **Description**

Political parties, interest groups, and the mass media have been characterized as the "transmission belts" that connect politicians to the public, as well as a vehicle for achieving political objectives. In this course, students will examine how these groups differ in their role and approaches and how they affect public opinion and political decision making. Topics include the history and development of political parties and interest groups, their relationship with governmental and non-governmental institutions, and how they have influenced and are influenced by an ever-changing political landscape.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL612 - State, Local, and Urban Politics**

### **Description**

State and local governments play an important role in the formation and implementation of public policies. In truth, state and local governments have a larger effect on the daily lives of most U.S. citizens than the Federal government. This course examines the politics, institutions, and policy processes of state and local governments. Topics covered include large urban settings where larger social, political, and economic demands and constraints lead to more complex and dynamic political systems in comparison to rural settings which have much different issues to contend with.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL614 - The Politics of Marginalization**

### **Description**

This course is designed to familiarize students with the processes whereby individuals, groups, or communities may become disenfranchised from opportunities within society as well as the modes of power available for various minority communities. Topics include the study of political theory and policy regarding access to resources based on factors such as social class, education, race, and gender, among others. Specific focus will be made on developing strategies for avoiding exclusionary practices in the public realm.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL632 - Campaign Management**

### **Description**

The campaign management course involves a study of the strategic processes by which campaign decisions are made including planning, development, roles and responsibilities of team members, execution, implementation, and analysis of field data. Students will take both a theoretical approach as well as develop action plans for hypothetical campaigns. This course prepares students to develop the strategic tools necessary for campaign leadership and management through an examination of lessons learned in effective and non-effective campaigns.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)

## **POL634 - Campaigns, Elections, and Strategic Messaging**

### **Description**

This course involves an integrated and advanced study in historical and contemporary theoretical approaches to campaigns and elections. Topics for investigation include fundraising, recruitment and capacity planning, use of various communication tools such as social media, long-term strategies of staying on message, and analyzing audience and public speaking scenarios, among others. Emphasis will be placed on the impact of these factors on how messages are interpreted through historical case studies. Students will also be engaged in recommending strategies for addressing these concerns.

### **Credits**

3

### **Requisites**

- Complete:
  - POL500 - Research and Analysis in Political Science (3)



## **POL790 - Capstone in Political Science**

### **Description**

This capstone course is the culminating experience for the M.S. in Political Science 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**

- 30 credit(s).

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# **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.

### **Credits**

3

## **PSY200 - Foundations of Addictions**

### **Description**

This course introduces students to various types of addictive behaviors as well as their causes and consequences in relation to the individual, family, community, and society. It includes an overview of theories on addiction and approaches to identification, prevention, and treatment.

### **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.

### **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.

### **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.

### **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.

### **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**

- 1 of the following:
  - MAT133 - Introduction to Statistical Analysis (3)
  - 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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## **PSY226 - Sport Psychology**

### **Description**

The course offers an in-depth examination of the major psychological issues associated with athletic competition. Topics include motivation, anxiety, aggression, commitment, self-control, leadership and excellence. While using athletic competition as its focus, the course also established the relationship between athletic competition and the pursuit of excellence in any human endeavor. This course also has a significant research component designed to help students develop a sound understanding of the research methodology that supports theories of athletic competition.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)

## **PSY230 - Psychology of Individual Differences and Special Needs**

### **Description**

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY216 - Psychology of Personality (3)

## **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.

### **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY211 - Lifespan Development (3)

## **PSY323 - Psychology of Gender**

### **Description**

This course explores gender differences from a social psychological perspective. Students will consider individual, interpersonal, and cultural influences on gender similarities and differences in behavior. The course includes a review of theory, research, and applications in the psychology of gender.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY257 - Social Psychology (3)

## **PSY324 - Cross-Cultural Psychology**

### **Description**

This course examines psychological issues in various cultural contexts and explores how ethnic and cultural backgrounds influence patterns of human thought and behavior. The course includes a focus on the psychological dynamics involved in the formation and reduction of prejudices, discrimination, and stereotyping.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY257 - Social Psychology (3)

## **PSY326 - Social Cognition and Perception**

### **Description**

This course investigates how people make sense of the social world. Students will examine how social factors influence how people perceive and interact with information collected from the environment and how these mental processes affect judgments and decision-making.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY257 - Social Psychology (3)

## **PSY327 - Social Influence**

### **Description**

This course explores the research and theories related to how people influence and are influenced by their social environment at the individual, interpersonal, and societal levels. Students will explore concepts including attitudes, conformity, obedience, attraction, social categories, and norms.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY257 - Social Psychology (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.

### **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.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - PSY108 - Introduction to Psychology (3)
  - 1 of the following:
    - MAT133 - Introduction to Statistical Analysis (3)
    - MAT240 - Applied Statistics (3)

## **PSY405 - Contemporary Issues in Social Psychology**

### **Description**

This course focuses on recent advances in both basic and applied research in social psychology. Students will apply their knowledge and skills to current issues in social psychology.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY257 - Social Psychology (3)

## **PSY406 - Contemporary Issues in Addictions**

### **Description**

This course focuses on current research, issues, and trends related to addictive behaviors. Students will also examine ethical/moral issues to be anticipated within the addictions field.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY200 - Foundations of Addictions (3)

## **PSY407 - Contemporary Issues in Applied Psychology**

### **Description**

This course focuses on recent advances in applied psychology and ethical debates in the field. Students will apply their knowledge and skills toward current issues within their selected area of interest in psychology.

### **Credits**

3

### **Requisites**

- 2 of the following:
  - PSY201 - Educational Psychology (3)
  - PSY205 - Forensic Psychology (3)
  - PSY225 - Health Psychology (3)
  - PSY226 - Sport Psychology (3)
  - PSY258 - Industrial Organizational Psychology (3)

## **PSY442 - Community Psychology**

### **Description**

Community Psychology as a discipline and as professional practice is continually changing - it is the understanding that context matters. This course will encourage students to contribute to this body of applied knowledge. Social issues, community support systems, and policies and interventions that foster collective and individual wellness are the focus of this interactive and interdisciplinary subject.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY108 - Introduction to Psychology (3)
  - PSY224 - Research II: Scientific Investigations (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

## **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.

### **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)



## **PSY500 - Foundations of Psychology**

### **Description**

This course prepares students for graduate study in psychology, with a focus on honing and applying writing, analytical thinking, and critical reading skills. It provides an overview of the field of psychology as a science and a profession. Students evaluate the key concepts and theoretical perspectives that have shaped the field, as well as contemporary issues.

### **Credits**

3

## **PSY510 - Research Methods in Psychology I**

### **Description**

In this course, students will learn methods commonly used in psychological research. As part of these methods, students learn how to gather and analyze data across a variety of settings. These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.

### **Credits**

3

### **Requisites**

- Complete:
  - SCS501 - Foundations in Statistics (3)
  - SCS502 - Foundations in Research Methods (3)
  - PSY500 - Foundations of Psychology (3)

## **PSY520 - Research Methods in Psychology II**

### **Description**

In this course, students will develop a deeper understanding of the research process and data analysis by applying skills learned in Research Methods in Psychology I and building on them with new skills and techniques including advanced research design and use/interpretation of higher-level statistical tests (ANOVA, regression, etc.). These newly acquired skills and techniques will be reinforced by application to a contemporary issue in psychology.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY510 - Research Methods in Psychology I (3)

## **PSY530 - Social Psychology**

### **Description**

The focus of this course is on contemporary social psychology issues and research related to people's interactions with the environment, technology, and society, as well as classic studies and theories in the field-including those related to conformity, obedience, identity, and attitudes that remain relevant. Students will evaluate the perspectives, relevancy, and usefulness of social psychology to real world issues and problems.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY520 - Research Methods in Psychology II (3)

## **PSY540 - Cognitive Processes**

### **Description**

Students will investigate topics in cognitive psychology, including memory, language, attention, learning, and decision-making. Students will evaluate the perspectives, relevancy, and usefulness of cognitive psychology to real world issues and problems.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY520 - Research Methods in Psychology II (3)

## **PSY545 - Forensic Psychology**

### **Description**

This course provides candidates with foundational knowledge of the forensic psychology field, including its historical roots and current trends with a focus on the evolution of practical and research based approaches in clinical settings. Candidates will also explore specific forensic psychology specialty areas and how the roles and responsibilities unfold related to legal, ethical, and diversity issues.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY550 - Measurement and Assessment**

### **Description**

Learn and apply psychometric techniques commonly used in psychology. Explore measurement techniques and strategies used in the development and administration of psychological tests and assessments. Analyze and assess test and assessment results. Examine the ethical issues related to test and assessment administration and interpretation.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY510 - Research Methods in Psychology I (3)
  - PSY520 - Research Methods in Psychology II (3)

## **PSY560 - Theories of Personality**

### **Description**

This course will emphasize contemporary theories, research, and approaches in personality psychology, connecting these to classic theorists such as Freud as well as other historical traditions and perspectives. The past and present impact of these theories within the ever-changing field of psychology will be explored, as well as the impact they have on culturally diverse clients and special populations.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY520 - Research Methods in Psychology II (3)

## **PSY570 - Ethical Practice in Psychology**

### **Description**

This course provides a comprehensive overview of the principles of ethical practice within the field of psychology. Topics include experimentation, confidentiality, respect, resolving ethical dilemmas, professional standards of conduct, and the psychology of ethical behavior.

### **Credits**

3

### **Requisites**

- Complete:
  - SCS501 - Foundations in Statistics (3)
  - SCS502 - Foundations in Research Methods (3)
  - PSY500 - Foundations of Psychology (3)

## **PSY612 - Motivation in the Workplace**

### **Description**

This course will cover the psychological theories of motivation and their relevance to the workplace and wider field of industrial-organizational psychology. Students will explore factors that motivate individuals in organizational settings, strategies to identify motivation problems, and ways to address those issues using psychological techniques. Emphasis will be placed on the practical application of motivational theories to affect change for diverse populations.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY614 - Psychology of Leadership**

### **Description**

This course combines theory and practice to address contemporary issues and connects them to psychological theories in the field of organizational leadership. It will utilize research, case studies, and real-world situations to illustrate how psychological practices can be used in assessing and improving leadership in organizations. Students will construct a foundation for their personal leadership style with the understanding that it can and should evolve over time.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY616 - Organizational Consulting**

### **Description**

This course will explore the relevant skills needed for a successful organizational consultation by an industrial organizational psychologist. Students will examine the process for diagnosing an organization using psychological methods (measurement), developing a strategy to address any issues (assessment), and practically carrying out that plan (application). Emphasis will be given to the need for ethical standards and the importance of professional responsibility in consulting.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY618 - Seminar in Industrial & Organizational Psychology**

### **Description**

This course is a culmination of the student's work in industrial organizational psychology. It will bring together the skills learned in the previous courses and requires that students demonstrate their proficiency in the areas of motivation, organizational leadership, and consulting. Therefore, students will synthesize information to develop a more sophisticated and integrated approach to industrial-organizational issues and problems.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY612 - Motivation in the Workplace (3)
  - PSY614 - Psychology of Leadership (3)
  - PSY616 - Organizational Consulting (3)

## **PSY622 - Assessment for Forensic Psychology**

### **Description**

This course introduces candidates to topics in forensic assessment, including historical context, relevant theories, techniques, tools, and procedures. Candidates will analyze criminal justice, family and child custodial law, and pathology-based case study based data sets using contemporary assessment approaches to gain practical insights. Candidates will be required to consider ethical, multicultural, and age-based variables while interpreting case-based results.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY545 - Forensic Psychology (3)

## **PSY624 - Intersection of Law and Psychology**

### **Description**

This course focuses on the crossroads at which the legal system and psychology meet. The forensic psychologist's roles and challenges within the legal system will be covered as well as ethical dilemmas. Candidates will explore how psychologists can impact court proceedings with respect to providing expert testimony and determining mental states of the witnesses or the accused. Candidates will also review U.S. Supreme Court cases that influence current policies that impact the mental and physical well-being of incarcerated persons.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY545 - Forensic Psychology (3)

## **PSY626 - Psychology in the Courtroom**

### **Description**

This course is a seminar in which candidates will synthesize their learning from the three previous concentration courses to gain a full understanding of the forensic psychologist's roles as trial consultant, jury selection, and assessing eyewitness account integrity in the courtroom. Students will demonstrate mastery of concentration content through a comprehensive project.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY545 - Forensic Psychology (3)
  - PSY622 - Assessment for Forensic Psychology (3)
  - PSY624 - Intersection of Law and Psychology (3)

## **PSY632 - Developmental Psychology**

### **Description**

Research and theoretical perspectives are used to help students understand contemporary topics central to childhood and adolescent development, including cognition, biology, social factors, and emotions. Students will evaluate the perspectives, relevancy, and usefulness of developmental psychology to real world issues and problems.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY634 - Cognitive Neuropsychology**

### **Description**

This course covers the neuropsychological approach in examining the connection between the brain and cognitive processes, as well as dysfunctions, from birth to adolescence. It will explore the techniques used to study the brain and behavior as well as contemporary research and issues in the field.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY636 - Intervention Strategies**

### **Description**

This course introduces students to the major intervention strategies in child and adolescent development. Contemporary strategies will be covered, and traditional approaches and strategies of the field will be examined as needed. Students will also practice applications of the strategies to real-world scenarios.

### **Credits**

3

### **Requisites**

- 18 credit(s).

## **PSY638 - Child and Developmental Psychology Seminar**

### **Description**

This course is a culmination of the student's work in child and adolescent psychology. It will bring together the skills and knowledge learned in the previous courses and requires that students demonstrate their proficiency in the areas of developmental psychology, cognitive neuropsychology, and intervention strategies.

### **Credits**

3

### **Requisites**

- Complete:
  - PSY632 - Developmental Psychology (3)
  - PSY634 - Cognitive Neuropsychology (3)
  - PSY636 - Intervention Strategies (3)

## **PSY790 - Capstone in Psychology**

### **Description**

This capstone course is the culminating experience for the M.S. in Psychology 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:
    - PSY550 - Measurement and Assessment (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

## **PAD331 - Public Administrative Ethics and Theory**

### **Description**

This course will examine the underlying theories of public administration and their impact on community goal achievement. Students will examine supervisory and leadership behaviors in public administration and consider the ethical implications of public administration.

### **Credits**

3

## **PAD332 - Municipal Government Operations**

### **Description**

This course will examine the functions, hierarchy and management of various local government departments. Students will learn the interrelationship of various community departments as well as the roles of leadership and community boards within local government.

### **Credits**

3

## **PAD340 - Public Fiscal Management**

### **Description**

This course will analyze methods of securing public funds, the process of budget makings, and the techniques used by government and public administration in managing public funds.

### **Credits**

3

### **PAD341 - Disaster Recovery and Response**

#### **Description**

This course will examine government and community behaviors, responses and recovery efforts following emergencies and disasters. Specific emphasis will be place of service delivery models and strategies, coordination of assistant services, and the dynamics of the recovery process.

#### **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

## **PAD632 - Foundations of Public Policy**

### **Description**

This course is an introduction to the public policy process. Students will develop an understanding of what "political" and "public policy" mean. Topics discussed include why some problems reach the public agenda, why some solutions are adopted, why others are rejected, why some policies appear to succeed while others appear to fail. The course also examines the complexity of policymaking at the national, state, and local levels.

### **Credits**

3

## **PAD633 - Intergovernmental Relations**

### **Description**

This course is designed to demonstrate the challenges and strategies for governance and administration in an institutional environment of fragmented authority and dispersed power. It defines the balance of shared powers between the layers and institutions of government poses and the considerable challenges to policymakers and administrators. Major dimensions of intergovernmental relations: the vertical dimension of federal, states, and local governments, that cooperate, coordinate, and compete for shares of power, and the horizontal dimension in which sub-governments interact with one another. The course examines the structure of American political institutions, the nature of complex policymaking, governance by networks, and the consequences of competition between governments.

### **Credits**

3

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# **Public Health**

## **PHE101 - Fundamentals of Public Health**

### **Description**

This course introduces students to the field of public health: its historical evolution, fundamental theories, concepts and practice in the US, and its core values and ethical principles. The structure of the public health system, the ten essential services, and the core knowledge areas (epidemiology, biostatistics, social and behavioral sciences, environmental health, and healthcare policy and administration) are outlined in order for students to comprehend the breadth of complex factors impacting health and the tools available to protect and promote health.

### **Credits**

3

### **PHE321 - Biological Concepts for Public Health**

#### **Description**

This course explores the major determinants of human disease from an integrated ecological perspective that brings together population-based approaches to the study of infectious disease and genetically determined diseases. Students learn about how infectious diseases are transmitted, risk factors and biological processes for common diseases, and the impact of these and control strategies on public health.

#### **Credits**

3

### **PHE327 - Research and Assessment in Public Health**

#### **Description**

Students in this class will develop the introductory knowledge and skills to apply assessment instruments, data collection, research designs, and statistical analysis to assess need, assets, and capacity for health education programs. Existing data sets will be introduced that will increase access to information to develop and implement health promotion projects that are fiscally feasible while meeting specific health promotion needs of a targeted population.

#### **Credits**

3

### **PHE330 - Public Health Education and Communication**

#### **Description**

The purpose of this course is to develop communication skills relevant to public health and examine the impact of mass media, social media, and the internet on health outcomes. Communications is a crucial tool in dealing with global public health challenges. Strong communication skills are necessary in the developing effective public health education, sound advocacy and successful policy development and implementation. In addition, the course explores how communication is currently being used by public health organizations and agencies.

#### **Credits**

3

## **PHE340 - Social and Behavioral Health**

### **Description**

The course provides an overview of the contribution of the social and behavioral sciences to health behavior. Social and behavioral science fundamentals (principles, theories, research, and techniques) that are employed to address current and past public health problems are examined. Key concepts such culture, race/ethnicity, gender, poverty/disparities, factors related to behavior change, community, organizational climate, family are examined from a social and behavioral sciences perspective.

### **Credits**

3

## **PHE423 - Evaluation Methods in Public Health**

### **Description**

This course will cover contextual issues surrounding evaluation, evaluation designs and methodological issues, steps involved in conducting an evaluation, communicating the results, and ensuring that evaluation findings are used by intended users.

### **Credits**

3

### **Requisites**

- Complete:
  - PHE425 - Programming Planning in Public Health (3)

## **PHE425 - Programming Planning in Public Health**

### **Description**

The purpose of this course is to provide basic knowledge in public health sciences, and practical skills to effectively plan, implement, and manage programs that address public health problems in a variety of settings. The course explores key concepts, theories, and methods in planning and implementing successful health promotion programs and healthy public policy.

### **Credits**

3

## **PHE489 - Public Health Capstone Communication**

### **Description**

Taken in the student's final term, the capstone course is the culminating experience for the Bachelor of Science in Public Health. This course builds on the theories and concepts of all courses students have taken within the program of study. The capstone course provides students with the opportunity to integrate and synthesize the knowledge and skills acquired throughout their coursework in an original comprehensive project/paper, while assessing their level of mastery of the stated outcomes of their degree program in public health. In addition, students present their capstone project and reflection on the experience to their instructor and their peers in the course. Students will also post their capstone project and presentation into their e-Portfolio.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - PHE423 - Evaluation Methods in Public Health (3)
    - PHE425 - Programming Planning in Public Health (3)
  - 111 credit(s).

## **PHE500 - Principles of Public Health**

### **Description**

This course is a required, foundational course. It acquaints the student with the history of public health, the structure of the public health system, the ten essentials services, and the core knowledge areas in order to gain an understanding of the complex factors impacting health behaviors in the community. This course is designed to introduce the students to the range of public health professions and to motivate their interests in public health courses. The course also will introduce the development of a professional portfolio.

### **Credits**

3

## **PHE505 - Research Methods in Public Health**

### **Description**

The course introduces students to the basics of research design and methodology in public health. It provides coverage of quantitative and qualitative methods. Topics include: development of a hypothesis, sampling, data collection and structure, survey design and administration, and analytic interpretation. In public health, carefully designed research studies and their results are critical in the development of evidence-based policies, programs, and interventions. Students apply their knowledge acquired in the course by developing a research proposal. Research skills are in high demand by public health employers.

### **Credits**

3

## **PHE510 - Public Health Biology**

### **Description**

This course explores the biological basis of disease. It focuses on the impact of diseases on public health decision-making. The pathogenesis of various disease conditions are covered and how such pathogenesis could either be prevented or interrupted.

### **Credits**

3

## **PHE525 - Social and Behavioral Sciences**

### **Description**

The course provides a foundation in the application of social and behavioral sciences to public health. Social and behavior theories are examined in terms of understanding health-related behavior and applying these theories to health promotion. The course covers existing social inequalities in health status related to race, social class and gender and the critical intersection between social risk factors, behavioral risk factors and the development and implementation of public health interventions.

### **Credits**

3

## **PHE540 - Principles of Environmental Health**

### **Description**

This course offers students an overview of basic concepts in environmental sciences, an understanding of the health impact of various environmental exposures, and the public health approach to controlling and eliminating environmental health risks. The effects of agents on disease, water quality, air quality, food safety, and land resources are explored.

### **Credits**

3

## **PHE550 - Principles of Global Health**

### **Description**

Provides an overview of the history of global health, the diversity of determinants of health and disease, and the importance of ethics and human rights. Examines major global health challenges, contemporary issues, and policies. Topics include: health systems, health disparities, culture and health, nutrition, maternal and child health, infectious and chronic diseases, injuries, and natural disaster and humanitarian relief.

### **Credits**

3

## **PHE610 - Health Policy and Management**

### **Description**

Students in this course examine the health services system in the U. S., the role of healthcare policy and management, and the health delivery system. The recent healthcare reform legislation and its implications are explored. Topics include: the origins of the US healthcare system, health behaviors and disease, the management of health service personnel and organizations.

### **Credits**

3

## **PHE630 - Program Planning and Evaluation in Public Health**

### **Description**

This course explores the key approaches used to conduct and evaluate effective public health programs. Topics include: collection of primary data, analysis of data, presentation of findings for the target audience, and information systems and technology in the planning and evaluation processes.

### **Credits**

3



## **PHE660 - Global Health Policy, Practice, and Partnerships**

### **Description**

Explore the historical evolution of global health, policies that have shaped the field, and the international community's response to health determinants around the world. Critically analyze the roles and relationships of local, national, and international actors. Students synthesize policy, practice and partnerships, which are essential for improving health in low and middle income countries.

### **Credits**

3

### **Requisites**

- Complete:
  - PHE550 - Principles of Global Health (3)

## **PHE665 - Case Studies in Global Health**

### **Description**

Examine how people, organizations, companies and governments can work together to solve some of the most complex global health issues. Using real-world examples, students examine situations, programs and partnerships and analyze innovative solutions in each presented case. From reducing child mortality to improving health through multifaceted interventions that address multiple determinants of health, students learn how global public health efforts have improved the health of populations, even in the poorest countries, worldwide.

### **Credits**

3

### **Requisites**

- Complete:
  - PHE550 - Principles of Global Health (3)

## **PHE690 - Public Health Capstone**

### **Description**

This is the synthesis course of the Master of Science in Public Health program, which allows students the opportunity to apply the theory, principles and science of public health in a capstone project. This culminating experience requires students to synthesize and integrate knowledge and skills acquired throughout coursework in an original comprehensive project, and to assess their level of mastery of the stated outcomes of their degree program in public health. In addition, the students reflect on the experience to their instructor and peers.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - PHE610 - Health Policy and Management (3)
    - PHE630 - Program Planning and Evaluation in Public Health (3)
  - 30 credit(s).

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## **Quantitative Studies & Operations Management**

## **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**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)
  - IHP340 - Statistics for Healthcare Professionals (3)

## **QS0310 - 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.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

## **QS0320 - 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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## **QS0322 - Logistics Management**

### **Description**

This course provides an overview of the field of logistics including its nature, scope, and process, including logistics management functions and the interrelationships among strategic support and operational logistics. Students examine the logistics functions of business involved in the movement and storage of supplies, work-in-progress, and finished goods. Additionally, it explores the trade-offs between cost and service and the purchase and supply of raw materials.

### **Credits**

3

### **Requisites**

- Complete:
  - QS0300 - Operations Management (3)

## **QS0325 - Continuous Improvement Tools and Techniques**

### **Description**

This course examines continuous improvement tools and techniques used in problem solving supporting sustainable operations. Topics include lean techniques, quality management, TQM, JIT, and product experimental design.

### **Credits**

3

### **Requisites**

- Complete:
  - QS0300 - Operations Management (3)
  - QS0320 - Management Science through Spreadsheets (3)

## **QS0328 - Sustainable Operations**

### **Description**

This course focuses on manufacturing and service operations control and the importance of making operations decisions that support the long-term sustainability of organizations while meeting the needs of the customers. Students explore topics such as brand management, closed loop supply chains, competition, environmental management, safety and compliance, and social responsibility.

### **Credits**

3

### **Requisites**

- Complete:
  - QS0330 - Supply Chain Management (3)

## **QS0330 - 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.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

## **QS0340 - 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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## **QS0345 - 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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MAT240 - Applied Statistics (3)
  - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## **QS0349 - 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**

- 1 of the following:
  - QS0340 - Project Management (3)
  - QS0345 - Project Management for CAPM® Certification (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**

- 1 of the following:
  - QS0340 - Project Management (3)
  - QS0345 - Project Management for CAPM® Certification (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.

### **Credits**

3

### **Requisites**

- Complete:
  - MAT240 - Applied Statistics (3)

## **QS0415 - Trends in Operations Management**

### **Description**

This course focuses on contemporary topics in operations management. Examples of topics that will be explored included assessing and managing disruptive change, agile project management, automation, innovation, and technology trends.

### **Credits**

3

### **Requisites**

- Complete:
  - QS0325 - Continuous Improvement Tools and Techniques (3)
  - QS0330 - Supply Chain Management (3)

## **QS0420 - 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**

- 1 of the following:
  - QS0340 - Project Management (3)
  - QS0345 - Project Management for CAPM® Certification (3)

## **QS0425 - Reverse Logistics**

### **Description**

This course provides students with an overview of today's best practices in reverse logistics. An application perspective is examined in manufacturing, retail and in the military. Students examine the nature, scope, practices, procedures, and processes of adding a reverse logistics operations center to a forward logistics supply chain.

### **Credits**

3

### **Requisites**

- Complete:
  - QS0322 - Logistics 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 all of the following
  - Complete:
    - QSO300 - Operations Management (3)
  - 1 of the following:
    - QSO340 - Project Management (3)
    - QSO345 - Project Management for CAPM® Certification (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)

## **QSO450 - Transportation Management**

### **Description**

This course provides an overview of the transportation industry to include providers, users, and government agencies. It examines contemporary public policy issues, along with managerial strategies in transportation. Additional focus will be given to micro and macroeconomic issues in the transportation industry. Topics include the economic aspects of rail, water, air, ground, and other transport modes, inventory, and supply.

### **Credits**

3

### **Requisites**

- Complete:
  - QSO322 - Logistics Management (3)

## **QSO455 - Integrated Supply Chain Management**

### **Description**

This course examines key issues associated with the design and management of supply chains. Students examine modern supply chain management practices. Emphasis is placed on the exploration of how to integrate suppliers, factories, warehouses and stores so that products are distributed to customers in the right quantity and at the right time. A key topic area is the service logistics and distribution component of the supply chain.

### **Credits**

3

### **Requisites**

- Complete:
  - QSO425 - Reverse Logistics (3)
  - QSO450 - Transportation Management (3)

## **QSO489 - Capstone in Operations Management**

### **Description**

This capstone course is the culminating experience for the B.S. in Operations Management 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:
    - QSO328 - Sustainable Operations (3)
    - QSO415 - Trends in Operations Management (3)
  - 111 credit(s).

## **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

## **QSO500 - Business Research**

### **Description**

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

### **Credits**

3

### **QS0510 - 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)

### **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

#### **Requisites**

- Complete:
  - QS0510 - Quantitative Analysis for Decision Making (3)

### **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:
  - MBA501 - Mathematics and Statistics for Business (3)

## **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)

## **QSO610 - Management of Service Operations**

### **Description**

This course is intended to help students prepare for management opportunities in service firms that represent the fastest-growing sector of the economy. The material focuses on the role and nature of service operations, and the relationship of operations to other business functions. The students will develop skills and learn techniques for effective management of service operations.

### **Credits**

3

### **Requisites**

- Complete:
  - QSO510 - Quantitative Analysis for Decision Making (3)

## **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)

## **QS0625 - Six Sigma for Black Belt Certification**

### **Description**

This course teaches advanced concepts in Six Sigma while incorporating Lean Management tools. Students learn waste elimination, value stream mapping, Six Sigma roles and responsibilities, team management, and the various elements of the Define-Measure-Analyze-Improve-Control (DMAIC) phases of a Six Sigma project. The Design for Six Sigma (SFSS) approach to design a new process is also reviewed. The course is designed to help students prepare for a Six Sigma Black Belt certification exam. However, it neither guarantees to help satisfy the eligibility requirements for taking a Six Sigma Black Belt certification exam nor ensures success on a Six Sigma Black Belt certification exam.

### **Credits**

3

### **Requisites**

- Complete:
  - QS0620 - Six Sigma Quality Management (3)

## **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)

## **QS0635 - International Supply Chain Management**

### **Description**

The U.S. economy is becoming increasingly global in nature. We are marketing and distributing more products in foreign nations, locating plants and other facilities internationally, and are buying from foreign companies. This course provides a comprehensive understanding of the supply chain management function related to the international environment in terms of business/cultural customs, legal considerations, purchasing strategies, financial aspects, and international distribution.

### **Credits**

3

### **Requisites**

- Complete:
  - MBA501 - Mathematics and Statistics for Business (3)

## **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

## **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

## **QSO680 - 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:
  - QSO640 - Project Management (3)

## **QSO690 - 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:
  - QSO600 - Operations Management (3)



## **QSO700 - Operations and Project Management Capstone**

### **Description**

This capstone course is the culminating experience for the MS in Operations and Project Management 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:
    - QSO680 - Seminar in Project Management (3)
    - QSO690 - Topics in Operations Management (3)

## **QSO710 - Internship in Operations/Project Management**

### **Description**

This course will enable the School of Business graduate 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.

### **Credits**

3

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## **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

**RDG503NC - 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

**RDG504NC - 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

### **RDG531NC - 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

### **RDG532 - Young Adult Literature**

#### **Description**

This course is a focus on literature designed for the adolescent reader. Students read examples of adolescent fiction, interview adolescents about their selections, study criteria for selection and evaluation of writing done for or by adolescents, and learn strategies for teaching adolescents.

#### **Credits**

3

### **RDG535 - Content Area Literacy Grades 5-12**

#### **Description**

This course focuses on the development of reading and writing skills in support of the content areas in grades 5-12. Students will become familiar with effective practices to support the development of literacy strategies for students on the secondary level.

#### **Credits**

3

## **RDG582 - Assessing and Instructing Students with Literacy Difficulty**

### **Description**

This course presents methods and materials to assess the needs and plan instructional interventions for students with literacy difficulties. Students will learn to analyze and interpret formal and informal literacy assessments and use instructional techniques to improve literacy in students with a range of literacy difficulties (K-12). This course includes an examination of literacy development among diverse learners.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - RDG503 - Emerging and Early Literacy Development K-4 (3)
  - EDU501 - Methods of Teaching Reading (3)

## **RDG701 - Reading Internship: K-4**

### **Description**

Students will complete a one credit reading internship that covers field-based literacy experiences at the elementary level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades K-4.

### **Credits**

1

## **RDG702 - Reading Internship: 5-8**

### **Description**

Students will complete a one credit reading internship that covers field-based literacy experiences at the middle school level at the conclusion of all coursework. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 5-8.

### **Credits**

1

### **RDG703 - Reading Internship: 9-12**

#### **Description**

Students will complete a one credit reading internship that covers field-based literacy experiences at the high school level at the conclusion of all course work. This course of study is designed for students to observe, interview, and experience literacy program planning, operation, and management in grades 9-12.

#### **Credits**

1

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## **Science**

### **SCI100 - Perspectives in the Natural Sciences**

#### **Description**

This introductory course serves as an entry point into the natural sciences which concentrates on the natural world that both surrounds us and includes us. Students explore the big ideas in natural science as well as the methods that the field employs to solve problems. The course emphasizes and explores empirical modes of study as a way of looking at the world and aims to foster science literate citizens.

#### **Credits**

3

### **SCI200 - Applied Natural Sciences**

#### **Description**

This applied course actively involves students in the process of science and builds upon foundational natural science concepts in introductory survey courses. Students have the opportunity to engage in inquiry based learning which utilizes natural science methodologies and apply these toward problem solving skills in contemporary topics.

#### **Credits**

3

#### **Requisites**

- 3 credit(s) from subject(s): BIO, CHM, ENV, GEO, GRA, IHP, IT, MAT, SCI, or PHY

## **SCI207 - Atmospheric Science**

### **Description**

This course will focus on the fundamental principles of the physics, chemistry, and fluid dynamics underlying weather and climate. Additionally, the continual movement of weather and its associated elements, and the development of climate change will be addressed.

### **Credits**

3

## **SCI212 - Principles of Physical Science I**

### **Description**

Various concepts within the physical sciences are discussed ranging from the teachings of Aristotle to the theories of Einstein. Topics include the influence of the scientific method in generating knowledge, the contributions of Galileo, Copernicus, Newton, Kepler and others concerning energy, forces, and motion, gravity, the solar system, and cosmology and relativity.

### **Credits**

3

## **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.

### **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.

### **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.

### **Credits**

3

## **SCI225 - Spatial Awareness**

### **Description**

This course will examine the study, use, and design of map formats and specialized products such as fence-diagrams and cross-sections, as well as symbology, coordinate systems, and how maps record the historical patterns of human behavior. The course will also review maps as a tool to analyze human activity and societal development, and include important aspects of map data collection, processing, the Global Positioning System (GPS), quantitative mapping, and GIS-based mapmaking techniques. Additionally, students will review how humans process the concept of space.

### **Credits**

3

## **SCI310 - Geostatistics and Data Analysis**

### **Description**

This course will review geostatistical methods for their use in the spatial analysis of geological and environmental data. Students will explore the application of geostatistics for the description of spatial patterns and identification of scales of variability, spatial interpolation, and stochastic modeling of environmental attributes, and the creation of risk maps and their use in geoscientific decision making.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - Complete:
    - PHY205 - Principles of Geology (3)
  - 1 of the following:
    - MAT240 - Applied Statistics (3)
    - MAT243 - Applied Statistics for Science, Technology, Engineering, and Mathematics (STEM) (3)

## **SCI320 - Geosciences Methodologies**

### **Description**

This course will explore the scientific methodology, empirical reasoning, and specific application of research methods in the geosciences. Students will explore key instrumentation and their application in laboratory settings, as well as survey techniques, sample collection, and elementary modeling.

### **Credits**

3

### **Requisites**

- Complete:
  - SCI310 - Geostatistics and Data Analysis (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.

#### **Credits**

3

#### **Requisites**

- 1 of the following:
  - ENV101 - Environmental Science (3)
  - SCI219 - Environmental Issues (3)

### **SCI350 - Leadership and Ethics in the Geosciences**

#### **Description**

As professionals, students will be expected to use their knowledge and skills to enhance understanding of Earth for the well-being of society and the environment. As such, this course will focus on leadership and ethics as it relates to the practice of the geosciences. Topics will include project management techniques related to scheduling and budgeting projects, group dynamics, organizational behavior, and compliance.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SCI320 - Geosciences Methodologies (3)

### **SCI360 - Environmental Science Experiential Learning**

#### **Description**

Participate in an experiential learning elective course that focuses on professional development, certification preparation or professional practice opportunities. Explore and learn new tools and technologies that help you hone your real-world technical knowledge, skills and abilities. This course requires a minimum of 60 hours in the learning experience and may be taken for credit a maximum of two times.

#### **Credits**

3

## **SCI425 - Geoscientific Research Methods**

### **Description**

This is the pre-capstone course for Geosciences majors. Through the emphasis in this course on the acquisition and integration of geoscientific research, students will learn to synthesize knowledge and skills from prior program coursework to develop a research project in a chosen area of specialization. This course focuses on helping students propose a topic for research, conduct preliminary research, and develop a capstone research proposal. This course prepares students for the formal capstone submission in the following course, Geosciences Capstone.

### **Credits**

3

### **Requisites**

- Complete:
  - SCI320 - Geosciences Methodologies (3)

## **SCI489 - Geosciences Capstone**

### **Description**

This capstone course is the culminating experience for the B.S. in Geosciences 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 extends students' research proposals created in Geoscientific Research Methods into a formal capstone project and is structured to support student success in fulfilling program requirements.

### **Credits**

3

### **Requisites**

- Complete all of the following
  - 111 credit(s).
  - Complete:
    - SCI425 - Geoscientific Research Methods (3)

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## **Social Science**

## **SCS100 - Perspectives in the Social Sciences**

### **Description**

How do social scientists examine issues impacting human behavior This course will focus on the questions social scientists ask in their research of individuals, families, and larger society, as well as how social scientific inquiry has developed over time. This exploration of social science will focus on the ways in which researchers consider behavioral phenomenon and use research to study various concepts. Students will examine the relevance of social science to current issues, develop evidence-based questions about human behavior, and explore basic social scientific research approaches.

### **Credits**

3

## **SCS200 - Applied Social Sciences**

### **Description**

Social scientists consider a number of factors when deciding to invest time and resources into investigating a problem. Students engage in inquiry based learning by selecting a current issue and exploring it from the perspective of social scientists (psychologist, sociologist, anthropologist, etc.). Students use a systematic approach to engage in an evidence-informed investigation pertaining to a current issue.

### **Credits**

3

### **Requisites**

- 3 credit(s) from subject(s): ATH, ECO, HSE, POL, PSY, SCS, or SOC

## **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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - MAT133 - Introduction to Statistical Analysis (3)
  - 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.

#### **Credits**

3

#### **Requisites**

- 111 credit(s).

### **SCS490 - Social Science Internship**

#### **Credits**

0 - 15

### **SCS501 - Foundations in Statistics**

#### **Description**

The focus of this course is to enable students to develop a foundation of basic statistical literacy. Students will be able to assess the role of statistics in quantitative research and mixed methodologies, as well as develop the competency to perform basic statistical calculations. An awareness of the relationship between computation and interpretation will be addressed. Students will focus on the analysis of real-world data and research situations to illustrate the process of interpreting the meaning underlying the data, and how statistics can be utilized to address important questions.

#### **Credits**

3

### **SCS502 - Foundations in Research Methods**

#### **Description**

In this course, students will examine applied aspects of research methods and experimental design at the graduate level, which includes qualitative, quantitative, and mixed methods that are commonly utilized in social science research. Students will investigate procedures used to gather and analyze data and acquire real-world skills required to design and conduct research in future courses.

#### **Credits**

3

## **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

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## **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

## **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.

### **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:
  - SOC112 - Introduction to Sociology (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.

### **Credits**

3

### **Requisites**

- 1 of the following:
  - 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.

### **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.

### **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.

### **Credits**

3

### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

## **SOC328 - Sociology of Aging**

### **Description**

Students in this course examine the basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed.

### **Credits**

3

### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

## **SOC330 - Sociology of Minority Relations**

### **Description**

This course examines minority relations in America and other societies. It focuses on the nature of minority-dominated interaction, the sources and operation of prejudice and discrimination and the typical reactions of minorities to their disadvantaged positions.

### **Credits**

3

### **Requisites**

- Complete:
  - SOC112 - Introduction to Sociology (3)

## **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:
  - SOC112 - Introduction to Sociology (3)

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# **Southern New Hampshire University**

## **SNHU100 - Pro Seminar**

### **Description**

This course is for continuing education students re-entering the educational system. Topics covered in this seminar include self-knowledge, establishing personal goals, developing effective study skills, and practice in communications skills. Offered only in the Division of Continuing Education.

### **Credits**

3

## **SNHU107 - Success Strategies for Online Learning**

### **Description**

This course focuses on student success strategies for students who are new to higher education or online learning. Skill areas include critical thinking, self-advocacy and support services, and the empowerment of students to utilize their strengths in order to improve the likelihood of academic success.

### **Credits**

3

## **SNHU501 - Introduction to Graduate Studies**

### **Description**

This course is designed as an introduction to the skills necessary for successfully addressing the scholarly challenges of graduate school and professional practice. Students will explore topics such as taking ownership of academic and professional success, goal setting, time management, critical thinking, studying in an online environment, techniques for developing a sound scholarly argument, and the use of evidence and resources to conduct and present research.

### **Credits**

3

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## **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.

#### **Credits**

3

### **LSP112 - Beginning Spanish II**

#### **Credits**

3

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## **Special Education**

## **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

## **SPED501NC - 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)

## **SPED525C - Critical Issues/Students with Disabilities**

### **Description**

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.

### **Credits**

3

## **SPED525NC - Critical Issues/Students with Disabilities**

### **Description**

This course will analyze various disabilities and determine how they impact student learning within the general curriculum. Students will examine strategies and techniques (including assistive technology) to assist the student in the general education classroom. Tiered support systems will be discussed as a general education instructional framework that can serve the needs of all students. The role of the family and school as partners will be developed as a critical technique to serve the needs of students with disabilities, as well as the importance of facilitating effective meetings and communication efforts that must be part of the role of the special educator.

### **Credits**

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

## **SPED540NC - 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)



## **SPED601 - Content-Based Literacy**

### **Description**

This course is designed to help educators become more skilled and versatile in their application of teaching strategies within the regular education classroom, including discussion formats, varied questioning techniques, flexible groupings and differentiated instructional methods. Learners will understand the rationale and importance of using research-based strategies that enable a wide range of learners to access the Core Curriculum in general education classrooms. The course will examine curriculum and instructional design in relationship to students' diverse learning styles and cognitive, readiness and cultural differences. The overall goal is prepare educators to design and demonstrate lessons that incorporate engaging learning materials and methods and varied assessment tools that enable a broad range of students to achieve understanding, application and mastery of key curriculum concepts and skills.

### **Credits**

3

## **SPED610 - Executive Function and Study Skills**

### **Description**

Students with language-based learning disabilities often struggle with the cognitive and self-regulating tasks associated with executive function. These tasks range from organizing time, materials, information; preparing for work, managing frustration, accessing memory and self-monitoring one's progress and work. This course introduces educators to research-based strategies that increase and improve executive function through the use of effective study skills. While the course will explore relevant research on language-based learning disabilities and executive function, the emphasis will be placed on the practical teaching skills drawn from Landmark's Six Teaching Principles. These principles, which will be integrated throughout the course, encourage teachers to provide structured opportunities for students to achieve success, use multiple instructional modalities, create skill-based micro unit tasks, ensure student skill automatization through practice and review, provide models, and include the student in the learning process.

### **Credits**

3

## **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)

## **SPED624NC - 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 team work. 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 1 of the following
  - Complete:
    - SPED501C - Students with Exceptionalities (3)
  - Complete:
    - SPED501NC - Students with Exceptionalities (3)

## **SPED630 - Expressive Language-Skills and Writing**

### **Description**

This course focuses on the strategies and skills for supporting expressive language skills for students with dyslexia and other language-based learning disabilities, primarily for writing. The course introduces the concepts of scaffolding the writing process, using a hierarchy of skills to build appropriate foundational skills sets, and understanding the hidden demands of writing for students with language-based learning disabilities. Students in this course will draw from relevant research on expressive language arts to develop practical teaching strategies for their own learning environments.

### **Credits**

3

### **SPED635 - Reading Interventions for Students with LBLD**

#### **Description**

This course provides an overview of effective reading interventions drawn from research-based practice for students with dyslexia and other language-based learning disabilities. Students in the course will integrate appropriate assessment strategies, engage with the current research analyses on reading and language-based learning disabilities (LBLD), and develop practical strategies for supporting learners in developing the phonemic awareness, sound-symbol relationships, and decoding patterns that improve reading fluency.

#### **Credits**

3

### **SPED640 - Language-Based Learning Environments**

#### **Description**

Creating a supportive, effective, and well-structured language-based classroom is a key strategy for supporting students with language-based learning disabilities, though the principles apply to effective instruction for a variety of learners. This course will provide an in-depth analysis of teaching principles and academic planning strategies implemented successfully as well as other K-12 language-based environments. Emphasis will be placed on the establishment of proper classroom resources as well as how to arrange them within the physical classroom space.

#### **Credits**

3

### **SPED650 - Social-Emotional Competencies and Students with LBLD**

#### **Description**

Students with language-based learning disabilities often exhibit deficits in social skills, therefore a structured approach to developing proficiency in essential social and emotional competencies becomes an important part of a teachers' skill set. This course focuses on Social and Emotional Learning (SEL) as an essential piece in student development. This course will also provide an overview of the concept of Social and Emotional Learning (SEL) derived from evidenced based instruction and research. Emphasis will be placed on developing individual strategies for students and establishing a classroom culture based on SEL practices.

#### **Credits**

3

## **SPED680C - IEP Development**

### **Description**

This course will give students the opportunity to review special education law, with an emphasis upon NH Rules for the Education of Students with Disabilities and 2004 Reauthorization of IDEA. Course expectations will require heavy emphasis upon IEP development through examination of required elements of Individual Education Programs (IEPs) and participation on mock IEP Teams. Students will be introduced to state and federal special education rules and regulations, practical application of the law, ethical codes and related professional standards. The course will require working through mock IEP team experiences in the development of such plans. This will require knowledge of curriculum standards, review of mock student records, participation in mock IEP/Placement meetings, development of mock IEPs and the identification of methods for monitoring progress. Students will also review current cases and trends in special education law, analyze and interpret case studies and learn how to research both statutory and case law. Time will also be spent on review of Section 504 of the Rehabilitation Act of 1973, and The No Child Left Behind Act of 2001 and the impact of such law upon students with educational disabilities.

### **Credits**

3

### **Requisites**

- Complete:
  - SPED580 - Special Education Assessment (3)

## **SPED701 - Internship Grades K-6**

### **Description**

Internship course for Special Education for grades K-6.

### **Credits**

3

## **SPED702 - Internship Grades 7-12**

### **Description**

Internship course for Special Education for grades 7-12.

### **Credits**

3

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# **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.

### **Credits**

3

## **SPT200 - Sport Business**

### **Description**

This course educates students on the business of the sport industry, exposing students to functional areas such as sales, financing, funding, sponsorships, and human resources. Establishing distinctions between sport products across varying sports and levels within the management of the business is taught.

### **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**

- 1 of the following:
  - SPT111 - Introduction to Sport Management (3)
  - ENG123 - English Composition II (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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - MKT113 - Introduction to Marketing (3)

### **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**

- Complete:
  - BUS206 - Business Law I (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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPT208 - Sport Marketing (3)
  - ENG123 - English Composition II (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.

#### **Credits**

3

#### **Requisites**

- Complete 1 of the following
  - Complete:
    - ENG123 - English Composition II (3)
  - Permission of instructor

### **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:
  - COM212 - Public Speaking (3)
  - ENG123 - English Composition II (3)

### **SPT350 - Sales within Sport**

#### **Description**

Explore the critical skill of selling within the sport industry, including sales strategies, promotions, negotiating, communication and interpersonal skills, sales process, and creating sales pitches.

#### **Credits**

3



### **SPT360 - Brand Management**

#### **Description**

Learn how to develop and drive a brand through social media, advertising, marketing, player recognition and the various verticals within a business, with a focus on gaining market share and increased customer loyalty through consumer insights, strategic thinking, and innovation.

#### **Credits**

3

#### **Requisites**

- Complete:
  - SPT208 - Sport Marketing (3)

### **SPT401 - Sport Facilities Management**

#### **Description**

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course.

#### **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.

#### **Credits**

3

#### **Requisites**

- Complete:
  - ECO201 - Microeconomics (3)
  - ECO202 - Macroeconomics (3)
  - FIN320 - Principles of Finance (3)

## **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.

### **Credits**

3

## **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.

### **Credits**

3

### **Requisites**

- Complete:
  - SPT208 - Sport Marketing (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**

- Complete:
  - 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

## **SPT492 - Sport Management Internship II**

### **Description**

Internship continuation course for online students.

### **Credits**

3

### **Requisites**

- Complete:
  - SPT491 - Sport Management Internship (0 - 15)

## **SPT501 - Research Methods in Sport Management**

### **Description**

This course examines the methods and techniques used in research in sport management and the sport industry. Including the basic aspects of reading, evaluating, and writing research; this course will explore the concepts developed in relevant literature as they apply to sport management. Topics include problem selection, literature review, instrumentation, methodology, statistical issues, and types of research in physical activity.

### **Credits**

3

## **SPT510 - Sport and Society**

### **Description**

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

### **Credits**

3

## **SPT512 - Principles in Athletic Administration**

### **Description**

This course provides the graduate student with an overview of the role and responsibilities of intercollegiate athletics; human resources; finance; governance; operations and the management, planning, organization and administration of interscholastic and recreational athletics.

### **Credits**

3

## **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

## **SPT600 - Management of Sport Organizations**

### **Description**

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

### **Credits**

3

### **SPT601 - Sport Facility Management and Operations**

#### **Description**

This course is designed to provide students with an understanding of the business of sport facilities and operations. Elements of managing sport facilities, including arenas, stadiums, and athletic complexes will form the content of this course. As well, students will focus on facility management and administration considerations, systematically moving through planning and design, organizational and operational concerns, personnel planning, financial management, program development and scheduling, risk management, and marketing. Also covered will be the operations of specific facility areas including maintenance, crowd control and security, box office management and concessions.

#### **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

### **SPT610 - Sport Law**

#### **Description**

Students learn about the law as it applies to professional and amateur sport organizations. The course includes the analysis of contracts, tort law, antitrust law, labor law and collective bargaining.

#### **Credits**

3

## **SPT612 - Advanced Topics/Athletic Administration**

### **Description**

This course is designed to examine the current issues facing interscholastic athletic administrators. Information regarding the various components and activities in the organization and administration of athletic programs for prospective athletic administrators will be covered; including: recruitment, governance, compliance, and current research literature and research methods appropriate for administration athletics.

### **Credits**

3

## **SPT620 - Finance and Economics of Sport**

### **Description**

This course will provide students with an understanding of financial and economic theories and principles utilized in the sport industry. Topics will include the preparation of financial plans, strategic budgeting, capital and operating budgets, sources of revenue, economic theories, supply and demand concepts in the sport industry; economic impact, and other financial and economic theories pertinent to sport industry professionals.

### **Credits**

3

## **SPT700 - Sport Management Capstone**

### **Description**

This capstone course is the culminating experience for the M.S. in Sport Management 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:
    - SPT501 - Research Methods in Sport Management (3)
    - SPT565 - Internationalization of Sport Business (3)
    - SPT600 - Management of Sport Organizations (3)
    - SPT608 - Sport Marketing and Media (3)
  - 30 credit(s).

### **SPT710 - Internship**

#### **Description**

Internships are available for graduate students to enhance their educational experiences through appropriate, work-oriented activities in selected environments.

#### **Credits**

3

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## **Sustainability & Environmental Compliance**

### **SEC510 - Environmental Issues**

#### **Description**

A fundamental understanding of the various processes necessary to support life on Earth. Examine how human activities and philosophies (individual, business, cultural, and others) generate environmental issues and threaten these processes, and offers sustainable alternatives to these activities. Topics include ecology; populations; agriculture; desertification and deforestation; water and ocean pollution; air pollution, including ozone depletion and acid rain; global warming; natural resource depletion; solid and hazardous wastes; energy, including fossil fuels and nuclear power; economic implications; and sustainability.

#### **Credits**

3

### **SEC610 - 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; electricity; the atmosphere, including greenhouse effects; transportation; nuclear power; and economic implications.

#### **Credits**

3



## **SEC620 - Environment Compliance/Sustainability**

### **Description**

This course introduces students to a broad range of strategies used by both large and small businesses to achieve and maintain compliance with environmental laws and sustainability goals, with an emphasis on companies doing business in the United States. Students learn the importance of environmental due diligence as a tool for minimizing acquired liabilities in business mergers and acquisitions; the value of environmental auditing as a means of identifying compliance and sustainability issues in ongoing business operations; and the power of both environmental management systems and environmental certification programs as strategies for achieving and maintaining environmental compliance and sustainability, and for securing a competitive advantage in a marketplace increasingly populated by sustainability-conscious consumers.

### **Credits**

3

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## **Taxation**

### **TAX650 - Federal Taxation of Individuals**

#### **Description**

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

#### **Credits**

3

### **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**

- Complete:
  - TAX650 - Federal Taxation of Individuals (3)

## **TAX660 - Tax Factors in Business Decisions**

### **Description**

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

### **Credits**

3

### **Requisites**

- Complete:
  - MBA503 - Financial Reporting and Analysis (3)

## **TAX665 - Estate and Gift Taxation**

### **Description**

This course deals with the federal taxation of gratuitous transfers during a taxpayer's lifetime and property transfers at death. After gaining knowledge of the relevant statutes, regulations and case law, the student will develop estate and gift planning strategies to address estate and gift planning aspects of business and life events.

### **Credits**

3

### **Requisites**

- Complete:
  - TAX650 - Federal Taxation of Individuals (3)

## **TAX670 - Tax Research Methodology**

### **Description**

Explore the methods and techniques of federal tax research. Learn the rules and procedures for representing clients before the Internal Revenue Service.

### **Credits**

3

## **TAX700 - Special Topics in Taxation**

### **Description**

This course offers an in-depth study of special topics in federal taxation. Major, contemporary problem areas of taxation are explored.

### **Credits**

3

### **Requisites**

- Complete:
  - TAX670 - Tax Research Methodology (3)

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## **University-Administrative**

### **UNIV150 - Learning Counts**

#### **Description**

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

#### **Credits**

3

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## **Workplace Conflict Management**

## **WCM510 - Negotiation/Advocacy in the Workplace**

### **Description**

This course introduces the processes and practice of negotiating and advocating effectively in settings where continuation and strengthening of the relationship matter. Course content will include the uses, strengths, and weaknesses of distributive and integrative bargaining; the sources and uses of power in negotiation; and gender and cultural influences on negotiation style and practice.

### **Credits**

3

## **WCM610 - Introduction to Organizational Conflict Management**

### **Description**

This survey course introduces the analysis, interpretation, and management of conflict in contemporary organizational settings. Using interdisciplinary lenses, the course explores systemic, interpersonal, and other causes of conflict; conflict's influence on workplace communication and decision-making; and the relationship between conflict, leadership, and career advancement.

### **Credits**

3

## **WCM620 - Managing Difficult Conversations at Work**

### **Description**

The art and practice of dialogue building is the act of engaging conflict effectively and transforming difficult conversations into better decisions, healthier work relationships, and stronger organizations. This course examines approaches for de-escalating conflict conversations, choosing if and when to intervene, tapping the creative potential in conflict, and creating workplace environments that foster constructive conflict engagement.

### **Credits**

3