

## 2007-2008 UNDERGRADUATE CATALOG

**Go for your associate. Go for your bachelor's. Go for yourself. Go beyond expectations. Go for the challenge. Go for the growth. Go for the education. Go on campus. Go on location. Go online. Go the extra mile.**

Southern  
New Hampshire  
University

## For More Information

### On Campus

2500 North River Road  
Manchester, NH 03106  
603.668.2211

#### Undergraduate Admissions Office

800.642.4968  
603.645.9611  
FAX: 603.645.9693  
admission@snhu.edu

#### Graduate Enrollment Office

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603.645.SNHU  
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graduateprograms@snhu.edu

#### Division of Continuing Education

603.645.SNHU  
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### Online

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1.866.860.0449

General inquiries: online@snhu.edu

Current students: onlinestudent@snhu.edu

### On Location

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#### SNHU Maine

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Brunswick, ME 04011  
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#### SNHU Maine at Naval Air Station

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#### SNHU Manchester

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#### SNHU Nashua

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#### SNHU Salem

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603.893.9600  
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#### SNHU Seacoast

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Portsmouth, NH 03801  
603.436.2831  
seacoast@snhu.edu

#### SNHU Vermont

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

### Nondiscrimination

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

### Disability Access Statement

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

### Family Educational Rights and Privacy Act

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

### Sexual Harassment

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

# Welcome to Southern New Hampshire University

## Message from the President



In this catalog, you will find descriptions of Southern New Hampshire University's undergraduate programs and courses. A university catalog offers the most comprehensive description of any institution. Spend time with it and you will learn about SNHU's history and mission, its services and outreach, its facilities, and the many opportunities the university provides students for involvement in athletics, student clubs and other enriching activities.

Read between the lines and you'll discover much more. You will see what makes Southern New Hampshire University one of New England's most exciting institutions — small classes; our entrepreneurial and innovative spirit; dedicated faculty who bring real-world experience to the classroom; professional programs that are nationally accredited and internationally recognized; multimedia classrooms and state-of-the-art laboratories; a library with excellent holdings and electronic databases; a technologically advanced Center for Financial Studies; a radio station; a student operated gourmet restaurant; an art gallery; a fully equipped athletic center; and an internationally diverse and ambitious student body who annually add to the numbers of our highly successful alumni around the world.

SNHU is expanding its programs, completing new buildings and hiring wonderful faculty. It is increasingly recognized as a school on the move. You can be part of the excitement. As SNHU's new president, my first impressions remain fresh in my memory: the sense of possibility and energy and the opportunity that comes with a university experience coupled with a friendliness and warmth that immediately made me feel at home. Spend some time with this catalog, spend some time on campus, and I think you'll feel the same way.

Sincerely,

A handwritten signature in black ink that reads "Paul J. LeBlanc". The signature is written in a cursive, flowing style.

Paul J. LeBlanc, President

# 2007-2008 Undergraduate Catalog

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# Academic Calendars

## Fall 2007 – Spring 2008

### Undergraduate Day School

#### Fall

First Days	August 29-September 4
International Student Check-in	August 29
Domestic Student Orientation Check-in	September 1
Returning Resident Student Check-in	September 3
Returning Student Check-In	September 4
Classes Begin (Undergraduate Day, Transitional Bridge Program)	September 5
Mid-Term Holiday (Columbus Day Observed)	October 8
Thanksgiving Recess	November 21–23
Classes Resume	November 26
Last Class Day	December 14
Reading Day	December 15
Final Exams	December 17–21

#### Spring

Spring Orientation	January 21
Returning Student Check-in	January 21
Classes Begin (Undergraduate Day, Transitional Bridge Program)	January 22
Mid-Term Holiday	March 24–28
Classes Resume	March 31
Last Class Day	May 2
Reading Day	May 3
Final Exams	May 5–9
Commencement	Weekend of May 17–18

#### Division of Continuing Education and SNHU Online

##### Term 1

Classes Begin	Tue, Sept. 4, 2007
Classes End	Sun, Oct. 28, 2007

##### Term 2

Classes Begin	Mon, Oct. 29, 2008
Holiday	Thanksgiving (Nov.22/23)
Classes End	Sun, Dec. 23, 2007

##### Term 3

Classes Begin	Mon, Jan. 7, 2008
Classes End	Sun, March 2, 2008

##### Term 4

Classes Begin	Mon, March 3, 2008
Holiday	Easter (March 23)
Classes End	Sun, April 27, 2008

##### Term 5

Classes Begin	Mon, April 28, 2008
Holiday	Memorial Day (May 26)
Classes End	Sun, June 22, 2008

##### Term 6

Classes Begin	Mon, June 30, 2008
Holiday	Independence Day (July 4)
Classes End	Sun, Aug. 24, 2008

##### CE Summer Day Term A\*\*

Classes Begin	Mon, May 19, 2008
Holiday	Memorial Day (May 26)
Classes End	Thu, June 26, 2008

##### CE Summer Day Term B\*\*

Classes Begin	Mon, June 30, 2008
Holiday	Independence Day (July 4)
Classes End	Thu, Aug. 4, 2008

*\*\*Summer Day Terms are offered at the SNHU Manchester Center Only.*

#### ESL Term Dates

##### Term 1-A

Classes Begin	Tue, Sept. 4, 2007
Classes End	Fri, Oct. 26, 2007

##### Term 1-B

Classes Begin	Mon, Oct. 29, 2007
Classes End	Tue, Dec. 18, 2007

##### Term 2-A

Classes Begin	Mon, Jan. 14, 2008
Classes End	Fri, March 7, 2008

##### Term 2-B

Classes Begin	Mon, March 10, 2008
Classes End	Tue, May 6, 2008

##### Term 3-A

Classes Begin	Mon, May 12, 2008
Classes End	Fri, June 27, 2008

##### Term 3-B

Classes Begin	Mon, June 30, 2008
Classes End	Fri, Aug. 15, 2008

# Southern New Hampshire University



## Mission

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

## History of the University

Southern New Hampshire University was founded in 1932 by Harry 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's 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.

The 1970s were a time of growth and change. In 1971, the college moved from its downtown Manchester site to a new, 200-acre campus on the Merrimack River. In 1974, the college introduced a master of business administration program; in 1976, a B.S. in hotel management, and in 1978, the college assumed human services degree programs created by

Franconia College that later were organized into the programs of the Graduate School of Business and the School of Human Services.

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

In 1982, the college introduced a master's degree in community economic development.

The two-year culinary arts program was established in 1983 to prepare students for careers in the hospitality field. Five years later, the School of Human Services was transferred to Springfield College in Springfield, Mass.

New Hampshire College continued to evolve throughout the 1990s. At that time, academic programs began to be offered at off-campus locations to serve adult learners. Continuing education programs are now offered in Laconia, Manchester, Nashua, Seacoast Center at Pease and Salem, N.H. as well as Brunswick, Maine. The university also offers degree programs in Malaysia.

New undergraduate liberal arts and secondary teacher education majors were added in 1992. The institution's reach was extended globally to students by an innovative, fully online Internet-based distance education program, launched in 1996. Southern New Hampshire University currently has the largest distance education program of any singly post-secondary institution in New England. In 2006 the campus was upgraded to a wireless network, allowing the university to implement a laptop program to all undergraduate day programs.

In 1996 and 1997 the campus witnessed a growth spurt with the construction of four new buildings, including Washington residence hall; Webster hall, home of the School of Business and the School of Community Economic Development; the Hospitality Center, with four working kitchens, was built for the School of Hospitality, Tourism and Culinary Management; and Belknap Hall, which houses the Institute for Language Education, the Center for International Exchange and Public Safety. After the construction all of the university's operations at the north campus were moved to the main campus.

The metamorphosis continued. In the spring of 2001, the college added a master of education program and a master of science degree in community mental health, programs formally based at Trinity College in Vermont.

New Hampshire College became Southern New Hampshire University on July 1, 2001. Undergraduate and graduate programs were reorganized as programs of the School of Business, the School of Liberal Arts, the School of Community Economic Development, and the School of

Hospitality, Tourism and Culinary Management. New residence housing and an addition to the Athletic Complex were completed. A new academic facility, Robert Frost Hall, containing the McNinch Art Gallery and a Center for Financial Studies, was completed in 2002.

The university transferred three graduate education programs and two undergraduate education programs from nearby Notre Dame College when that institution closed. The School of Education was established in 2004.

The School of Education was moved to Belknap Hall in 2005. New graduate education programs in school counseling and school psychology have been added, bringing the master of education to a total of six programs.

The impetus behind New Hampshire College's change to Southern New Hampshire University can be traced to 1998, when the graduate school began offering its first doctoral programs, in both international business and community economic development.

Southern New Hampshire University now has an enrollment of nearly 1,915 undergraduate day students, 1,600 graduate students and 4,000 continuing and SNHU Online students. The high percentage of enrolled international students has resulted in a cultural diversity that enriches the learning experience for all.

Today, Southern New Hampshire University offers associate degrees in culinary arts, liberal arts and several business related fields. The university also offers bachelor of science degrees in business fields and bachelor of arts degree programs in communication, elementary and early childhood education, English, environmental studies, creative writing, psychology, political science, and other areas. A competency-based, three-year bachelor of science degree program in business administration, launched in 1997, is a distinctive alternative for today's students.

Southern New Hampshire University's graduate offerings include a Ph.D. in community economic development, a D.B.A. in international business, a Master of Arts in community economic development, a Master of Education and a Master of Science in various areas. See Degrees Offered and Academic Programs for a complete listing.

## Goals of the University

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

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

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



## Campus Community

A significant international student representation contributes to intercultural and affective development of all students. Higher education reflects the cultural interdependence and recognizes that its graduates will be world citizens. The campus prepares its students to live in an increasingly complex world of diverse beliefs, ideologies and values. It has moved into the forefront of educational efforts to increase the exchange of ideas and experiences between the United States and other countries. The university enrolls students from more than 70 countries.

The university offers a number of credit-bearing programs overseas, in China, Greece, India, and Malaysia, and has exchange student agreements with such institutions as Huron University in London, England and cooperative education relationships with foreign institutions.

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

Academic support services at Southern New Hampshire University include:

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

Southern New Hampshire University student affairs services include:

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

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

## Accreditation and Membership

Southern New Hampshire University is accredited by:

- New England Association of Schools and Colleges Inc., which accredits schools and colleges in the six New England states. Accreditation by the association indicates that the institution has been carefully evaluated and found to meet the standards agreed upon by qualified educators.
- Association of Collegiate Business Schools and Programs (ACBSP)
- The New Hampshire Postsecondary Education Commission
- The New Hampshire State Department of Education for Teacher Certification
- American Culinary Federation
- Sport Management Review Council

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

Southern New Hampshire University is also:

- approved for the education of veterans and the children of veterans.
- approved for the rehabilitation training of disabled students.
- listed in the Department of Education's Education Directory, Part 3, Higher Education.
- a preferred provider of online programs for sailors through the Navy College Program Distance Learning Partnership (NCPDLP)

## Campus

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

Campus facilities include 280 acres with 24 major buildings: classroom/administrative buildings, residence halls, a computer center, a library complex with a TV studio, a student center with dining facilities and an athletic/recreational complex featuring two gymnasiums, a competition-size swimming pool, a fitness area, athletic fields and tennis courts.

## Degrees Offered and Academic Programs

Southern New Hampshire University prepares its students by offering the following major courses of study. Some programs or courses leading to completion of degrees are offered through SNHU Online and On Location at various SNHU Centers throughout New England. All programs listed below are offered On Campus, unless otherwise stated. For more information regarding program offerings On Location visit [www.snhu.edu](http://www.snhu.edu).

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

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

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

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

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

A.S. Fashion Merchandising

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

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

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

A.A.S. Baking and Pastry Arts

A.A.S. Culinary Arts

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

B.A. Advertising

B.A. Child Development (*On Location*)

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

B.A. Early Childhood (*On Location*)

B.A. Computer Information Technology

B.A. Creative Writing and English

B.A. Digital Media

B.A. Early Childhood Education (*On Location*)

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

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

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

B.A. Environment, Ethics and Public Policy

B.A. Graphic Design

B.A. General Studies in Education (*On Location*)

B.A. History

B.A. Individually Designed Major

B.A. Political Science

B.A. Psychology (*On Location*)

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

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

B.A. Social Studies Education (*On Location*)

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

B.A.S. Hospitality Administration

B.A.S. Information Technology

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

B.B.A. Business Administration

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

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

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

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

B.S. Advertising

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

B.S. Business Education

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

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

B.S. General Studies in Business

B.S. Hospitality Management

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

B.S. International Business (*Online*)

B.S. Justice Studies

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

B.S. Marketing Education

B.S. Retailing

B.S. Sport Management

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

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

M.A. Community Economic Development

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

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

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

M.Ed. Child Development

M.Ed. Curriculum and Instruction

M.Ed. Elementary Education

M.Ed. Field Based Education

M.Ed. General Studies in Education

M.Ed. Secondary Education, English

M.Ed. Secondary Education, Social Studies

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

M.F.A. Fiction Writing

M.F.A. Nonfiction Writing

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

M.S. Accounting (*On Location*)

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

M.S. Business Education (*Online*)

M.S. Community Economic Development

M.S. Community Mental Health & Mental Health Counseling

M.S. Finance (*On Location*)

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

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

M.S. Justice Studies (*Online*)

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

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

M.S. Operations and Project Management

M.S. Sport Management (*Online*)

M.S. Teaching English as a Foreign Language

### Doctoral Degrees

Ph.D. Community Economic Development

D.B.A. International Business

## Certificate Programs – Undergraduate

Accounting (*Online/On Location*)  
 Baking  
 Business Education  
 Business Information Systems (*Online/On Location*)  
 Cooking  
 Early Childhood Education  
 Elementary/Secondary Teaching/ Special Education  
 English Education  
 General Special Education  
 Human Resource Management (*Online/On Location*)  
 Social Studies Education  
 Web Development (*On Location Only*)

## Certificate Programs – Graduate

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

## Center for Financial Studies

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

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

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

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

The Center simulates a Wall Street trading environment with:

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

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

## Admission

Candidates for admission to Southern New Hampshire University are evaluated individually on the basis of academic credentials and personal characteristics. Students may complete a paper application for admission or apply online at [www.snhu.edu](http://www.snhu.edu).

Admission to Southern New Hampshire University through the Division of Continuing Education takes place yearly. The Division of Continuing Education hold eight terms during the calendar year and application are accepted any time throughout the year.

SNHU Online applications are accepted online at [www.snhu.edu](http://www.snhu.edu).

### Undergraduate Admission Criteria

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

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

- four years of English
- three or more years of mathematics
- two or more years of science
- two or more years of social science

### The Common Application

Students applying to Southern New Hampshire University day school admission may use the **Common Application®**, which can be obtained at [app.commonapp.org](http://app.commonapp.org). Students using the Common Application must also submit the SNHU Common Application Supplement to complete their file.

### Freshman Admission

The following items are required to be submitted for consideration:

- A completed application, essay and \$40 application fee. (Fee waived for online applicants and foreign students. Not applicable to Continuing Education and SNHU Online students.)
- An official high school transcript including at least first quarter senior year grades or official GED certificate with scores. (Final transcript to be submitted following high school graduation.)
- SAT or ACT scores. (These may be reported directly by the College Board or by your high school. Our College Board Code is #3649) *Not required for culinary arts applicants.*

- Note: Beginning with Fall 2006 admission, the new SAT, with writing, or the ACT, with writing, will be required.
- A letter of recommendation from a guidance counselor or two teachers.

### International Student Admission

A complete application for an international student requires the following:

- A completed International Student Application form. The admission form used for U.S. students is not acceptable.
- Official copies of academic records translated into English, including:
- Proof of graduation or completion of program
- Copies of transcripts or mark sheets of all course work taken, with grades or marks for each course indicated (photocopies certified as true copies of originals are acceptable).
- Proof of English proficiency or agreement to enter our full-time, intensive English as a Second Language (ESL) program. Southern New Hampshire University provides conditional admission for students needing ESL prior to entering a degree program.
- Documentation of financial support. Applicants must complete the Certification of Financial Support in the application as well as submit documentation that funds are available. A demonstrated level of support not only for actual tuition and room and board, but also for living expenses, pocket money, books, etc., is necessary.

Candidates for undergraduate enrollment, whose native language is not English, must demonstrate proficiency on a TOEFL test with a score of 530 or higher. Equivalent proficiency may be demonstrated by a score of 197 on CBT, or 6.0 on IELTS.

### Transfer Admission

Transfer students are accepted at Southern New Hampshire University for enrollment beginning in either the fall or spring semesters. There is no spring culinary admission. Southern New Hampshire University recognizes the work completed at other accredited institutions and welcomes transfer applications. In reviewing applications for transfer admission, emphasis is placed on postsecondary academic work completed. Most successful applicants have a cumulative college G.P.A. of 2.5 or higher (4.0 scale). Southern New Hampshire University does not accept as transfer credit capstones, co-ops, internships and student teaching taken at other institutions.

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

- A completed application, essay and a \$40 application fee. (Fee waived for online applicants and foreign students.)
- An official final high school transcript.
- Official transcripts from all colleges or universities previously attended.
- A supplemental transfer form listing the courses the applicant is currently enrolled in or plans to take prior to enrollment at Southern New Hampshire University.
- A letter of recommendation from a professor or academic advisor.
- International students should submit course descriptions and syllabi to facilitate the process of evaluating possible transfer credits.
- Students wishing to major in computer information technology may need to provide syllabi of previous courses.

## Early Action

The early action option is for undergraduate day freshmen applicants who wish to receive the earliest possible response regarding their admission to Southern New Hampshire University. Evaluation of early action applicants is based on academic work through the junior year of high school. Applications may be submitted during the summer prior to the senior year or before Nov. 15 of the senior year. Early action applicants will either be accepted within 30 days or requested to submit first quarter senior year grades. Early action, unlike “early decision,” does not require an early commitment to enroll or restrict the student from applying to other colleges or universities.

## Rolling Admission

Most students apply under the rolling admission plan, in which applications are reviewed throughout the year. It is recommended, however, that candidates for freshman admission apply prior to March 15 for the fall term and before Nov. 15 for the spring term. Transfer applicants are encouraged to apply by March 15 for the fall term and by Nov. 15 for the spring. Applicants can usually expect to receive an admission decision within 30 days from receipt of their completed application.

## Special Academic Programs Admission

### Creative Writing Majors

Undergraduate day students applying for admission to the Creative Writing Program at Southern New Hampshire University must submit a 10 page writing sample. The coordinator of the Creative Writing program will review all application files for students seeking admission into the major. For more information contact Assistant Professor Diane Les Becquets, Coordinator of the Creative Writing program, at [d.lesbecquets@snhu.edu](mailto:d.lesbecquets@snhu.edu).

## Honors Program Applicants

Undergraduate day students applying for admission to the Honors program need to submit all of the items required for freshman admission. In order to be considered for the Honors program an additional application form and essay are required (see application for topic). The director of the Honors program will review the applicant’s credentials for admission into the program. For more information on the Honors Program see page 28 in this catalog or contact Dr. Nicholas Hunt-Bull, the director of the Honors Program at 603.668.2211, ext. 9798 or at [n.hunt-bull@snhu.edu](mailto:n.hunt-bull@snhu.edu).

## 3Year Honors Program in Business Administration

Undergraduate day students applying for admission to the Southern New Hampshire University 3Year Honors Program need to submit all of the items required for freshman admission. Successful candidates generally have combined SAT scores above 1100 and at least a “B” average in a challenging college-preparatory high school curriculum. An interview with the program director is required.

Applicants who are not offered admission to this program are considered for admission into the four-year degree program.

For more information on the undergraduate day 3Year Honors Program in Business contact Ashley Liadis at 603.668.2211, ext. 3178 or at [a.liadis@snhu.edu](mailto:a.liadis@snhu.edu).

## Personal Interviews and Campus Tours

A campus visit will help any student become familiar with the university and will assist students through the admission process. Personal interviews and campus tours are strongly recommended. Opportunities to visit SNHU include; guided tours, personal interviews, open house programs and information sessions. The Admission Office is open year-round. For specific dates and times for visits, please contact us at 800.642.4968 or 603.645.9611 or you can arrange your visit online at: [www.snhu.edu/255.asp](http://www.snhu.edu/255.asp).

## Admission of Nontraditional Students

Southern New Hampshire University encourages high school graduates of all ages to pursue university studies during the day, evening or online through SNHU Online. Those interested in evening, weekend or online enrollment may call 603.645.7648 (SNHU), or go to [www.snhu.edu/online.asp](http://www.snhu.edu/online.asp) for more information. Those interested in taking courses during the day enroll by contacting the Admission Office. In the admission process for nontraditional applicants, additional consideration is given for life and work experiences. Standardized tests (SAT or ACT) are not required of applicants for day admission who have been away from formal education for five or more years and are not required of any applicant for Continuing Education or SNHU Online.

## **Transfer Credit Evaluation Process**

Transfer students receive official transfer credit evaluations with their letters of acceptance. The credit evaluation lists all courses that transfer into the student's degree program so that the student knows exactly the courses needed to complete his or her bachelor's degree. Credits for courses in which the applicant earned a grade of "C" or better, and which fit the student's degree program, are generally transferable. Grades of "C-" will be transferred for credit if the grade-point average of all transferred courses is 2.5 or better. We do not accept as transfer credit cooperatives, capstones, internships and student teaching taken at other institutions. In most cases, transfer applicants with associate degrees from accredited institutions are granted junior (upper division) standing. Currently a maximum of 90 credits may be transferred toward a bachelor's degree and 30 credits may be applied to an associate degree. Grades earned in courses taken at other institutions are not considered in the calculation of the student's grade-point average at Southern New Hampshire University. Transfer students are expected to meet all graduation requirements of Southern New Hampshire University. (See the Graduation Requirements section in the University Policies section for more information.)

## **Articulation Agreements**

Southern New Hampshire University continues to establish and update articulation agreements with accredited two-year colleges. Articulation agreements and course equivalency guides identify the courses that are transferable from a two-year college to Southern New Hampshire University. Students who complete an associate degree (or equivalent) in a program covered by an articulation agreement shall have all passing courses accepted for transfer credit, as specified in the articulation agreement.

## **Credit for Life Experience**

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

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

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

## **Internal Transfer**

Students currently enrolled in any of the Southern New Hampshire University Continuing Education programs who wish to enroll in the undergraduate day program must file an Internal Transfer Application with the Admission Office. The internal transfer application form is available at each Continuing Education Center, or can be requested by contacting the Admission Office at 603.645.9611. Students will be evaluated on their academic performance in their current programs. Being admitted to another Southern New Hampshire University program does not guarantee acceptance to an undergraduate day program. If a student is enrolled as a culinary student and will not finish this degree, but wishes to change his or her major, he or she must complete a change of major form in the Student Administrative Services (SAS) office.

## **Reactivation/Readmission**

Students wishing to re-enter Southern New Hampshire University or transfer applicants wishing to reactivate their acceptance from a previous term must do so in writing to the Admission Office. Students must provide updated transcripts if they have attended elsewhere. If a student left the university and was not in "Good Academic Standing," they must apply for readmission to SNHU via the Scholastic Standing Committee.

## **Financial Aid**

Southern New Hampshire University provides several types of financial assistance to help students and their families meet the cost of a university education. More than \$60 million was awarded to our students in amounts ranging from \$500 to the full amount of educational costs during the 2006-2007 academic year.

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

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

Outside assistance must be reported to the Office of Financial Aid and may necessitate a revision to an existing financial aid award.

## The Financial Aid Application Process

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

Paper applications can be obtained in the office of Financial Aid on the main campus, at any of the SNHU locations, at public libraries and at high schools.

New students' financial aid applications are considered for aid eligibility following admission into the university. Priority will be given to completed applications received by March 15. Students who submit applications after this date will receive all federal and state funds that they are eligible to receive, and will receive institutional aid as funds permit.

Normal processing time for the FAFSA is approximately seven to ten days if submitted electronically; four weeks for mailed submissions. Students striving to meet the priority date are advised to keep the processing time in mind. Mid-year transfer students must ensure that loans processed at other institutions are adjusted by their previous schools to reflect their actual enrollment end dates at those schools. Please contact the Office of Financial Aid of your previous school to have them update this information with your lender.

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

At Southern New Hampshire University we strive to acknowledge the abilities and accomplishments of our students. Through a variety of merit-based grants and scholarships, the university recognizes and rewards academic achievement, community service and leadership experience.

## Merit Based Aid for New Students

New Applicants are automatically considered for merit based, renewable grants and scholarships during the admission process. Grants and scholarships are awarded on a first-come, first-served basis so students are encouraged to apply for admission early.

## Academic Scholarship

A limited number of Academic Scholarships are awarded to full-time undergraduate day students based on their academic records in high school or college. To be eligible, first-year students must be admitted prior to the financial aid priority date of March 15 and transfer students by May 15. Students selected for an Academic Scholarship will be notified at the time of admission and may receive additional types of financial assistance based on financial need. Individual scholarship amounts vary and are awarded based on a cumulative grade point average of a 3.0 (on a 4.0 scale) along with pre-determined SAT/ACT scores. These scholarships are renewable each year based on the maintenance of a 3.0 cumulative grade-point average (CGPA). Failure to maintain the required GPA will result in the loss of scholarship funds.

## Presidential Scholarship

Presidential Scholarships are offered on a selective basis up to 25 new, full-time undergraduate day students. Activities and leadership are considered in addition to academic records. The Presidential Scholarship is renewable based on the maintenance of a minimum 3.0 cumulative grade-point average. Failure to maintain the required GPA will result in the loss of scholarship funds.

## Commuter Grant

The Southern New Hampshire University Commuter Grant program is designed to assist a limited number of academically qualified students who plan to commute to Southern New Hampshire University undergraduate and culinary day programs on a full-time basis. Applicants must be U.S. citizens. Scholarships are \$2,000 per academic year for undergraduate day students. New students will be notified of their alumni commuter grants at the time of acceptance until the financial aid priority date of March 15.

## Sibling Grant

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

## Alumni Family Scholarship

The Alumni Family Scholarship, in the amount of \$500 per year, is awarded to dependent children of alumni, including graduates of any associate, bachelor's or master's degree program at Southern New Hampshire University. The student must be enrolled in the full-time undergraduate day program.

### **Athletic Scholarship Program**

Athletic scholarships are available to outstanding athletes in men's and women's basketball, cross country, lacrosse, soccer, tennis, men's baseball, women's softball and women's volleyball. Scholarship amounts vary. Information regarding these scholarships can be obtained by contacting the appropriate coach in the Southern New Hampshire University Athletic Department at 603.645.9604.

### **Future Business Leaders of America Scholarship (FBLA)**

Southern New Hampshire University awards one Future Business Leaders of America Scholarship in the amount of \$1,000 each year to the student chosen by the State FBLA Group as the Southern New Hampshire University recipient. Applications are available to any freshman and are judged based on letters to the State FBLA Group.

Southern New Hampshire University also awards up to 21 scholarships of \$1,000 each annually to students selected by the FBLA advisor of each FBLA chapter in the state of New Hampshire. Students may contact their FBLA advisor or the Southern New Hampshire University Admission Office for information.

### **DECA Scholarship**

Southern New Hampshire University awards one DECA Scholarship of \$1,000 each year to the student chosen by the State DECA Group as the Southern New Hampshire University recipient. Applications are available to any freshman and are judged on the highest point total in the participatory, competency-based competition at the New Hampshire DECA Career Development Conference.

Southern New Hampshire University also awards up to 21 scholarships of \$1,000 each annually to students selected by the DECA advisor of each DECA chapter in the state of New Hampshire. Students may contact their DECA advisor or the Southern New Hampshire University Admission Office for information.

### **Skills USA Scholarship**

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

### **Phi Theta Kappa Transfer Scholarship**

An unlimited number of \$7,000 scholarships for resident students and \$6,000 for commuters are awarded to Phi Theta Kappa graduates of a two-year associate degree program who enroll as full-time undergraduate day students. Students

must apply by May 15 for fall admission and November 15 for spring admission. A 3.0 cumulative grade-point average is required for the scholarship to be renewed. This scholarship may not be combined with non-Phi Theta Kappa scholarships.

Phi Theta Kappa graduates of SNHU associate degree programs are eligible for \$1,000 Phi Theta Kappa scholarships when they continue their educations by entering into bachelor's degree programs as full-time day students. Failure to maintain the required GPA will result in the loss of scholarship funds.

## **Southern New Hampshire University Grants and Scholarships**

Southern New Hampshire University need-based grants are available for full-time undergraduate day students. Awards range from \$500 to \$10,000 annually.

### **Endowed Scholarships**

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

#### **Frank and Eleanor Barnes Alumni Scholarship**

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

#### **Charles & Barbara Bickford International Scholarship**

Charles & Barbara Bickford established this scholarship to benefit graduate or undergraduate international students. Preference will be given to needy students in the following order: students from Vietnam or Cambodia, students from Southeast Asia or China, then lastly students from other foreign countries.

#### **Helder Biesek/Mildred K. Smith Scholarship**

This fund was established by John and Catherine-Ann (Smith) Day in memory of Catherine-Ann's mother and Helder Biesek, a former student at the Institute for Language Education (ILE) who was killed in a tragic accident before completing his education. While still alive, Mildred K. Smith earnestly desired that this scholarship be established in Helder's memory to enable future students at the ILE to continue their education at Southern New Hampshire University. The scholarship supports international students enrolled in the University's English as a Second Language program based on academic potential and financial need.

### **Henry W. Bloch Scholarship Fund**

This fund was established as a gift to the university by H&R Block founder and Southern New Hampshire University honorary degree recipient, Henry W. Bloch. This scholarship is awarded to full time undergraduate students who are enrolled in their junior or senior year at Southern New Hampshire University, are academically qualified students in a business major and have demonstrated financial need. Priority is given to students who are highly involved in college life and activities.

### **Hector Boiardi Scholarship**

This fund was established in memory of Hector Boiardi to provide scholarships to students with financial need who have shown a real interest in culinary studies. Awarded to a junior or senior in a hospitality-related baccalaureate program at Southern New Hampshire University, scholarships benefit culinary arts graduates who are continuing their studies. Awards are based on academic achievement in culinary arts, overall academic record (minimum 3.0 GPA), involvement in curricular and co-curricular activities and financial need. Students must apply for this award and be accepted into an undergraduate program to be considered for this scholarship.

### **Scott Caswell Memorial Scholarship**

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

### **Culinary Scholarship**

The Culinary Program contributes gratuity proceeds from the Hospitality Center Restaurant to fund endowed scholarship awards for students enrolled in the Culinary Arts program. Scholarships are awarded to culinary arts majors (in the culinary or baking track) for the second year of the associate degree program. Awards are based on academic achievement in culinary arts, overall academic record, involvement in curricular and co-curricular activities and financial need.

### **The Educational Continuum Scholarship**

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

### **Finlay Family Scholarship**

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

### **The Fisher Family Scholarship**

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

### **William S. Green Scholarship**

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

### **Ernest Iamundo/Labatt USA Scholarship**

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

### **Kappa Chi Scholarship Fund**

The Southern New Hampshire University Alumni Association and the Kappa Delta Phi National Affiliated Sorority, Kappa Chi Chapter have raised money to support this scholarship program. Consideration is given to students who are members of the Kappa Chi Sorority.

### **Kappa Delta Phi National Fraternity Scholarship**

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

### **Tony Lambert Memorial Fund**

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

### **Liberal Arts Scholarship**

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

### **John & Betty Miles Scholarship**

Established by longtime university supporters John and Betty Miles, this fund provides scholarships for students with an inability to afford the total tuition after available financial aid. Eligible students will be U.S. citizens enrolled in the undergraduate school and demonstrate a serious learning attitude and achievement (grades, projects, etc.). Preference of consideration will be given to students who have graduated from a Christian High School or were active in a Christian Church as evidenced by a letter of recommendation from his/her minister of the church. In a year when there are no deserving needy students fitting these specific guidelines the awards may be presented to other U.S. students enrolled in the undergraduate day program.

### **Edward Nassar Memorial Scholarship**

In memory of Edward Nassar, a former student at Southern New Hampshire University, the Southern New Hampshire University Alumni Association has created a scholarship fund designed to provide assistance to deserving, needy Southern New Hampshire University students. Preference is given to veterans of the armed forces and/or their dependents.

### **Phi Delta Psi Fraternity Scholarship**

The Southern New Hampshire University Alumni Association and the Phi Delta Psi Fraternity have raised money to support this scholarship program. Consideration is given to students who are members of the Phi Delta Psi Fraternity.

### **Dr. Jeannette A. Ritzenthaler Scholarship**

The estate of Dr. Jeanette Ritzenthaler made provisions for an endowed scholarship to be awarded to a student attending Southern New Hampshire University's Laconia N.H. Center. The student must be in his/her junior year (or with junior level credits) pursuing a bachelors degree, have financial need, be maintaining a GPA of 3.0 or above, and provide evidence of leadership through involvement in school and community activities.

### **Timothy Russell Study/Travel Scholarship**

John and Thora Russell established this fund in 1999 in memory of their son. The fund supports academically focused trips for students who best exemplify Tim Russell's passion for the industry, and demonstrate academic performance and involvement in campus life. Students must have a minimum of 3.0 GPA majoring in either Hospitality Administration, Hotel Management, Travel and Tourism, Restaurant Management, or the Culinary Arts, and must qualify for credit bearing internships outside of New England, either nationally or internationally.

### **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.

### **Gertrude C. Shapiro Scholarship**

The Gertrude C. Shapiro Scholarship was established as a gift to the university by Gertrude C. Shapiro to assist women from the state of Maine as they pursue undergraduate studies at Southern New Hampshire University.

### **The Student Ambassador Fund**

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

### **Teloian Scholarship Fund**

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

### **Martha Van Hyland Scholarship**

This fund was created in memory of Southern New Hampshire University alum, Martha Van Hyland to support Belknap County residents attending the University's Laconia N.H. Center. Students must maintain 3.0 GPA or better and show financial need

### **Women's Associates Scholarship**

This fund, created by the Women Associates at Southern New Hampshire University supports female students who have succeeded academically and are involved in university activities.

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

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

### **Vietnam Veterans Fund**

The Southern New Hampshire University Alumni Association established this fund to benefit veterans and dependents of veterans of the armed forces who served in Vietnam or other conflicts. Awards are based on need and academic criteria.

## Ronald L. Woodward Memorial Scholarship

The Ronald L. Woodward Memorial Scholarship was created in honor of a former Southern New Hampshire University student and Rochester, N.Y. native by the Southern New Hampshire University Alumni Association. Students whose homes are located in Upstate New York shall be given first priority. Preference will be given to students majoring in accounting, accounting/information systems, information technology and business administration, based on need.

## Annually Funded Scholarships

There are several annually funded awards that are given to students at Southern New Hampshire University, primarily on the basis of general academic achievement (a cumulative grade point average of at least 3.0) and financial need as determined by the Office of Financial Aid. These awards and amounts vary from year to year.

Full-time undergraduate day students interested in these scholarships can contact the Office of Financial Aid or go online at [www.snhu.edu](http://www.snhu.edu). Continuing Education students should contact their Center Director for more information.

## Federal and State Programs

### Selection Criteria

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

For dependent students, an estimate of the parents' contribution toward education expenses is made based on their income and assets. Taxes, medical expenses and other family liabilities also are taken into account. The student's income and assets are considered in estimating the total family resources that may be utilized to meet the cost of education.

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

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

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

## Federal Pell Grant

Federal Pell Grants range from \$400 to no more than \$4,310 each year. Applicants must be enrolled in a baccalaureate or associate 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 Supplemental Educational Opportunity Grant (FSEOG)

The FSEOG is a campus-based federal grant program with awards ranging from \$200 to \$1,400 per year, depending on demonstrated need and availability of funds. Grants are awarded to students with exceptional financial need, and typically to students receiving Federal Pell Grants.

## Academic Competitiveness Grant (ACG)

This grant is for fulltime undergraduate students, who receive Federal Pell Grants, are US citizens, have completed a rigorous secondary school program of study and are enrolled in at least a two-year academic program acceptable for full credit towards a bachelor's degree.

The award is up to \$750 for first academic year undergraduate students and \$1,300 for second academic year undergraduate students.

## National Science And Mathematics Access To Retain Talent Grant (National Smart Grant)

The National SMART Grant is for full time undergraduate students who are enrolled in the third or fourth academic year, who receive Federal Pell Grants and are US citizens, pursuing an eligible major in physical, life or computer sciences, engineering, technology, mathematics or a critical need foreign language: and have at least a 3.0 cumulative GPA. The award is up to \$4000 for each of the third and fourth academic years.

## State Student Incentive Grant (SSIG)

New Hampshire has a reciprocal agreement with Maine, Vermont, Massachusetts, Rhode Island, Connecticut and Pennsylvania through which residents of those states may be eligible for state aid for attendance at a postsecondary institution in New Hampshire. New Hampshire also has an incentive grant program for its residents. The state agency in your state can provide eligibility requirements.

## Governor's Success Grant

The Governor's Success Grant program provides assistance to full-time undergraduate students from New Hampshire who have completed 30 credits. The state of New Hampshire provides funds with a matching contribution from Southern New Hampshire University. Funds are not awarded or disbursed until the middle of the spring semester.

## Loans and Jobs

### Federal Perkins Loan Program

The Perkins Student Loan Program is a long-term, low-interest educational loan program administered by the university through a revolving fund comprised of contributions from the federal government, previous borrowers and the university. The maximum annual loan amounts are \$2,000 for undergraduate students. Loans are based on financial need, and the current interest rate when in repayment is 5 percent.

### Federal Stafford Loans

To determine eligibility for this federally regulated loan, the student must file the FAFSA and have completed a Federal Stafford Loan Master Promissory Note. Only a university financial aid office can determine the student's eligibility based on the cost and financial need at the particular university. Maximum loans for undergraduates are \$3,500 for students who have fewer than 30 credits, \$4,500 for students who have at least 30 credits but fewer than 60 credits and \$5,500 for students who have 60 or more credits in a baccalaureate degree program.

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

The Federal Stafford Loan program offers both subsidized and unsubsidized loans. For students who qualify for a subsidized loan, the federal government pays the interest on the loan ("subsidizes" the loan) until repayment begins and during authorized deferment periods thereafter.

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

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

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

### Federal PLUS Loans

Parent Loans for Undergraduate Students (PLUS) is a program designed to provide assistance to parents who wish to borrow money to help pay for their dependent child's education. The maximum loan amount is equal to the total cost of attendance minus the amount of financial assistance received by the student. Repayment of principal and interest begins immediately with minimum monthly payments of \$50 plus interest. Repayment may be spread over 10 years. The university Office of Financial Aid determines eligibility based upon federal need analysis procedures; the lender determines credit worthiness. A Free Application for Federal Student Aid (FAFSA) must be on file to receive a PLUS Loan.

### Alternative Loans for Parents and Students

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

### Federal Work Study Program (FWSP)

The Federal Work Study Program is an employment program funded by the federal government and the university. It allows students with financial need to work on- or off campus and receive an hourly wage. Currently no job is paid at a rate of less than \$6.50 per hour. The Office of Financial Aid will assist students in locating employment; however, neither employment nor earnings are guaranteed. Typical jobs are found in the library, cafeteria, department offices, gymnasium and in maintenance. Community service positions are available off campus at several local nonprofit organizations. Please inquire with the Office of Financial Aid or review our Web site for up-to-date employment opportunities.

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

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

### Off-campus Employment

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

## International Students and Financial Aid

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

## Computer Purchase Policy

The Office of Financial Aid at Southern New Hampshire University (SNHU) does not offer grant aid for the purchase of a computer, however students and parents may borrow additional loan funding, up to \$1,500, to cover this expense.

If a family would like to borrow additional loan funding to cover this required expense, they should contact the Office of Financial Aid.

## Veterans Benefits

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

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

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

If a veteran student is transferring directly from another school where he or she had been using VA benefits, the student should ensure that the other school promptly notifies the VA of his or her effective date of termination. Students must notify the registrar of any past university credits that are transferable to Southern New Hampshire University. If, after two terms, the veteran does not supply the required official transcripts of past studies, he or she will be certified only for the cost of courses. In the Division of Continuing Education, two courses per eight-week term constitute a full-time academic load and qualify the veteran for full-time benefits.

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

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

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

## Standards of Satisfactory Academic Progress for Financial Aid

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

### Quantitative Measure

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

- a. For the purposes of financial aid, a student may attempt a maximum number of credit hours based on his or her program of study, inclusive of remedial and non-degree courses, less the total number of credits accepted for transfer from other institutions.
  1. Associate degree candidates may attempt a maximum of 90 credits.
  2. Bachelor's degree candidates may attempt a maximum of 180 credits.
- b. Credits attempted are those for which the student has enrolled as of the end of the add/drop registration period.
- c. Successful completion is defined as the assignment of a passing grade to the courses attempted and equates to the number of credits earned. Failure, withdrawal, incomplete or other designations to the courses attempted are not considered successful completion.
- d. Courses that are repeated will be counted in the calculation of credits attempted and will be counted as credits earned when the student receives a passing grade.

## **Qualitative Measure**

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

## **Review**

Individual student records will be reviewed annually prior to being awarded financial aid.

## **Enforcement**

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

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

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



# Tuition and Expenses

## 2007-2008 Costs

	Per Semester	Annually
Tuition Undergraduate Day	\$11,508	\$23,106

### SNHU Online/On Location

SNHU Maine	\$498/per 3 credit course	
SNHU Laconia	\$639/per 3 credit course	
SNHU Nashua	\$738/per 3 credit course	
SNHU Seacoast Center	\$738/per 3 credit course	
SNHU Manchester	\$738/per 3 credit course	
SNHU Online	\$798/per 3 credit course	
SNHU Online Military	\$750/per 3 credit course	

### Housing: Per Semester Annually

<i>Dormitory</i>		
Single	\$4,025	\$8,050
Double: Winnisquam, Chocorua	\$2,740	\$5,480
Double: Washington, New Castle, Hampton, Windsor	\$3,200	\$6,400
<i>Apartments</i>		
Eastside	\$4,025	\$8,050
Westside	\$3,255	\$6,510
Townhouses	\$4,025	\$8,050

### Dining Plans:

*Dormitory freshman, new, and returning student Dining*

#### Options

Plan 1	\$1,575	\$3,150
Plan 2	\$1,285	\$2,570

#### Returning Dormitory Student buy-in Option

Plan 3	\$880	\$1,760
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#### Apartment & Townhouse Options (Apartment and

Townhouse residents can buy-in on any plan)

Plan 4	\$775	\$1,550
Plan 5	\$560	\$1,120

*Institute for Language Education applicable per ILE terms*

## English Second Language Tuition and Fees

Tuition:	\$2,298/per term
Room & Board:	\$2,240/per term
Fees:	\$60/term
Insurance:	\$150/term
Transitional Bridge Program Tuition and Fees:	\$2,154
Room & Board: Fall & Spring terms:	\$4,480
Room & Board: Summer term:	\$1,410
Insurance: Fall & Spring terms:	\$300
Insurance: Summer term:	\$150
Graduate Language Studies Tuition:	\$1,434/term
On Location Course Drop Fee	\$25*

\* Applies to courses dropped within seven days of the start of each new term.

**Undergraduate Day Credit Overload** costs will vary

**Health Insurance** (Undergraduate Domestic) \$555 per year (payable with first semester charges)

### Undergraduate Day New Student Orientation

New students in fall	\$150
New students in spring	\$50

## Undergraduate Day Student Fees:

**TMS Payment Plan Enrollment Fee** \$120

**Late Tuition Payment Fee** \$150 each occurrence

**Student Activities Fee** \$165 per semester

## University Wide Fees:

**Parking Fee** (Manchester) \$45-\$75 per year (depending on commuter or resident status)

**Transcript Fee** (first unofficial transcript is free) \$5 each

**Graduation Fee** (undergraduate & graduate degrees) \$150

**Duplicate Diploma Fee** \$25

### Deposits

Domestic Day Undergraduate Tuition Deposit	\$100
Housing Room Deposit	\$100
Housing Security Deposit	\$300
ILE Undergraduate Student Deposits	\$250
ILE Graduate Student Deposits	\$350

*Note: If an undergraduate day student plans to enroll in fewer than 12 credit hours, please inquire about undergraduate day courses per-credit-hour charges by special arrangement.*

## CAEL

CAEL (the Council for Adult and Experiential Learning) has partnered with Southern New Hampshire University to bring you quality programs On Campus, On Location and Online. Employees of a CAEL partner company you will receive a 10% tuition discount off the regular Southern New Hampshire University tuition on courses approved by your employer's tuition assistance policy.

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

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

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

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

## Culinary Fees

Culinary students must purchase a uniform and set of knives. Students are subject to additional university fees applicable to full-time day students, including health insurance, graduation fee, cooperative education fee and others.

## Undergraduate Day Student Payment, Refund and Deposit Policies

### Deposit Policy

Following acceptance to Southern New Hampshire University, undergraduate day students need to confirm their intention to enroll by submitting a deposit as listed below. Deposits for new and readmitted students are requested by and payable to the Admission Office.

- Commuter students: \$200 deposit, which is credited to the student's account.
- Resident students: \$400 deposit, of which \$300 is credited to the student's account and \$100 is held as a housing security deposit.

### Housing Security Deposit

A housing security deposit is required of all students residing in university housing. The deposit is refunded when the student no longer resides on campus. The student's account is charged for any damages as they occur and the student is required to pay for the damages in order to maintain the deposit at \$300.

### Admission Deposit Refund Policy

September admission: The deposit is fully refundable up to May 1. After May 1, deposits are not refundable. January admission: Deposits are not refundable. Requests for refunds must be submitted in writing to the director of admission.

### Returning Student Refund Policy

A maximum of \$100 is non-refundable. See section regarding Withdrawal from Southern New Hampshire University.

### Payment of University Bills

Full payment of tuition and fees or participation in the TMS payment plan is required by the semester's payment due date. Any student not paid in full by the semester's payment due date will be assessed a late payment fee of \$150 and the student's class schedule may be dropped. Fall semester charges are due by July 1, 2007. Spring semester charges are due by December 13, 2007. If the account remains unpaid for 30 days beyond the payment due date another late payment fee of \$150 may be assessed.

The net balance due on a student account consists of tuition and fees less the net amount of financial aid to be posted. Balances, which result from unpaid financial aid (for any reason), are the student's responsibility to pay. All students must sign a promissory note agreeing to the terms and conditions as set forth by Southern New Hampshire University.

Student financial accounts must be settled in one of the following ways:

- A. Paid in full and received by the Student Administrative Services office before the semester's payment due date (cash, check, money order, VISA, Discover and MasterCard accepted) or:

- B. Enrolled in the contracted payment plan offered through Tuition Management Services (TMS). Participation is defined as TMS having received the first payment and enrollment fee before the semester's payment due date. TMS is an independent payment plan company that is authorized by Southern New Hampshire University to make payment contracts and receipt payments on the university's behalf. There is an enrollment fee to open a contract. Contact TMS directly to open a contract (1.800.722.4867). Finance charges will not accrue on your student account provided your payment contract is in good standing. You will be responsible to make any necessary adjustments to your payment contract in order to settle your account in full with SNHU any account balance not contracted with TMS is due and payable immediately to SNHU.

### Refund Policy

Students who withdraw from the university (see Withdrawal from Southern New Hampshire University) will be entitled to 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.

Students receiving Federal Title IV Financial Aid (Federal Stafford, Plus, Perkins loans and Federal Pell or SEOG grants):

Students who withdraw before they have attended 60 percent of any particular academic term may need to have a portion of the federal financial aid canceled. These funds would then be returned to the lender (for loans) or to the U.S. Department of Education (for federal grants). The percentage of federal financial aid "earned" (allowed to keep) is based on the amount of time a student attends in that term and is calculated using the Federal Return to Title IV funds formula provided by the U.S. Department of Education.

If a student withdraws after they have attended 60 percent of an academic term, they have earned 100 percent of the aid awarded for that term and there is no cancellation of aid. In some instances, if a student has taken a credit refund from financial aid funds and then withdraws, these funds may need to be paid back to federal aid sources. The Financial Aid Office will make notifications in writing if this occurs.

Institutional financial aid may also be canceled during the withdrawal process based on adjustments to charges and federal financial aid.

Students will have all refunds processed within 30 days of the notification of withdrawal. Southern New Hampshire University complies with all federal refund requirements.

Tuition, fees, room and board are canceled/reduced based on the following schedule for standard day school students:

Tuition and Room charges:

- 100 percent refund before the first day of class.
- 90 percent refund through the first 10 percent of the term.

- 50 percent refund from 10 to 25 percent of the term.
- 25 percent refund from 25 percent of the term through 50 percent of the term.
- No refund after 50 percent of the term has elapsed.

Fees: No refund after the first day of class for student activity fees.

Board (dining): Actual usage is compared to a pre-set weekly usage amount of dining plan #2. Forty percent of the larger amount is refunded to the student account. This calculation is applicable to dining plans 2, 3, 4 and 5. Dining plan 1 will receive a full refund of the difference between dining plan 1 and 2 before this calculation is implemented, if possible.

### Non-matriculated Part-time Students

Southern New Hampshire University provides limited opportunities for residents of the Greater Manchester area to enroll as special students on a part-time basis in its undergraduate day programs, including the culinary program.

Non-matriculated part-time students may enroll for up to six credit hours in a semester, not to exceed nine credit hours per academic year or more than 12 credit hours in total. Enrollment is on a space-available basis. Contact the undergraduate admission office for more information. The tuition rate is shown on the tuition and expenses table.

### Credit Overload

A student who wants to take more than 18 credit hours in a single semester, including all day and continuing education credits, must receive permission to take these extra credit hours from the appropriate school dean. Credit hours for courses from which the student withdraws are included in his or her total number of credit hours.

A student will be required to pay for each credit hour he or she takes in excess of 18 credit hours in one semester. All Southern New Hampshire University tuition and fees are subject to change at any time by action of the board of trustees.

## SNHU Online/On Location Student Payment, Refund and Deposit Policies:

### Payment of Tuition

Tuition must be paid before attending the first class of a term. Tuition can be paid by cash, VISA, MasterCard, Discover, American Express, check or money order. Textbooks and supplies are sold separately. Southern New Hampshire University has a deferred payment option for new students who need start-up help and current students who face sudden financial difficulties. All students must sign a one-time promissory note.

### Deferred Payment Plan

First-time students must pay half (50 percent) of initial enrollment charges at the time of registration, unless they fall under direct bill eligibility (which requires an employer letter for verification on file before registration) or they have completed financial aid forms and are expected to be eligible for such aid. Payment of the remaining half (50 percent) of

the initial term's charges is due on or before 30 days following the close of that term. Interest at the rate of 18 percent-per-year (compounded daily) on the outstanding balance will be charged. If payment has not been received within the 30-day period, students' accounts will be placed on hold and they will not be allowed to register for upcoming terms.

Continuing students may enroll in successive terms without additional payments, but full payment for the previous term is due on or before 30 days following the close of that term. Interest at the rate of 18 percent-per-year (compounded daily) on the outstanding balance will be charged. Interest will accrue as of the first day of class.

### 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 Administrative Services the necessary authorization and inform the office how the tuition payment will be handled.

### Direct Third Party Billing

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

### Other payment information:

- Finance charges at the rate of 18 percent per annum on the outstanding balance will be charged to all students except those on active-duty military and those covered under a direct-billing arrangement.
- Students who are completely covered under a direct-billing sponsorship arrangement are not required to make any initial payment to SNHU as the sponsor will be direct-billed.
- International students or domestic resident undergraduate students who transfer to continuing education (CE) status will be charged a \$135 per-term fee to cover the cost of campus services.
- Students receiving financial aid may use such funds to make required payments. Transcripts, caps and gowns and diplomas will be withheld from any student with an outstanding balance.
- Students failing to pay their bills for the previous term within a 30-day window will be assessed a \$50 penalty charge. Students who are no longer enrolled

at Southern New Hampshire University and have balances will be charged a late fee of \$50. If a payment plan is not established, the account will be placed with a collection agency. If this happens, the student's account will be assessed an additional 25 percent and the debt will be placed in the student's credit file. Any student who has a former collections account must pay up-front for future classes.

For additional information or forms contact the Student Administrative Services office, or visit us on line.

### Refund Policy (On Location)

Students who wish to withdraw from class must do so in writing using a withdrawal form. Refunds are based on the date that the withdrawal form is received. The textbook return policy is posted in the bookstore. If a credit balance is the result of a drop or withdraw from a class(es), the student is responsible to submit a refund request form if desired. If the student does not submit a 'Request for Refund' form, any credit balance will remain on the student account in anticipation of future enrollment. This policy includes payments made with credit or debit cards. Refer to the refund request form for more details regarding refund processing.

#### The following is the tuition refund policy:

Time of Withdrawal	Night Classes	Weekend Classes
8-week or 16-week	Percent of Tuition	Percent of Tuition
Before first class starts	100%	100%
After first class starts	80%	80%
After second class starts	50%	No Refund
After third class starts	No Refund	No Refund

Because of the nature of online classes, this policy differs for registrations for SNHU Online courses.

### Refund Policy Online (SNHU Online)

Withdrawal or last access prior to 12 noon (EST) on the first day of class - 100% refund minus \$25 administrative drop fee. Withdrawal or last access after 12 noon (EST) on the first day of class through midnight (EST) on the first Sunday of class - 80% refund.

Withdrawal or last access any time during week two - 50% refund.

Any withdrawals or course access after week two are not eligible for any tuition refund. Please remember all classes officially start on Mondays and end on Fridays. If you have any questions regarding the withdrawal policy, please contact the SNHU Online office at 1.866.860.0449 or e-mail [online@snhu.edu](mailto:online@snhu.edu).

The Office of Financial Aid office will calculate a refund for students who are recipients of federal aid to determine the amount of federal aid they have earned and if they are entitled to keep any, in accordance with federal policies.

## Academic Support Services

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

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

The library collections are developed to support the university's business, liberal arts, education, and hospitality and tourism curricula at all levels. There are extensive core holdings in management, administration, finance, nonprofit management, international business and economic development. The library serves as a depository for federal documents, particularly those issued by the departments of Commerce, Labor and Treasury.

The constantly expanding collection contains more than 96,000 paper and electronic books, 725 paper periodical subscriptions, access to the content of 20,000 proprietary online journals (most available in full-text) and 12,000 company financial and annual reports. The microfiche collection includes more than 375,000 items.

The library online gateway can be accessed from our Web pages ([www.snhu.edu/library.asp](http://www.snhu.edu/library.asp)). The online catalog can be accessed globally. Networked members of the community have access to more than 60 databases from proprietary information providers.

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

The Shapiro Library features:

- sixteen networked computers and four computers dedicated to the online catalog.
- a computerized training room with 28 networked computers, an instructor's computer and overhead projection, video, television and satellite downlink.
- conference rooms for individual and group study.
- resource support for courses.
- an enclosed quiet study area.
- networked study carrels.
- photocopy and microform machines.
- twelve laptops with wireless network capability, available for loan within the library.
- the Pantano Art Gallery spotlighting New England artists.

A strong, dynamic bibliographic (instruction/information) program provides orientation and training for all students. Librarians design appropriate library instruction, electronic information sessions, and online tutorials. Emphasis is placed on research strategies, explaining database searching and demonstrating online tutorials. Classes are held in the library training facility and may be introductory or tailored to specific subjects and disciplines.

## Audio Visual Center

The Audio Visual Center includes a listening room where its library of compact discs, cassettes and video programs can be reviewed by students and faculty. A variety of A/V equipment is circulated from the center for classroom instruction. Computer-generated transparencies are produced by students and faculty with assistance from audio-visual personnel.

## Academic Support Offices

Success in academic matters stems from participation between students and faculty members. Students who are willing to learn will find our academic support services a valuable part of that teaching-learning partnership.

Academic support services at Southern New Hampshire University is comprised of four distinct offices: the Academic Advising Office, the Dorothy S. Rogers Career Development Center, the Office of Disability Services and The Learning Center. These four offices provide coordinated assistance to students as they become independent learners and successful both academically and in their chosen fields.

Academic support services are available at no additional cost to all SNHU students. Students who want to achieve better academic and career results are welcome to discuss their needs with their academic advisors, instructors or a staff member in one of the academic support offices.

## Undergraduate Day Academic Advising Office

Advising is a service that is provided to all day students enrolled at Southern New Hampshire University. All first year students are assigned a first-year advisor to help them with the transition to university life and to address the situations that first-year students encounter. All first-year students are required to enroll in the University's first year seminar course SNHU 101 First Year Seminar: Foundations of Critical Thinking, which is taught by their advisors. In addition, all first-year students are also assigned to a Peer Advising Leader (P.A.L.). P.A.L.s are upper class students trained and supervised by the Academic Advising Office and provide peer advising and support to first-year students. The P.A.L.s are "linked" to the first-year student's SNHU 101 course.

After the first year, students are assigned to faculty advisors in the department of their respective majors. Students still exploring their major options are assigned an advisor in the Academic Advising Office. The services of the Academic Advising Office are available to all students. Services include

academic advising, educational planning, and workshops designed to help students with decision-making, goal-setting and planning related to their personal, education and career goals."

Students who have questions about advising should consult with their advisor or the Academic Advising Office, located in Exeter Hall.

## Dorothy S. Rogers Career Development Center

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

### Cooperative Education

Students in most majors at Southern New Hampshire University have the option of participating in cooperative education experiences, or co-ops. This "earn-and-learn" program supplies credits toward degrees and integrates classroom study with related on-the-job work experiences, some of which are paid positions. These opportunities bridge the gap between textbook theory and the actual practices of the work world and allow students to test their career choices. All students are encouraged to build co-op options into their academic programs, as they form the basis for enhanced career opportunities after graduation.

Southern New Hampshire University offers co-op experiences in three, six, nine and 12 credit-hour blocks for most majors. Each co-op experience must be approved by a member of the university faculty and requires the completion of written assignments. Co-op experiences are coordinated and supervised by the Career Development Center in consultation with faculty and students and take place in all regions of the United States. When cooperative education experiences are taken during the academic semester, they may be integrated with regular classroom work. However, students often elect to do their co-op experiences during the summer months, allowing them to concentrate on full-time work for an extended period of time. There is a tuition fee for cooperative education that is based on the number of credit hours.

The Career Development Center maintains a working relationship with local, regional, national and international employers. Students also develop contacts who will help them and the university create new options.

### Career Planning

Because deciding on a career is a systematic process that requires time and planning, the Career Development Center offers a developmental plan for undergraduates. Making effective career decisions requires careful self-assessment and investigation of career options.

The Career Development Center's professional staff offers workshops and one-on-one counseling year-round, from freshman year to beyond graduation. Career assessment inventories challenge career objectives and values that relate to personal goals and lifestyles. Traditional job search assistance is offered and contacts are made with representatives of business, government and industry to recruit employees on and off of campus. The office's career library contains materials on trends, job-hunting techniques and employment opportunities. An employer database, a computerized career decision-making program and Internet job searching also are available.

An early partnership with the Career Development Center will help students prepare to enter the work force.

## **Office of Disability Services**

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

## **Services to Students With Disabilities**

### **1. Section 504 Compliance and ADA Compliance**

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

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

While the university makes no pre-admission inquiry about an applicant's disability, such knowledge can often be helpful in the admission process. We recognize that to disclose any disability is a personal choice which every applicant may exercise. We respect that choice; however, we encourage applicants with hidden disabilities, such as learning disabilities, psychiatric disabilities or chronic medical conditions, to self-disclose such conditions and provide us with all necessary data. It is only through self-disclosure that informed and fair decisions can be made by both the student and the university regarding the suitability of Southern New Hampshire University. This information is also useful after the student is enrolled in helping the faculty and staff provide the needed services or in referring students for appropriate services. Accommodations can be made only after the student provides the appropriate documentation. Documentation guidelines are available from the Office of Disability Services or online at [www.snhu.edu/603.asp](http://www.snhu.edu/603.asp).

### **3. Academic Responsibility**

While personal services and personal aides cannot be provided, reasonable accommodations will be arranged to aid a student with a disability based on a plan to be developed by the student and the appropriate disability specialist. Such services may include priority registration, alternate examination conditions, auxiliary technology and other reasonable classroom and examination accommodations. In all instances, the classroom instructor is responsible for facilitating the learning and examination process (with assistance and advice from appropriate SNHU Disability Support Services).

### **4. Grievance Procedure**

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

Complaints should be addressed to:

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

The grievance procedure requires the following:

1. A complaint must be filed in writing or orally, must contain the name and address of the person filing it and briefly describe the alleged violations of the regulations.
2. A complaint must be filed within 30 working days after the complainant becomes aware of the alleged violation. (Processing allegations of discrimination that occurred before this grievance procedure was in place will be considered on a case-by-case basis.)
3. The ADA/504 Compliance Officer or his or her designee will conduct an investigation, as may be appropriate, following the filing of a complaint. These rules contemplate informal but thorough investigations, affording all interested persons and their representatives, if any, an opportunity to submit evidence relevant to the complaint.
4. The ADA/504 Compliance Officer will issue written determination as to the validity of the complaint and a description of the resolution, if any, and forward a copy to the complainant no later than 15 working days after the complaint is received.
5. The ADA/504 Compliance Officer will maintain the files and records of Southern New Hampshire University relating to the complaints filed.

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

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

## The Learning Center

The Learning Center, located in Stark Hall, offers a wide array of academic support services, including, but not limited to, the following:

- Tutoring: SNHU offers tutoring for many university courses through walk-in and/or individualized tutoring. Tutors are faculty members, graduate students and undergraduate peers. In addition, in some courses peer tutors are hired as classroom assistants to provide an additional resource to the students and to faculty members.
- Peer Mentoring: Many students lack sufficient study and organizational skills to be successful at the university. The mentoring program provides "generic" instruction in areas such as time management, exam preparation and note-taking skills.
- Structured Learning: Southern New Hampshire University offers students the opportunity to enroll in courses with structured learning assistance. Structured learning is designed to provide support in courses that may prove to be challenging for some students. Structured learning may include either supplemental instruction labs and/or organized study groups. Supplemental instruction labs meet for one scheduled hour per week in addition to class time. Organized study groups are peer-led and time-flexible. Either form of structured learning provides students with the opportunity to develop effective study strategies and organizational skills:
  - to better understand the course subject;
  - to review and discuss assignments and materials presented in class;
  - to review for quizzes, tests and exams;
  - and/or to meet with peers in the class.
- Remedial Assistance: The Learning Center offers remedial assistance to students at risk of academic dismissal through intensive professional tutoring/mentoring and/or through a program called Second Start. Second Start is a semester-long workshop series with built-in assisted study sessions and frequent faculty contact. The Scholastic Standing Committee or the director of The Learning Center refers students to the Second Start Program.
- Tutor Training: The Tutor Training Program at SNHU is an internationally certified program. The Learning Center is authorized by the College Reading and Learning Association to award tutor training certification at three levels of tutor expertise (regular, advanced and master).

Inquiries and questions about services available through The Learning Center should be directed to the center director.

## Southern New Hampshire University Computer Resources

Southern New Hampshire University provides student computer laboratories at all campus locations. These facilities contain industry-standard microcomputers with a suite of Microsoft Windows-compatible software. Each student facility has a functioning network that provides file- and print-sharing services as well as full access to the Internet. This Internet access provides students with electronic mail, file transfer and remote log-on capabilities and full World Wide Web access. All SNHU students receive e-mail addresses and all residence hall rooms have high-speed Internet connections (one connection per resident). Residents are also provided local telephone service, voice-mail, and cable TV service.

In a manner less visible to students but equally important, the Department of Computing Resources serves as the hub of the university's many administrative functions, supporting hardware and software used to assist SNHU in such administrative operations as producing grade reports, transcripts, paychecks and so forth. A network of more than 100 computers reaching every university campus provides access to the university's administrative computing system to provide this support. Faculty can also access the university's administrative computing system for specific computing requirements.

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

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

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

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

The English as a Second Language (ESL) Program, more formally known as the Intensive English Program (IEP), is a full-time program with eighteen hours of language instruction and guidance per week. Students are tested and assigned to one of six levels of instruction. Typically, completion of one level of instruction requires two terms/one semester. At the end of each semester, students are given the TOEFL exam, along with other tests, and are evaluated as to their progress and readiness for movement to a higher level of ESL instruction or for undergraduate/graduate coursework. Mandatory individual student-teacher conferences are scheduled at mid-semester as well as at the end of each semester. 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. Computer-assisted instruction provided in a modern language lab complements classroom instruction. Advanced level students may be permitted to take courses for degree credit in the Division of Continuing Education.

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

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

### **Requirements for Completion**

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

### **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**

Conditionally accepted undergraduate school students who have completed the advanced level of ESL and have been accepted into undergraduate school are placed into ENG 070-72: Transitional English. This series of three integrated courses prepares international students for the academic tasks required in American university undergraduate coursework. For more specific information on the skills developed within each course, refer to the ENG heading in the course description section of this catalog.

### **Foreign Languages**

Currently, four foreign languages 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).

# Special Academic Programs

## Freshmen Academic Programs

### First Year Seminar: Foundations of Critical Thinking

#### SNHU 101 course description

This course is designed to help freshmen students develop effective skills and strategies in order to meet the challenging academic expectations at Southern New Hampshire University. Students will develop and refine academic skills such as critical, creative and analytical thinking. They will also learn about tools and methods of research and how to effectively use information literacy in their research methods. Students will learn to recognize and value excellence in academic work.

#### SNHU 101 Details

SNHU 101 serves as an introduction to college-level work. It is an academically rigorous course that helps prepare students for success at SNHU. Critical thinking is a significant competency and as such, is something that is woven throughout the course. Students are expected to read, understand and respond to complex textual material. This course provides a consistent message about the importance of written and verbal communication.

All incoming first year students will be assigned a 'summer reading book' and a common textbook from the Taking Sides series in critical thinking.

While all sections of SNHU 101 have a common set of outcomes/competencies, the context for the delivery of these outcomes varies. Each section falls under specific schools/majors. Such as:

- School of Business
- School of Liberal Arts
- School of Education
- Justice Studies
- Culinary Institute
- Exploratory Studies

Some hallmarks of SNHU 101 include problem-based discussions, group work/study and other forms of "active learning" promoted by each instructor along with the incorporation of appropriate educational technologies in support of teaching, learning and student research. Specific student deliverables would include, but are not limited to, essays, group case studies, exams and/or term papers.

In addition, students will learn aspects of study skills through support of the SNHU learning center (e.g., note taking, reading for comprehension, time management, test taking). Social norms, involvement and stress management will be supported and presented by the Student Affairs division.

#### E-Portfolio

SNHU 101 is expected to make a significant difference in the academic orientation and preparation of our freshmen for subsequent courses they will take at Southern New Hampshire University.

To ensure its success, students will be utilizing and formulating e-portfolios in SNHU 101. They will be able to develop a portfolio that demonstrates learning and active participation in the college environment. Faculty will be able to assess student's progress in the e-portfolio with the utilization of rubrics.

For more information contact Dr. Pat Spirou, Director of Freshmen Programs at [p.spirou@snhu.edu](mailto:p.spirou@snhu.edu)

## The Honors Program

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

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

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

Applicants to the Southern New Hampshire University Honors Program should have a combined SAT score (critical reading and math) of at least 1000, high school GPAs of 3.2 or better, outstanding entrance essays and evidence of interest in learning, personal development and service. Students usually enter the program at the beginning of their freshman year, but transfer students may also be accepted if they have fewer than 60 transfer credits. Current Southern New

Hampshire University freshmen and sophomores will similarly be considered for entrance into the next year's Honors class on a space-available basis.

Once accepted into the program, students must maintain a 3.0 GPA in every semester as well as grades of "B" or better in all Honors experiences. Students in the Honors Program are required to offer service to the program and to the university as a whole by participating in various Honors committees and campus organizations. Honors students are also actively involved in running their own program. Students in all majors are eligible, with the exception of those in the Three-Year honors Program in Business. For information and instructions on how to apply, contact the Honors Program Director, Dr. Nicholas Hunt-Bull, at 603.645.9798 or at [n.hunt-bull@snhu.edu](mailto:n.hunt-bull@snhu.edu).

## Accelerated Mathematics Sequence

Students selected for participation in this program are provided with a mathematics curriculum substantially more challenging than that required by the university core. To receive distinction in mathematics, students must successfully complete these courses at Southern New Hampshire University with a grade of "B" or better.

MAT 150 Honors Finite Mathematics	3 credits
MAT 250 Honors Statistics	3 credits
MAT 151 Honors Applied Calculus	3 credits

## Southern New Hampshire University Study Abroad

### Huron University – USA in London

A valuable opportunity for international learning is provided for upper level students who meet the academic requirements for study at Huron University in London, England during the fall or spring terms of the academic year. The university offers a wide range of courses in business, liberal arts and internship opportunities. With students from over sixty countries, Huron has a deep commitment to internationalism. It penetrates every aspect of the classroom work and shapes cultural and social activities.

Situated in central London, the university offers students access to London's many cultural and historical opportunities. Students enjoy self-catered university accommodations that offer considerable freedom and responsibility. Many students take advantage of the extensive travel opportunities presented in the region during their stay.

The program is open to sophomores, juniors and seniors with GPA's of 2.5 or better. Students planning to participate in the London program should talk with their academic advisors regarding courses offered in London. For program details, contact Lydia B. Chiang, Assistant Vice President for Academic Affairs at 603.629.4648 or at [l.chiang@snhu.edu](mailto:l.chiang@snhu.edu).

## Southern New Hampshire University Overseas Center

- Sepang Institute of Technology, Klang Center, located outside Kuala Lumpur, Malaysia

Southern New Hampshire University has entered into an agreement with the institutions mentioned above, whereby we offer a full SNHU bachelor's degree. SNHU has full academic control over these programs taught by local

faculty who are approved by the review of each SNHU School's respective Dean or Department Chair. All students in these programs are considered fully matriculated SNHU students. Contact Lydia B. Chiang, Assistant Vice President for Academic Affairs at 603.629.4648 or at [l.chiang@snhu.edu](mailto:l.chiang@snhu.edu).

## Christelijke Hogeschool Noord-Nederland Leeuwarden, The Netherlands

This program features a semester abroad at the Christelijke Hogeschool Noord-Nederland (CHN) in Leeuwarden, Netherlands. Leeuwarden is located in the northern part of the Netherlands, approximately a two-and-a-half-hour drive from Amsterdam.

Students majoring in retailing, hospitality management, international business and other business disciplines can study in a progressive, module-based learning environment. Under the present agreement, two students may attend CHN each semester. Students should apply early for admission to the Netherlands program. For more information contact Lydia B. Chiang, Assistant Vice President for Academic Affairs at 603.629.4648 or at [l.chiang@snhu.edu](mailto:l.chiang@snhu.edu).

## Student Exchange Courses

Southern New Hampshire University students are eligible to take courses at New Hampshire College and University Council (NHCUC) member institutions during the regular academic year. Courses must be approved in advance by the registrar and are subject to available space. Courses completed at other institutions under the program are recorded on SNHU transcripts and grades are computed into the SNHU average. Colleges and universities participating in this program in addition to Southern New Hampshire University are Colby-Sawyer College, Daniel Webster College, Franklin Pierce College, Keene State College, New England College, Plymouth State University, Rivier College, St. Anselm College, the University of New Hampshire and the University of New Hampshire, Manchester.

Students involved in the exchange program are subject to the rules, regulations and restrictions in both the home and visited institutions. Students should, therefore, seek the counsel of the exchange representative, the SNHU registrar, prior to enrolling in such courses.

## Army and Air Force Reserve Officers Training Corps

The Army and Air Force offer Reserve Officer Training Corps (ROTC) programs leading to a commission as a second lieutenant in their respective services. Both programs are open to men and women. Students in either ROTC program may pursue any university curriculum that leads to a baccalaureate or higher degree.

Two-, three- and four-year programs are available. The four-year program is open to freshmen and to transfer students who began ROTC at another institution. In addition to on-campus ROTC course requirements, students must attend an officer-preparatory training session for six weeks during the summer between their junior and senior years.

ROTC is open to all students pursuing baccalaureate degrees who have a minimum of two academic years or more remaining within their degree programs. Entering freshmen may pre-register for Military Science 413 Introduction to ROTC (Army ROTC) or AERO 415 The Foundations of the USAF I (Air Force ROTC). Courses consist of classroom instruction combined with a leadership laboratory and are held at the University of New Hampshire in Durham.

Sophomores desiring to enter ROTC should check with either the Army or Air Force enrollment advisers located in Zais Hall at the University of New Hampshire.

Two-year ROTC programs are open to students who have two academic years of study remaining at the university. Applicants for the two-year program must attend a six-week training session during the summer immediately before entering into ROTC, prior to their junior years.

Students in Air Force ROTC are required to take a math-reasoning course from a list approved by the professor of aerospace studies as part of the curriculum.

### ROTC Scholarships

The Army and the Air Force offer ROTC scholarships. Entering freshmen may compete for four-year scholarships during the last year of high school. Students in the four-year and two-year ROTC programs compete for scholarships to cover the cost of their remaining academic years. Scholarships cover full tuition, all mandatory university fees and required textbooks for all courses. Limits may be placed on these scholarships depending upon the type and amount of expenses incurred. All scholarship recipients also receive a tax-free \$200 monthly subsistence allowance.

More specific information about ROTC scholarships and programs may be obtained by contacting the professor of military science (Army ROTC) at 603.862.1078 or the professor of aerospace studies (Air Force ROTC) at 603.862.1480.

## Academic Programs

### The Undergraduate Curriculum

Southern New Hampshire University believes that undergraduate students should receive a broad education in the liberal arts and intense practice in oral and written communication in order to succeed.

Recognizing that successful leaders must be able to view problems from a variety of perspectives, the university mandates that all students complete courses in writing, the fine arts, the social sciences, mathematics, science and public speaking. First-year students must take SNHU 101: First Year Seminar: Foundations of Critical Thinking. Students who wish to further augment their learning may choose to take more advanced general education courses as free electives.

Some students may be required to take ENG 101 Fundamentals of Writing and MAT 050 Fundamentals of Algebra in addition to the 48 credits listed below.

All students who must begin the English sequence with ENG 101 should speak with their advisors about how the course will fit into their academic program schedules.

### The B.A./B.S. Core

#### Skill Courses

(Courses are 3 credits unless otherwise indicated)

ENG	120	College Composition I
ENG	121	College Composition II
MAT	130	Applied Finite Mathematics
MAT		Mathematics Elective (Based on School)
COM	212	Public Speaking
IT	100	Introduction to Information Technology
SNHU	101	First Year Seminar: Foundations of Critical Thinking

or

One free elective for all Online and On Location students and transfer students bringing in 15 or more credits.

#### Knowledge Courses

Select one of each of the following:

FAS	Fine Arts Elective (Choose from FAS 201, 202, 223, 340, 370)
HIS	History Elective (Choose from HIS 109, 110, 113, 114)
LIT	Literature Elective (Choose from any 200 level LIT course)
PHL	Philosophy Elective (Choose from PHL 210, 212, 214, 230)
SCI	Science elective

Choose **four** Social Science electives (Choose from ATH, ECO, POL, PSY, SOC, SSC with no more than two of these four in the same discipline.)

**Global Markers:** Every student must collect two (2) global markers to graduate. A number of courses which meet other requirements are also classified as global and carry the global marker (G). These markers must be taken at SNHU.

Total Credits: 48

**Student Choice:** Schools and programs may not designate which courses students should take to fulfill core requirements, with two exceptions. The second Mathematics course, and two of the four Social and Behavioral Science courses, can be set by the School (Business, Education or Liberal Arts) or if not dictated by the School can be set by a specific program within the School.

### School Cores

Most schools have a set of courses that students in that school are required to take. Students majoring in education receive Bachelor of Arts (B.A.) degrees. Students who complete their programs of study with the business or hospitality cores receive Bachelor of Science (B.S.) degrees. Those who complete their programs with the liberal arts core receive Bachelor of Arts (B.A.) degrees. Business teacher education majors also receive B.S. degrees; English and social studies teacher education majors receive B.A. degrees.

### Major Courses

Each university program requires that students select a specific related major and take courses worth up to 33 credits in that major. The record of the university alumni's success in specialized areas results in major course offerings that provide students the knowledge and skills to enter focused careers upon graduation. Some of the major credits may be designated for a cooperative education experience. The credit-bearing cooperative education program allows students to apply the theories and practice the skills learned in the classroom in an actual work experience.

### Allied Courses and Free Electives

Bachelor's degree students will have an opportunity to select free electives that they and their advisors believe best meet their individual needs. Some students may select courses that comprise a minor area of studies, while others may use some of their elective credits for cooperative education experiences. Still others may opt to take additional advanced courses in areas of business or the liberal arts. Some majors require that students take allied courses outside of their major areas to provide them with a stronger foundation for their chosen careers.

## Special Academic Options

### Pre-Law Program

**Coordinator: Dr. Paul A. Barresi**

The Pre-Law Program at Southern New Hampshire University is an interdisciplinary instructional and mentoring program that helps students to prepare for law school by giving them substantial insight into what it means to "think like a lawyer." Although the program is hosted by the School of

Liberal Arts, it is open to students in the undergraduate day school from throughout the university. The Pre-Law Advisor, who is a full-time School of Liberal Arts faculty member, a lawyer, and a former law school legal practice skills instructor, is available to advise students in the Pre-Law Program on all matters related to their preparation for law school and the practice of law.

Although the most common undergraduate majors for law students nationwide are political science, history, and English (English language and literature at SNHU), the Pre-Law Committee of the American Bar Association (ABA) ([www.abanet.org/legaled/prelaw/prep.html](http://www.abanet.org/legaled/prelaw/prep.html)) does not recommend any particular major or group of courses as the best preparation for law school. Instead, the ABA recommends that pre-law students take "a broad range of difficult courses from demanding instructors," and "seek courses and other experiences that will engage you in critical thinking about important issues, challenge your beliefs and improve your tolerance for uncertainty." SNHU's Pre-Law Program has been designed with these factors in mind.

Students may declare the Pre-Law Program as a minor. Students in any major in the undergraduate day school may participate.

### Program Requirements

#### Pre-Law Core

(Courses are 3 credits unless otherwise noted)

POL	210	American Politics
POL	306	The American Legal and Judicial Systems
POL	316	Legal Reasoning and the Judicial Process

Total Pre-Law Core Credits: 9

#### Pre-Law Electives (Option 1)

(Courses are 3 credits unless otherwise noted)

PHL	214	Formal Logic
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Select one of the following:

ADB	206	Business Law I
ADB	307	Business Law II
COM	448	Media: Ethics and Law
ENV/POL	319	U.S. Environmental Law and Politics
ENV/POL	329	International Environmental Law and Negotiation
ENV/POL	349	Comparative Environmental Law and Sustainable Development
HTM	416	Legal Issues in the Hospitality and Tourism Industry
INT	309	Legal Environment of International Business
SOC	324	Crime and Violence
SPT	207	Law and Sport Management

Total Elective Credits (Option 1): 6

#### Pre-Law Electives (Option 2)

(Courses are 3 credits unless otherwise noted)

POL	413A	Semester in Washington, D.C.: Pre-Law Field Experience (12 credits)
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POL	413B	Semester in Washington, D.C.: Pre-Law Seminar
Total Elective Credits (Option 2): 15		
Total Credits: 15 or 24		

### The Pre-MBA Program

The Pre-MBA Program combines the following courses (or course equivalents) to fulfill all the requirements for entrance into the master of business administration program at Southern New Hampshire University.

(Courses are 3 credits unless otherwise indicated)

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
ECO	201	Microeconomics
ECO	202	Macroeconomics
IT	100	Introduction to Information Technology
MAT	130*	Applied Finite Mathematics
MAT	121	Mathematical Concepts and Techniques for Business
MAT	240	Business Statistics

\* Students may substitute MAT 150 Honors Finite Mathematics for MAT 130.

## Academic Minor Offerings

### Minor in Accounting

A student may declare a minor in accounting by successfully completing all of the following courses, including a minimum of four courses at Southern New Hampshire University.

#### Required Courses

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ACC	207	Cost Accounting
ACC	303	Intermediate Accounting I
ACC	304	Intermediate Accounting II

### Minor in Advertising

The minor in Advertising combines the elements from business, advertising, marketing, public relations and communication. Students may declare a minor in advertising by completing the following courses, including a minimum of four courses at Southern New Hampshire University.

#### Required Courses

ADV/MKT	229	Principles of Advertising
ADV	263	Advertising Copy and Design
ADV	428	Promotional Research and Media Measurement
COM	230	Graphics and Layout in Print Media

Select one of the following:

ADV	268	Brand Marketing
MKT	345	Consumer Behavior
MKT	337	Marketing Research

### Minor in Arts and Humanities

Students may declare an arts and humanities minor by successfully completing the following courses:

#### Required Courses

FAS	201	Introduction to the Humanities I: Greece through the Renaissance
FAS	202	Introduction to the Humanities II: Baroque through Modern
FAS		Three FAS electives (must be 3 credits each)

### Minor in Business (for Liberal Arts majors)

Under the minor in business option, a student majors in one of the available disciplines within the School of Liberal Arts and uses 12 to 15 free elective credits within the chosen major to take courses in the business disciplines.

#### Required Courses

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
MAT	121	Mathematical Concepts and Techniques for Business
MKT	113	Introduction to Marketing Credits One Business elective

### Minor in Business Teacher Education

Students may declare a minor in business teacher education by successfully completing six of the following courses, including a minimum of four at Southern New Hampshire University. This minor may position a graduate for a job as an industry trainer or teaching consultant; alone, it does not lead to secondary teaching certification.

#### Prerequisites

ACC	201	Financial Accounting (for EDU 313)
MKT	113	Introduction to Marketing
PSY	108	Introduction to Psychology

#### Required Courses

EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	300	Principles of Business and Vocational Education
EDU	310	Methods of Teaching Keyboarding and Office Technology
EDU	313	Methods of Teaching Accounting and General Business
		or
EDU	315	Methods of Teaching Marketing Education
EDU	318	Methods of Teaching Secondary Education

### Minor in Professional Writing

A student may declare a minor in professional writing by completing the following five courses at Southern New Hampshire University:

#### Required Courses

COM	235	Introduction to Journalism
COM	435	Feature Writing
ENG	220	Business Communication
ENG	350	The English Language

Select one of the following:

ENG	327	Play Writing Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop
ENG	480	Independent Study

### Minor in Child Development

A student may declare a minor in child development by successfully completing the following six courses at Southern New Hampshire University:

#### Prerequisite

DEV	150	History and Philosophy of the Child Study Movement
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#### Required Courses

DEV	210	Psychosocial Development During Early Childhood
DEV	241	Cognitive Development of Infants and Young Children
DEV	260	Family and Culture
DEV	340	Theories of Play
DEV	424	Assessment and Intervention During Early Childhood

### Minor in Communication

Students may declare a minor in communication by successfully completing the following courses:

#### Required Course

COM	126	Introduction to Communication
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Select four of the following:

COM	227	Public Relations
<i>or</i>		
COM	340	Writing for Public Relations
COM	230	Graphics and Layout in Print Media
COM	232	Desktop Publishing
COM	235	Introduction to Journalism
COM	322	Advanced Public Speaking
COM	448	Media Ethics and Law

### Minor in Creative Writing

A student may declare a minor in creative writing by completing the following five courses at Southern New Hampshire University:

#### Required Courses

ENG	327	Play Writing Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop

Select one of the following:

COM	235	Introduction to Journalism
COM	340	Writing for Public Relations
ENG	220	Business Communication
ENG	480	Independent Study (for longer writing projects with a tutor)

### Minor in Economics

Students may declare a minor in economics by successfully completing the following six courses at Southern New Hampshire University:

#### Prerequisites

MAT	130	Applied Finite Mathematics* (for ECO 201, ECO 202)
ACC	201	Financial Accounting (for ECO 301)
ACC	202	Managerial Accounting

#### Required Courses

ECO	201	Microeconomics
ECO	202	Macroeconomics
ECO	301	Managerial Economics
ECO	306	Money and Banking
ECO	Two ECO electives	

\* from B.A./B.S. core

### Minor in English Language and Literature

Students may declare a minor in English language and literature by successfully completing the following five courses at Southern New Hampshire University:

#### Required Courses

LIT	Two 200-level LIT courses.	
LIT	One 300-level LIT course.	

Select two of the following:

ENG	330	Nonfiction Writing Workshop
ENG	350	The English Language
ENG	355	English Grammar

Students must also take one LIT elective in addition to the LIT elective required by the B.A./B.S. core.

**Minor in Environmental Law and Politics**

A student may declare a minor in environmental law and politics by completing the following courses:

**Required Courses**

(Courses are three credits unless otherwise noted)

POL	210	American Politics
ENV/SCI	219	Environmental Issues
ENV/POL	319	U.S. Environmental Law and Politics

Required course credits: 9

**Electives**

Choose one of the following pairs of courses:

POL	211	International Relations
ENV/POL	329	International Environmental Law and Negotiation
<i>or</i>		
POL	213	Comparative Politics
ENV/POL	349	Comparative Environmental Law and Sustainable Development

Elective credits: 6

Total Credits: 15

**Minor in Sustainable Development**

A student may declare a minor in environment and sustainable development by completing the following courses:

POL	203	Wealth and Poverty
ENV/SCI	219	Environmental Issues
ENV/POL	322	Development and the Environment
ENV/POL	325	Industrial Ecology and Public Policy
ENV/POL	349	Comparative Environmental Law and Sustainable Development

Total Credits: 15

**Minor in Fashion Merchandising**

Students may declare a minor in fashion merchandising by successfully completing the following six courses at Southern New Hampshire University:

**Prerequisite**

MKT	113	Introduction to Marketing
MKT	222	Principles of Retailing

**Required Courses**

FMK/GRA	101	Basic Design and Color Theory
FMK	202	Fashion Merchandising
FMK	203	Retail Sales Promotion
FMK	204	Textiles
MAT	105	Merchandising Mathematics

**Minor in Finance**

Students may declare a minor in finance by successfully completing the following six courses at Southern New Hampshire University:

**Prerequisites**

ECO	201	Microeconomics (for FIN 320 and FIN 340)
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**Required Courses**

ECO	202	Macroeconomics
FIN	320	Principles of Finance
FIN	330	Corporate Finance
FIN	340	Fundamentals of Investment

Select two of the following:

ECO	306	Money and Banking
FIN	250	Personal Financial Planning
FIN	260	Risk Management and Insurance
FIN	336	Multinational Corporate Finance
FIN	426	Contemporary Issues in Finance

**Minor in Graphic Design**

A student may declare a minor in graphic design by successfully completing the following five courses in addition to the degree requirements of the student's major:

**Required Courses**

COM	230	Graphics and Layout in Print Media
COM	232	Desktop Publishing
FAS	340	Modern Art
GRA 310/IT	375	Digital Graphic Design
GRA	320	Introduction to Digital Imaging

**Minor in History**

A student may declare a minor in history by successfully completing five history courses at Southern New Hampshire University in addition to the course required for the B.A./B.S. core.

**Required Courses**

Students must complete one year of a survey, either:

HIS	109	Western Civilization I: Prehistory to Renaissance
<b>and</b>		
HIS	110	Western Civilization II: Renaissance to the Present
<i>or</i>		
HIS	113	United States History I: 1607 to 1865
<b>and</b>		
HIS	114	United States History II: 1865 to Present
HIS		Three HIS electives in addition to the one required for the B.A./B.S. core

Students who have taken one of the survey courses to meet the B.A./B.S. core requirement must take four courses in addition to the two surveys.

### Minor in Computer Information Technology

This course of study is designed for students who are working toward a degree in another major area. Information technology can be the career enhancing addition to any other major, since IT is used everywhere today. Students may declare a minor in information technology by successfully completing the following five courses:

#### Prerequisite

MAT 230 Discrete Mathematics

#### Required Courses

IT 135 Interactive 3-D Virtual Environments  
or  
IT 145 Introduction to Software Development  
IT 210 Business Systems Analysis and Design  
IT Two IT electives (as recommended by an advisor)

### Minor in International Business

A student may declare a minor in international business by successfully completing the following four courses at Southern New Hampshire University:

#### Prerequisites

ECO 202 Macroeconomics (for INT/MKT 433)  
FIN 320 Principles of Finance (for INT/FIN 336)  
MKT 113 Introduction to Marketing (for INT/MKT 433)  
OL 125 Human Relations in Administration (for INT 315 and INT 316)

#### Required Courses

INT 113 Introduction to International Business  
INT 315 International Management  
INT 316 The Cultural and Political Environment of International Business  
INT/FIN 336 Multinational Corporate Finance  
INT/MKT 433 Multinational Marketing

### Minor in Latin American & Latino/a Studies

A student may declare a minor in Latin American & Latino/a Studies by successfully completing the following courses. This minor is not only particularly well-suited for SLA students, but will also be of interest to students in CED, and the Business and Education schools, as they prepare their students to face a more challenging, multilingual, multiethnic, globalized society.

#### Required Courses

LSP 111 Beginning Spanish I  
LSP 112 Beginning Spanish II  
POL 308 Latinos in the United States  
POL 310 Revolution and Social Change in Latin America  
POL 315 Political Conflict and Social Change in the Caribbean

For those who have equivalent fluency in Spanish (as determined by appropriate testing or Spanish-language courses listed on their transcripts), two of the following elective courses:

LIT 328 Multi-Ethnic Literature  
POL 480 Independent Study  
SOC 330 Minority Relations

### Minor in Marketing

The marketing minor is comprised of six courses in marketing that give students a basic knowledge of the field. Students may declare a minor in marketing by successfully completing the following courses, with at least four taken at Southern New Hampshire University:

#### Prerequisites

MAT 240 Business Statistics (for MKT 337)

Select one of the following:

PSY 108 Introduction to Psychology\*  
or  
SOC 112 Introduction to Sociology\* (for MKT 345)

#### Required Courses

MKT 113 Introduction to Marketing  
MKT 222 Principles of Retailing  
MKT/ADV 329 Principles of Advertising  
MKT 337 Marketing Research  
MKT 345 Consumer Behavior

Select one of the following:

MKT 320 Sales Management  
MKT 335 Professional Selling

\* from B.A./B.S. core

### Minor in Organizational Leadership

Students may declare a minor in organizational leadership by successfully completing the following six courses taken at Southern New Hampshire University:

#### Required Courses

OL 125 Human Relations in Administration  
OL 215 Principles of Management  
OL 322 Managing Organizational Change  
OL 324 Managing Quality  
OL 328 Leadership  
OL 342 Organizational Behavior

**Minor in Philosophy**

A student may declare a minor in philosophy by successfully earning 15 credits in philosophy; 12 credits must be earned in courses taken in addition to the course required in the B.A./B.S. core:

**Required Courses**

PHL	210	Introduction to Western Philosophy
PHL	214	Logic, Language and Argumentation

Select three of the following:

PHL	215	Moral Decision-Making: Theories and Challenges
PHL	216	Business Ethics
PHL	230	Religions of the World
PHL	246	Understanding Non-Western Philosophy
PHL	363	Environmental Ethics

**Minor in Political Science**

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.

**Minor Requirements**

A student may declare a minor in political science by completing five courses, of which four must be in addition to those taken to satisfy the B.A./B.S. Core:

**Required Courses**

POL	210	American Politics
POL		Two 200-level POL courses
POL		Two 300-level POL courses*

\* Students may use POL courses cross-listed as ENV courses to fulfill this requirement, even when they are taken as ENV courses.

**Minor in Pre-Law**

A student may declare a minor in pre-law by completing the following courses:

**Pre-Law Core**

POL	210	American Politics
POL	306	The American Legal and Judicial Systems
POL	316	Civil Liberties, Civil Rights, and the Judicial Process

**Pre-Law Electives (Option 1)**

PHL	214	Logic, Language, and Argumentation
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Select one of the following:

ADB	206	Business Law I
ADB	307	Business Law II
COM	448	Media Ethics and Law
HTM	416	Legal Issues in the Hospitality and Tourism Industry
INT	309	Legal Environment of International Business

POL	319	US Environmental Law and Politics
SOC	324	Crime and Violence
SPT	207	Law and Sport Management

**Pre-Law Electives (Option 2)**

POL	413A	Semester in Washington, D.C.: Pre-Law Field Experience (12 credits)
POL	413B	Semester in Washington, D.C.: Pre-Law Seminar

**Minor in Psychology**

A student may declare a minor in psychology by successfully completing the following courses at Southern New Hampshire University:

**Required Courses**

PSY	108	Introduction to Psychology*
PSY	211	Human Growth and Development
PSY	215	Psychology of Abnormal Behavior
PSY	224	Research Methods
PSY		One PSY elective

\* from B.A./B.S. core

**Minor in Public Relations**

The minor in public relations consists of six courses, all of which must be completed at Southern New Hampshire University:

**Prerequisites**

PSY	108	Introduction to Psychology* (for PSY/SCS 224)
SPT	208	Sport Marketing (for SPT 319)

**Required Courses**

COM	227	Principles of Public Relations
MKT	113	Introduction to Marketing

Select one of the following:

POL	201	Research Methods in Political Science
PSY/SCS	224	Research Methods

Select one of the following:

COM	126	Introduction to Communication
COM	235	Introduction to Journalism
COM	340	Writing for Public Relations
IT	270	Client Side Web Development

Select two of the following:

COM	230	Graphics and Layout in Print Media
COM	232	Desktop Publishing
COM	244	Video Production
COM	322	Advanced Public Speaking
COM	336	Electronic Public Relations
COM	448	Media Ethics and Law
COM	452	Public Relations Campaign Planning Seminar
SPT	319	Sport Sales and Public Relations

\* from B.A./B.S. core

### Minor in Retailing

Students may declare a minor in retailing by successfully completing the following courses, with at least four taken at Southern New Hampshire University:

#### Prerequisite

MKT	113	Introduction to Marketing (a business school core requirement)
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#### Required Courses

FMK	202	Fashion Merchandising
FMK	203	Retail Sales Promotion
MAT	105	Merchandising Mathematics
MKT	222	Principles of Retailing
MKT	442	Retail Management

Select one of the following:

MKT	322	International Retailing
MKT	327	Retail Site Selection

### Minor in Sociology

Students must complete the following courses to earn a minor in sociology:

#### Required Courses

SOC	112	Introduction to Sociology
SOC	213	Sociology of Social Problems
SOC		Three SOC electives

### Minor in Sport Management

A student may declare a minor in sport management by successfully completing the following courses at Southern New Hampshire University:

#### Core & Business Core Requirement:

ENG	121	College Composition II
MKT	113	Introduction to Marketing

#### Sport Management Core Requirement:

SPT	111	Introduction to Sport Management
SPT	201	Governance & Management of Sport Organizations
SPT	208	Sport Marketing
SPT	333	Sport, Society, and Ethics

Select one of the following:

SPT	307	Sport Law
SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	320	Media & Public Relations in Sport
SPT	321	Fitness Management
SPT	323	Golf Management
SPT	340	Practicum in Sport Management
SPT	364	Private Club Management
SPT	375	The Economics of Professional Sports in the United States
SPT	401	Sport Facilities Management
SPT	402	Sport Revenue
SPT	415	Event Management & Marketing
SPT	425	Sport Licensing & Strategic Alliances
SPT	430	Front Office Management
SPT	465	Global Sports Business

### Minor in Video Production

A video production minor would enable a student to combine specialized knowledge within their major with theoretic and practical knowledge of video production to create documentary, commercial, or promotional videos. Students may declare a minor in Video Production by successfully completing the following courses.

#### Required Courses

COM	128	Language of Film and Television
COM	222	Introduction to Film History
COM	244	Video Production
COM	344	Advanced Video Production

Select one of the following

COM	454	Documentary Video
COM	455	Commercial Video Production



# Division of Continuing Education

**Dean: Ellen Ryder Griffin**

**Robert Frost Hall**

**603.645.9789**

**Fax: 603.645.9743**

## **Mission**

Southern New Hampshire University's Division of Continuing Education offers a variety of academic programs to adult students from New Hampshire, New England and around the world in a manner that promotes academic quality, flexible scheduling and convenience. An emphasis is placed on the use of technology to enhance the teaching-learning process.

The purpose of the Division of Continuing Education at Southern New Hampshire University is to make available to adults university courses that are designed to improve their positions in their current fields of employment or to help them acquire the skills and knowledge necessary to pursue new careers.

## Continuing Education On Location

Southern New Hampshire University's Division of Continuing Education has been offering adults quality academic programs in a student-centered environment since 1932. Our goal is to create an environment that maintains academic excellence as it provides the flexibility and convenience you need to succeed. Whether you are a first-time college student or returning to class after many years, you will find that Southern New Hampshire University is the place to realize your academic potential! We urge you to visit our Continuing Education locations and our Web site, [www.snhu.edu](http://www.snhu.edu), to learn more about how we can help you reach your educational and professional goals.

At Southern New Hampshire University, you will benefit from:

- Accredited courses and programs that will challenge you and help you reach your goals.
- Staff who are specially trained to work with adult students. They can help you choose a program of study, analyze which academic course work will transfer for credit and advise you on how to create a schedule that works for you.
- An education that fits your schedule. Classes are offered weeknights, weekends, partially online and completely online, so you can create a schedule that works for your busy life.
- A liberal transfer policy. Because we know that many adults have attended more than one college, we created a policy that allows students to transfer a large number of credits from other accredited institutions.
- Faculty who have real-world experience in addition to their academic credentials.
- A variety of locations, with campuses throughout New Hampshire and in Brunswick, Maine.
- An interactive education where you learn in small classes from supportive faculty members and from other students.
- An outstanding network of more than 40,000 successful alumni.

## Application

Admission to Southern New Hampshire University through Continuing Education is easy. You only need to submit your high school transcript or GED. There is no application fee and you may apply at any time throughout the year. You are welcome to register at the same time your application forms are submitted and may begin course work immediately. Once official copies of transcripts from other education institutions, including high schools or GEDs, are submitted, you will receive official admission to the university.

## Course Load

Courses offered through Continuing Education contain the same content and maintain the same high standards as courses offered in the traditional day format.

A full-time academic load in Continuing Education consists of two courses (six credits) within an eight-week period. Students are discouraged (but not prohibited) from taking three courses in one term. Students must have permission from their center director or academic advisor and a minimum GPA of 3.0 prior to enrolling in three courses. Occasionally, students may be approved to enroll in four courses. Students wishing to do so must have: a cumulative GPA of 3.0 or higher, no outstanding debt to the university, and a plan for how they intend to manage this heavy course load. Students should meet with an advisor to discuss the request. Four courses per term is the absolute maximum number that a student may take.

A schedule of courses for the upcoming term is available at each SNHU location. A projected schedule for the year is available online; click on "On Location," your center of choice, that center's term schedules and then the projected schedule. Schedules may also be found on each center's web page.

Terms are generally eight weeks in length with six terms per year. A student who enrolls in two courses per term has the potential to complete a certificate program in one year, an associate degree program in two years and a bachelor's degree program in just four years.

## Scheduling

Southern New Hampshire University recognizes the many demands that adult students have on their time. In an attempt to meet this need for flexibility, the university offers classes at a variety of times in several convenient locations. Students can easily create a schedule that mixes evening, weekend and online classes at any of our locations. We also offer "hybrid classes" in which the best of online teaching and learning combines it with the best of traditional classes. This cuts down on the number of times students must travel to campus, does away with make-up classes for missed days and adds improved interaction to the class.

Southern New Hampshire University is committed to using technology to enhance teaching and learning. Most courses at the university require students to use word processing, spreadsheets, presentation software, or email. All courses call for students to make use of Blackboard™ the software the university uses to work online. While it is helpful for students to have their own computers, the university has fully equipped computer labs that students may use for their class assignments.

## Class Periods

We offer classes at a variety of times and days to make it possible for even the busiest student to attend class. Continuing Education classes are offered in the following formats:

- two evenings each week for 2 1/2 hours, either on Monday and Wednesday or Tuesday and Thursday for eight weeks;
- Saturday or Sunday for five hours for eight weeks;
- one night per week for 2 1/2 hours for 16 weeks;
- hybrids, once per week for three hours with the remainder of the work online for eight weeks;
- completely online for eight or 16 weeks.

Check with the local centers for specific information.

## Registration

Students register for their initial course by completing a course registration form. After completion of their first course, students may register online using PENpal. Students are strongly advised to contact an academic advisor to plan their academic programs before registering. Advisors are available throughout the term to answer questions and assist with course selection.

## Class Audit

Students may choose to audit courses offered by Continuing Education provided vacancies exist in classes and they have received written approval from the Center Director. An audited course does not carry credits. Cost of an audited course is the same as if taken for credit. Students may attend classes, but will not be held accountable for class requirements and will not receive a grade in the course.

Any student wishing to audit a course must sign up for that course as an “Audit” prior to the Friday of the first week of the term. After that time, no student may change any of his or her courses to an “Audit” status. No grade will be given for a course that is audited. An “AU” will appear on the transcripts and grade report.

## Academic Honesty

SNHU Continuing Education requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include being failed by the instructor, academic suspension or expulsion from the university.

Plagiarism is defined as the use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgement. For examples of how to correctly document sources, refer to Robert C. Craven’s “Documenting Sources” at the “Guides” link on the Shapiro Library Web pages.

Cheating includes the giving or receiving of unauthorized assistance on quizzes, examinations or written assignments from any source not approved by the instructor. Examples of cheating include, but are not limited to:

- submitting someone else’s work as your own with or without the permission of the individual;
- allowing someone to copy your work;
- using a writing service or having someone else write a paper for you;
- using someone else’s work without proper citation;
- submitting collaborative and/or group work as your own;
- stealing an exam from an instructor or his/her office;
- taking a course and/or exam for another student;
- using unauthorized materials during a test or exam.

It is a student’s responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating. For a full definition on academic dishonesty, please refer to the undergraduate or graduate catalog.

The instructor, who has the full authority to assign an “F” grade for that assignment or course, after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of Continuing Education and dean of the school that offers the course. The dean will review the incident and forward the report to the Registrar’s Office for placement in the student’s personal file. A student dissatisfied with the instructor’s decision may appeal to the dean. The dean will investigate the incident and make a decision within five business days of the student’s appeal. A student also has the right to appeal the dean’s decision to the Vice President of Academic Affairs. The Vice President will make a final decision regarding the incident within 10 business days of the appeal. Upon placement of notification in the student file, the student will be referred to the director of The Learning Center, who will determine whether an educational component would be advisable to prevent further violations by the student. A notation will be placed in the student file regarding the outcome of the meeting. Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice President of Academic Affairs for action. A second offense will also be referred to the appropriate Scholastic Standing Committee and will normally result in permanent expulsion from the university.

## Class Attendance

Attendance is required in all courses. Excessive absences may result in failure or administrative withdrawal from the course by the instructor. Each student is expected to arrange a class schedule in such a way that conflicting employment or personal activities are held to a minimum. Each student is responsible for all assignments and class work regardless of attendance requirements. Students are responsible for abiding by the attendance policy listed in the syllabus of each individual class.

The following may be considered excessive:

- More than one absence in a course that meets once per week for eight weeks;

- More than two absences in a course that meets twice per week for eight weeks;
- More than three absences in a course that meets once per week for 16 weeks;
- In a hybrid class, missing more than one class in conjunction with not logging on for an entire week;

## Class Cancellations

Classes that are canceled because of inclement weather will be rescheduled before the conclusion of the term. In many cases, the rescheduled class will take place online. The decision to cancel will be made before 3 p.m. for night classes or 6 a.m. for weekend classes. Local radio stations will announce the cancellations. The most accurate information about class cancellations can be found by checking the SNHU Web site at [www.snhu.edu](http://www.snhu.edu). Classes that fall on holidays will be rescheduled by the center directors.

## Course Drop

Continuing Education students may drop a course with no penalty up to seven days before the class begins. If a course is dropped within seven days of the course start, a \$25 drop fee will be assessed.

## Class Standing

### First- and Second-Year Undergraduate Students

Defined as those students having attempted fewer than 60 semester hours of credit (including transfer credits).

Failure to meet either academic progress standard will result in the student being placed on financial aid probation.

The probationary period for all programs will be a maximum of 12 months. During the period of probation, the student will be able to receive the financial aid for which she or he may be eligible.

At the end of the probation period:

- a student whose academic record meets both standards will have his or her academic eligibility for future financial aid reinstated, or
- a student whose academic record does not meet both standards will have his or her eligibility for financial aid suspended.

The student may appeal the suspension of financial aid to the Financial Aid Appeals Committee. Appeal procedures are available from the Office of Financial Aid upon request.

### Third- and Fourth-Year Undergraduate Students

Defined as those students having attempted 60 or more semester hours of credit (including transfer credits).

Failure to meet the qualitative standard as of the close of any term/semester will result in the suspension of eligibility for financial aid-without a period of probation. The adherence to the qualitative standard is to comply with U.S. Department of Education rules.

The suspension may be appealed on the basis of an undue hardship, such as the death of a relative or an injury to or illness of the student, being the cause of the deficient academic performance. Appeal procedures are available from the Office of Financial Aid upon request.

Failure to meet the quantitative standard will result in the student being placed on financial aid probation.

The probationary period for all programs will be a maximum of 12 months. During the period of probation, the student will be able to receive the financial aid she or he may be eligible for.

At the end of the probation period:

- a student whose academic record meets both standards will have his or her academic eligibility for future financial aid reinstated, or
- a student whose academic record does not meet both standards will have his or her eligibility for financial aid suspended.

Reinstatement: Students will have their academic eligibility for future financial assistance reinstated upon compliance with the standard(s). However, eligibility is not retroactive for periods of student enrollment wherein he or she is not in compliance with the standards.

It is the student's responsibility to research and approach qualified full-time or adjunct faculty to teach and coordinate the independent study.

## Course by Arrangement

A course-by-arrangement can be made available to SNHU undergraduate students who are unable to obtain a required course during the normal registration/scheduling process.

Continuing Education students must review the master course schedules of area centers and SNHU Online to verify that the required course is not being offered. The center director or a designated representative will help select a full-time or adjunct SNHU faculty member who will teach and grade the work.

Because there is no guarantee that a course-by-arrangement will be available when a student wants one, students are urged to work closely with an advisor to plan their schedules.

## Alpha Sigma Lambda

### First in Service and Leadership

Every year, Southern New Hampshire University's outstanding adult and non-traditional students are invited to join the Sigma Psi chapter of Alpha Sigma Lambda.

In 1946, Rollin Posey, Dean of Continuing Education at Northwestern, founded the society to honor superior scholarship and leadership within the division of continuing education. It provides a prestigious opportunity to recognize adult students who accomplish academic excellence while balancing the competing interest of family, work and com-

munity. It is the oldest and largest chapter-based honor society for adult students. Students who have earned at least 27 credits at SNHU and are in the top 10% of their class are eligible for membership.

## Academic Programs offered exclusively in the Division of Continuing Education

### Web Development Concentration of Business Studies

**Contact: Dr. Lundy Lewis**

B.A./B.S. Core: 48 credits  
School of Business Core: 24 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

OL	215	Principles of Management
IT	270	Web Site Design
IT	325	Advanced IT Business Applications
IT	370	Web Server Design
IT	375	Digital Graphic Design
IT	450	Artificial Intelligence in eBusiness
IT	465	Digital Multimedia Design

Total Major Credits: 21

#### Allied Course

MAT	230	Discrete Math
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Total Allied Credits: 3

Free Electives: 24 credits

Total credits: 120

*Note: The concentration courses require three prerequisites that are not part of the major and must be taken as free electives: IT 145, IT 225 and IT 330*

#### Certificate in Web Development

Course are 3 credits unless otherwise indicated.

IT	270	Web Site Design
IT	325	Advanced IT Business Applications
IT	370	Web Server Design
IT	375	Digital Graphic Design
IT	450	Artificial Intelligence in eBusiness
IT	465	Digital Multimedia Design

## Bachelor of Applied Sciences

### Bachelor of Applied Science in Culinary Arts

The Bachelor of Applied Science in Culinary Arts degree will provide you with the opportunity to graduate with a full year of work experience and study abroad.

You will earn 18 credits of your junior year requirements during two five-week terms, which run from late May to mid-August. In July you will interview for a one-year work experience at a major hotel or resort.

While working, you and your fellow BASCA students will take one online course in the fall and one in the spring.

Managers from each property's accounting and food and beverage departments will work with you on applied projects tied to your online course work.

You will receive a thorough evaluation based on goals you developed at the beginning of your work experience. Supervisors will complete four-month, eight-month and final reviews.

*Note: To continue from our A.A.S. program to our four-year culinary degree, you must have a minimum GPA of 2.5 and two letters of recommendation/support from faculty members.*

### B.A.S. in Culinary Arts

#### Junior Year – Summer Sessions

##### Session I (May/June)

ACC	201	Financial Accounting
ECO	325	Hospitality Economics
ENG	220	Business Communication

##### Session II (July/August)

HTM	416	Legal Issues in the Hospitality Industry
PHL	216	Business Ethics
TCI	301	Readings in Food History

#### Work experience

HTM	490C	Cooperative Education Experience (12 credits)
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#### Online Courses

HTM	320	Hospitality Accounting (Fall)
HTM	327	Food and Beverage Management Operations (Spring)

#### Senior Year – Fall

HTM	418	Hospitality Facilities Management
LSP	124	Culinary Spanish
TCI	401	Gastronomy
TCI	410	New American Cuisine
	or	
TCI	411	Artisan Bakery

Select one free elective.

#### Spring

HTM	424	Merchandising/Management of Wine
HTM	340	Special Events Management
TCI	415	Spanish Immersion*
TCI	420A	Chefs Table (Culinary)
	or	
TCI	420B	Chefs Table (Baking)

Select one free elective.

*\* Students will spend three weeks in Spain in March and complete a three-credit course focused on Spanish food, wines and culture. The cost of this trip, minus personal expenses, is included in tuition.*

## Bachelor of Applied Science in Hospitality Administration-I (BASHA I)

Students who possess a three-year diploma from an accredited institution in an area of hospitality, which is typical in some countries, would enroll in a 14-month program that provides an overview of American culture and the hospitality industry in the United States. Students complete 42 credits at Southern New Hampshire University. Included in the program is a 12-credit internship in an American hotel or resort.

Students completing this degree program would be prepared to find positions in the hospitality field in the United States, or to return to their own nations with a greater appreciation for the United States and its hospitality industry. Admission is open only to those students who have completed a three year program at an approved institution.

### B.A.S. Hospitality Administration

#### Required Courses

Diploma credits transferred from an approved three-year program: 90

#### General Education Courses

Course are 3 credits unless otherwise indicated.

ECO	325	Economics
COM	212	Public Speaking
MAT	130	Applied Finite Mathematics
or		
MAT	220	Statistics

Select one of the following:

PSY	108	Introduction to Psychology
SOC	112	Introduction to Sociology

Total General Education Credits: 12

#### Hospitality Management Courses

Course are 3 credits unless otherwise indicated.

HTM	416	Legal Issues in Hospitality
HTM	420	Financial Management
HTM	421	Strategic Management
HTM	426	American Work Experience (hybrid)
HTM	490C	Hospitality Management Cooperative Experience (12 Credits)

Select one of the following:

HTM	428	Resort Development and Management
MKT	320	Sales Management

Select one of the following:

HTM	451	Nutrition
HTM	424	Wines

Total Hospitality Course Credits: 30

Total Degree Credits: 132

## Bachelor of Applied Science in Hospitality Administration-II (BASHA-II)

Students with two-year degrees from accredited hospitality management programs would enroll in Southern New Hampshire University's 21-month bachelor of applied science in hospitality administration degree program. Students who transfer to Southern New Hampshire University are required to complete an additional 60 credits, including five hundred (500) hours industry experience required during the completion of the BASHA-II course requirements regardless of industry experience prior to being admitted into the program. Students graduating from this program would be prepared to enter management positions in the hospitality industry.

Admission is open only to students with associate degrees from accredited hospitality management programs. Students planning to transfer in to the BASHA-II program will be required to have fulfilled the following requirements before they are admitted in the program:

- Successful completion of the associate degree with a 2.50-GPA or above
- A letter of recommendation from a faculty member

### B.A.S. Hospitality Administration

*Students are required to spend the spring semester of their junior year studying abroad in Italy.*

#### Required Courses

Degree credits transferred from an accredited two-year program: 60

#### General Education Courses

Course are 3 credits unless otherwise indicated.

LIN	111	Introduction to Italian
ACC	201	Financial Accounting
MAT	130	Applied Finite
OC	211	Human Resources Management
ECO	225	Economics
COM	220	Business Communications
PHL	216	Business Ethics
OL	320	Entrepreneurship

Total General Education Credits: 24

#### Hospitality Management Courses

Course are 3 credits unless otherwise indicated.

HTM	314	Hospitality Marketing
HTM	418	Facilities Management
HTM	327	Food and Beverage Management
HTM	416	Legal Issues in Hospitality
HTM	424	Wines
HTM	340	Special Events Management
HTM		capstone seminar

Semester abroad (15 credits)

Total Hospitality Course Credits: 36

Total Degree Credits: 120

## Bachelor of Applied Science in Information Technology (BASIT)

The Bachelor of Applied Science in Information Technology (BASIT) program is a unique opportunity designed for graduates of computer information technology programs which typically take three years and generate 90 credits valid for transfer. This program allows students to earn a bachelor's degree in fourteen months of work and study, commencing in late-June and ending in mid-August of the following year. Students complete 42 credits at Southern New Hampshire University. Included in the program is a 12-credit IT-based internship with a U.S.-based company..

Students completing this degree program would be prepared to find positions in the IT industry in the United States, or to return to their own nations with a greater appreciation for the United States and the IT industry. Admission is open only to those students who have completed a three year program at an approved institution.

### B.A.S. Information Technology

#### Required Courses

Diploma credits transferred from an approved three-year program: 90 credits

#### General Education Courses

Course are 3 credits unless otherwise indicated.

ENG	120	College Composition I
ENG	212	Public Speaking
ENG	220	Business Communication
ECO	322	International Economics

Choose one of the following two:

SOC	112	Introduction to Sociology
PSY	108	Introduction to Psychology

Select One Free Elective

Total General Education Credits 18 credits		
<b>Major Courses</b>		
IT	305	Digital Game Development
IT	415	Advanced Information Systems Design
IT	420	Advanced Information Systems Implementation
IT	485	Information Tech Strategy and Management
IT	490	Information Technology Co-Op Education (12 credits)
Total Major Credits: 24 credits		
Total BASIT program credits: 132 credits		

### Culinary Arts

Southern New Hampshire University's Culinary Arts Program was founded in 1983 to help fulfill the growing need for educated and trained chefs and other food preparation personnel on a local, regional and national level.

The two-year program, which awards the associate of applied science degrees, combines theory, practical training and industry experience to prepare students for entry-level and management positions in the diverse and challenging food service industry. Technical subject areas include basic baking, cost control supervision, dining room service, food preparation, garde manger, an introduction to the industry, menu planning, nutrition, purchasing and receiving and sanitation and safety. All culinary students must enroll in a cooperative education experience, which normally is taken during the summer months. There is an additional fee for cooperative education.

Students learn basic skills in the culinary arts and baking and take general education courses in the first year of the program. Students in the second year complete requirements for either the culinary arts or baking and pastry arts degree, based on their career goals.

Students may tailor their course work to facilitate transfer into the four-year hospitality and tourism management degree program.

### Academic Standards and Regulations

Culinary program students adhere to the same academic standards and regulations as undergraduate school students. These policies are outlined in previous sections of this catalog.

*Note: Some students may be required to take ENG 101 Fundamentals of Writing and MAT 050 Fundamentals of Algebra in addition to the 63 credits listed below. All students who must begin the English sequence with ENG 101 should speak with their advisors about how the courses will fit into their academic program schedules.*

### Associate in Applied Science (AAS) Core

#### Required Courses

Course are 3 credits unless otherwise indicated.

ENG	120	College Composition I
ENG	212	Public Speaking
HTM	109	Quantity Food Purchasing
HTM	116	Management of Safety, Sanitation and Security
SNHU	101	First Year Seminar: Foundations of Critical Thinking
TCI	110	Culinary Skills and Procedures
TCI	111	Progressive Culinary Techniques
TCI	113	Fundamentals of Baking
TCI	114	Intermediate Baking
TCI	167	Nutritional Cooking
TCI	237	Menu and Facilities Planning
TCI	250	Dining Room Management
TCI	256	Food and Beverage Cost Control
TCI	390A	Culinary Cooperative Education

Total Credits: 42

## Culinary Arts Curriculum

### Associate in Applied Science

A.A.S. Core: 42 credits

#### Major Courses

TCI	211	Regional Italian Cuisine
TCI	217	Classical French Cuisine
TCI	218	International Cuisine
TCI	220	Principles of Garde Manger
TCI	235	American Regional Cuisine
TCI	295C	Comprehensive Assessment Seminar

Select one free elective.

Total Major Credits: 21

Total Credits: 63

## Baking and Pastry Arts Curriculum

### Associate in Applied Science

A.A.S. Core: 42 credits

#### Major Courses

TCI	227	Quantity Bakery Production
TCI	230	Retail Baking Operations
TCI	233	Classical Baking and Plate Composition
TCI	240	Advanced Pastry
TCI	280	International Baking and Deserts
TCI	295B	Comprehensive Assessment Seminar

Select one free elective.

Total Major Credits: 21

Total Credits: 63

*Note: Students must hold NRA Serve Safe Certification at the time of Graduation.*

## Culinary Certificate

The certificate program is offered for those interested in developing their baking and/or cooking skills on a part-time basis without formally enrolling in a degree program. Credits derived from successful completion of certificate courses may be transferred into Southern New Hampshire University's established associate of applied science culinary arts program.

## Baking Certificate

The certificate program is offered for those interested in developing their baking and/or cooking skills on a part-time basis without formally enrolling in a degree program. Credits derived from successful completion of certificate courses may be transferred into Southern New Hampshire University's established associate of applied science culinary arts program.

#### Required Courses

Course are 3 credits unless otherwise indicated.

HTM	109	Quantity Food Purchasing
HTM	116	Management of Safety, Sanitation and Security
TCI	110	Culinary Skills and Procedures
TCI	113	Fundamentals of Baking
TCI	114	Intermediate Baking

Total Credits: 15

## Cooking Certificate

#### Required Courses

Course are 3 credits unless otherwise indicated.

TCI	109	Food Purchasing
TCI	110	Culinary Skills and Procedures
TCI	111	Progressive Culinary Techniques
TCI	113	Fundamentals of Baking
HTM	116	Management of Safety, Sanitation and Security

Total Credits: 12

# SNHU Online

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

**33 South Commercial St.**

**Manchester, NH 03101**

**866.860.0449**

**603.645.9766**

**Fax: 603.645.9706**

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

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

## **Mission**

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

## SNHU Online

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

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

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

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

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

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

The university, though SNHU Online is a preferred provider of distance learning opportunities or sailors through the Navy College Program Distance Learning Partnership (NCPDLP).

### Undergraduate Programs available at SNHU Online

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

### Graduate Programs available at SNHU Online

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

# School of Business

**Dean: Dr. Martin J. Bradley**

**Webster Hall**

**603.644.3153**

**Fax: 603.644.3150**

## **Mission**

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

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

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

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

## School of Business

### Lap Top Computer Requirement

Beginning September 2005 all incoming undergraduate day freshman students majoring in business are required to own a lap top computer. The university has partnered with a manufacturer to offer our students affordable technology. Please see SNHU website for more information.

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

### The Business Core

The following courses comprise the basic business education that the university believes is essential to preparing students for careers in business. Students in each Bachelor of Science degree business program also must take the B.A./B.S. core courses, major courses, allied courses and free electives that match their career goals.

### Business Core

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
FIN	320	Principles of Finance
IT	210	Business Systems Analysis and Design
MKT	113	Introduction to Marketing
OL	125	Human Relations in Administration
OL	421	Strategic Management and Policy

Total Credits: 24

### 3Year Honors Program Director: Ashley Liadis

In 1995, the 3Year Honors Program broke the mold for higher education. The U.S. Department of Education asked the higher education community to find a way to improve the effectiveness – and reduce the cost – of undergraduate education. Southern New Hampshire University was the only private university in the country to win a federal grant to tackle this challenge.

For well over 300 years, higher education has taught us to believe that classroom seat-time was the constant for learning. The 3Year Honors Program has proven that the constant for learning is the process by which you learn the material and the learning outcomes...not the seat time.

This custom-designed, highly integrated academic experience is offered over the course of six-semesters, without attendance in summer, night or weekend courses. Students typically take a course load of no more than five courses at a time and graduate with 120 credits; the same number as students in a traditional four-year degree program.

The 3Year Honors Program is a selective degree program within the School of Business.

The mission of the program is to educate selected, qualified students who desire a bachelor's degree in business administration or marketing in six semesters.

The program is designed so that students will:

- Succeed in obtaining entry-level positions upon graduation and advancing in their chosen professions and careers.
- Realize their individual potential and contribute to the betterment of their local communities and society at large.
- Be effective leaders and proponents of change.
- Become successful lifelong learners.

The university recognizes its obligation to deliver a high quality program that prepares students for profoundly changing business, cultural and geopolitical environments so that they may have the best chances for personal and professional success as future business leaders. To achieve the mission, students must work to master certain academic competencies. The university adopts the appropriate academic strategies and provides resources to ensure the success of 3Year students. The new paradigm under which the program operates recognizes the importance of students, faculty members and university administrators working jointly to accomplish the academic mission.

This program is based on students mastering the following competencies:

**Communication:** Students will demonstrate an ability to communicate effectively through written, oral, and other forms of communication.

**Information Technology:** Students will master information technology principles and contemporary information technology applications and will be able to apply information technology to the greatest advantage in the many aspects of an organization's operations.

**Problem Solving:** Students will develop the skills to identify problems quickly, analyze them reasonably, and find solutions creatively.

**Teamwork:** Students will develop a broad range of interpersonal skills in order to function effectively as a participant in team and group situations.

**Analytical Skills:** Students will appropriately use and apply quantitative and qualitative methods of analysis, use data, applied mathematical and statistical techniques, and decision sciences whenever possible to attain organizational objectives.

**Global Orientation:** Students will attain a multidisciplinary global perspective in order to understand others and make more effective international business decisions.

**Legal and Ethical Practices:** Student will realize the legal and ethical considerations and implications of personal, social, business and international business behavior and activities.

**Research:** Students will be able to conduct primary and secondary research and apply the results for informed decision-making.

**Strategic Approaches:** Students will be able to think and plan strategically in making business decisions.

**Leadership:** Students will be able to function effectively as a team and organizational leader.

### Academic Expectations

Students accepted into the 3Year Honors Program have been identified as motivated, focused, and serious academic learners. Typically, their combined SAT score is greater than 1100 and their high school grade point average is higher than 3.0. Admission into the program requires students to dedicate themselves to the program and the university with the expectation that they will find multiple means of contributing and building the academic environment and university community; students in the program are encouraged to pursue leadership positions both in and out of the classroom.

Once accepted into the program, students are expected to maintain a minimum 3.0 cumulative grade point average. Students who do not perform at this minimum standard will be identified by program administration and will be required to meet with their academic advisor. Students, with support from the academic advisor, will develop a performance plan of action so that they may best meet the academic challenges that they face.

### The University's Implementation Strategies

The university ensures the success of all majors within the 3Year Honors Program and the achievement of its mission by pursuing multiple academic and administrative strategies that include:

- establishing a managed, competency-based, cross-curricular, interdisciplinary educational environment that is designed to build competencies in the student's major and in certain selected general education areas in a three-year period that equal or exceed in outcomes those which would occur in a traditional four-year program.
- integrating state-of-the-art computer and information technology into the learning process.
- using diverse delivery systems for learning.
- requiring students to take responsibility for and actively participate in their own educations.
- conducting an ongoing evaluation of the program and student progress at the end of each year so that competencies and the processes to achieve them are changed when needed and that the program continuously evolves and improves.

- implementing a learning-centered paradigm.
- creating flexible, purposeful, integrated interdisciplinary learning modules that are designed to develop certain competencies.
- employing faculty members who are committed to the mission and the achievement of the program's competencies and supporting strategies.
- preparing and supporting faculty for the new paradigm.
- admitting to the program only those students who manifest the psychological, social and academic maturity and competence to succeed. This includes defining the acceptance criteria that maximizes the possibility of student success and minimizes the chance of failure.
- recording student achievements so students who transfer out of the program do so with three-credit modules that have generally recognizable and accepted course names and grades.
- educating students to lead lives of continual personal and professional learning.
- establishing and maintaining private sector business relationships to provide students with contacts and experiences that complement academic learning and enhance future employment opportunities.
- soliciting supplementary funding for student scholarships, faculty support and advanced computer information technology.

Although the 3Year Honors Program will be taught in the time frame of the traditional semester, the course content will be delivered through comprehensive and often interdisciplinary modules instead of typical 3-credit classes. It is not a "rescheduling" or compression of our four-year program. Students are required to complete all specially designed modules in the 3Year Honors Program.

Each semester concludes with a week-long integrating experience that brings together competencies learned through the modules offered during that semester.

Teams of four to five students spend a week working together, trying to find creative solutions for real-world business challenges. At the end of the integrating experience, each team will present their research and recommendations to professors, just as they would for supervisors, board members and shareholders in the business world. Students receive team-based grades and college credit for their efforts.

Integrating experience helps students to see the relevance of their learning and serves as a vehicle for competency development.

### 3Year Honors Program in Business Administration

#### Year One

- Business Module
- Management Module
- Communications/Research Module
- Computer Information Technology Module
- Liberal Arts/Humanities Module
- Integrating Experience

#### Year Two

- Quantitative Module
- Management Module (includes one elective)
- Business Environment Analysis Module
- Computer Information Technology Module
- Liberal Arts/Humanities Module
- Integrating Experience

#### Year Three

- Quantitative Module
- Management Module (includes two electives)
- Computer Information Technology Module
- Liberal Arts/Humanities Module
- New Paradigm Design: Senior Consulting Business

### 3Year Honors Program in Marketing *(New for Fall 2008)*

All curriculum inquiries regarding the 3Year Honors Program in Marketing should be forwarded to the Program Director, Ashley Liadis, at 603.644.3178 or at a.liadis@snhu.edu.

## School of Business Programs

### Accountancy and Taxation (Online/On Location)

**Department Co-Chairs: Prof. Karin Caruso and Dr. Laurence Pelletier Jr.**

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. A cooperative education experience also is available in this program. Students will be able to take additional electives to supplement their knowledge or to further specialize their educations.

### Accounting Curriculum

#### Bachelor of Science

The B.A./B.S. Core: 48 credits  
Business Core: 24 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

ACC	207	Cost Accounting
ACC	303	Intermediate Accounting I
ACC	304	Intermediate Accounting II
ACC	405	Advanced Accounting I
ACC	406	Advanced Accounting II
ACC/TAX		Two ACC/TAX electives

Total Major Credits: 21

#### Allied Courses

BUS	307	Business Law II
FIN	330	Corporate Finance

Total Allied Credits: 6

#### Concentrations

##### Financial Accounting

ACC	322	Institutional Accounting
ACC	330	Federal Taxation I
ACC	331	Federal Taxation II
ACC	411	Auditing Principles

##### Managerial Accounting

ACC	312	International Managerial Accounting
ACC	335	Tax Factors For Business Decisions
ACC	340	Controllershship
ACC	421	Auditing and Forensic Accounting

Total Concentration Credits: 12

Free electives Credits: 9

Total Credits: 120

### Accounting/Finance (Online/On Location) Program Coordinator: Dr. Diane Lander

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.

The major would be of particular interest to students seeking to study accounting and finance without following the traditional certified public accountant track. The major also offers an option for accounting and finance students who wish to follow the traditional CPA track. Such students can fulfill the necessary CPA requirements by taking additional accounting courses as free electives.

## Accounting/Finance Curriculum

### Bachelor of Science

The B.A./B.S. Core:	48 credits
Business Core:	24 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

ACC	207	Cost Accounting
ACC	303	Intermediate Accounting I
ACC	304	Intermediate Accounting II
ACC		Two ACC electives
ECO	306	Money and Banking
FIN	330	Corporate Finance
FIN	336	Multinational Corporate Finance
FIN	340	Fundamentals of Investments
FIN		Two FIN electives

Total Major Credits: 33

Free electives Credits: 15

Total Credits: 120

## Accounting/Information Systems (Online/On Location)

### Department Chair: Dr. Lundy Lewis

The Accounting/Information Systems program is a blend of the accounting and information technology programs. The approach reflects the industry trend of hiring graduates with expertise in both areas. The rapid growth of management services in accounting firms, consulting companies and industries provides Southern New Hampshire University graduates with many opportunities for advancement.

Accounting/Information Systems students will obtain the skills required for the design and maintenance of financial accounting systems and will gain knowledge about general systems theory and management. Students will apply their classroom learning to real-world situations through a combination of exercises and actual work experiences. Cooperative education experiences are available.

## Accounting/Information Systems

### Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

ACC/TAX		One ACC/TAX
	or	
IT		One IT elective
ACC	207	Cost Accounting
ACC	303	Intermediate Accounting I
ACC	304	Intermediate Accounting II
ACC	405	Advanced Accounting I
ACC	406	Advanced Accounting II
ACC	411	Auditing Principles
IT	201	Business Platform Technologies
IT	315	Object Oriented Analysis and Design
IT	415	Advanced Information Systems Design

IT	420	Advanced Information Systems Implementation
IT		Two IT electives (as recommended by an advisor)

Total Major Credits: 39

Free electives Credits: 9

Total Credits: 120

## Advertising

### Program Coordinator: Dr. Pat Spirou

The advertising major at Southern New Hampshire University was developed in response to student demand and the growing number of career options in this \$400 billion-a-year industry. The program combines elements from the business, advertising, marketing, public relations, and communication fields and allows students to tailor the major to their own areas of interest.

Southern New Hampshire University's Ad Lab is a student run, on-campus advertising agency that offers students real world experience in an agency setting. The Ad Lab offers students production capabilities in a conference-type agency environment.

Students can choose between a business focus and a liberal arts focus. Both programs require the same major courses and offer the same related electives. The program is the only one of its kind in New England that offers students dual tracks.

Graduates of the program will be prepared to enter the advertising industry and find employment in the creative and management divisions of corporations and agencies.

## Advertising Curriculum

### Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

ADV/MKT	229	Principles of Advertising
ADV	263	Advertising Copy and Design
ADV	340	Advertising Media Planning
ADV	428	Promotional Research/Media Measure
ADV	429	Advertising Campaign
ADV	462	Adv. Account Executive Seminar
COM	230	Graphics and Layout in Print Media
MKT	360	Direct Marketing

Select three of the following:

ADV	268	Brand Communications
COM	232	Desktop Publishing
MKT	266	Service Marketing
MKT	345	Consumer Behavior
MKT	350	Ethical Issues in Marketing

Total Major Credits: 33

**Allied Course**

MKT 337 Marketing Research

Total Allied Credits: 3

Free electives

Credits: 12

Total Credits: 120

\* Students are encouraged to use 3, 6 or 12 credits of free electives to complete a co-op work experience related to advertising.

## Business Administration (Online/On Location)

**Department Chair: Prof. Steven O. Booth**

The past two decades have generated unparalleled change in business, industry and society. Emerging trends suggest that change is going to continue to be rapid, unpredictable at times and frequently disruptive.

As business and society have grown more complex, the demand for trained managers and leaders has increased. Managers no longer can make business decisions based on hunches or look to old solutions to solve new problems.

Students in the business administration program will learn how to be leaders and managers in this ever-changing and hectic business environment.

Southern New Hampshire University's business administration program emphasizes leadership, communication, accounting, behavioral dynamics and quantitative analysis. These business and management skills, when complemented with the solid foundation provided by the B.A./B.S. core courses, enable students to become successful managers.

**Business Administration Curriculum****Bachelor of Science**

B.A./B.S. Core: 48 credits

Business Core: 24 credits

**Major Courses**

OL	211	Human Resource Management
OL	215	Principles of Management
OL	326	Social Environment of Business
OL	342	Organizational Behavior
OL		Four 300- or 400-level OL electives

Total Major Credits: 24

**Allied Courses**

FIN/ECO		One FIN/ECO elective
INT		One INT elective
QSO	331	Introduction to Operations Management

Total Allied Credits: 9

Free electives

Credits: 15

Total Credits: 120

*Note: Students who select the business administration with cooperative education program must use free electives to satisfy cooperative education requirements.*

**Concentrations**

Students in the business administration program may elect to specialize their course of study by selecting from the following organizational leadership concentrations. Students use elective credits for concentration courses.

**Human Resource Management Concentration**

Course are 3 credits unless otherwise indicated.

OL	322	Managing Organizational Change
OL	325	Compensation and Benefit Administration
OL	442	Human Resource Strategy and Development
OL		Two 300- or 400-level OL electives

**Organizational Leadership Concentration**

Course are 3 credits unless otherwise indicated.

OL	322	Managing Organizational Change
OL	324	Managing Quality
OL	328	Leadership
OL		Two 300- or 400-level OL electives

**Small Business Management Concentration**

Course are 3 credits unless otherwise indicated.

OL	317	Small Business Management
OL	320	Entrepreneurship
OL	324	Managing Quality
OL		Two 300- or 400-level OL electives

## Business Studies (Online/On Location)

The business studies curriculum provides students with the opportunity to concentrate on a specific area of business and the flexibility to tailor their degrees to meet their specific needs. Concentrations are available in accounting, business administration, business finance, information technology, human resource management, international management, marketing, organizational leadership, small business management, sport management (day only), and Web development. In addition to the major required courses, students are able to tailor the degree program depending upon their selection of free electives.

The business studies degree also provides an option for transfer students (particularly liberal arts or science majors) who have completed two or more years at other colleges and now desire a business degree. The free elective credits enable transfer students to receive credit for a wide variety of previous courses.

**Business Studies Curriculum****Bachelor of Science**

B.A./B.S. Core: 48 credits  
 Business Core: 24 credits

**Accounting Concentration**

**Contact: Dr. Laurence Pelletier and Prof. Karin Caruso**

Course are 3 credits unless otherwise indicated.

ACC 207 Cost Accounting  
 ACC 303 Intermediate Accounting I  
 ACC 304 Intermediate Accounting II  
 ACC 330 Federal Taxation I  
 ACC/TAX Two ACC/TAX electives

Total Major Credits: 18

**Allied Course**

OL 215 Principles of Management

Total Allied Credits: 3

Free electives

Credits: 27

Total Credits: 120

**Business Administration Concentration**

**Contact: Prof. Steven O. Booth**

**Major Courses**

Course are 3 credits unless otherwise indicated.

OL 211 Human Resource Management  
 OL 215 Principles of Management  
 OL 342 Organizational Behavior  
 QSO 331 Introduction to Operations Management  
 OL Two 300- or 400-level OL electives

Total Major Credits: 18

Free electives

Credits: 30

Total Credits: 120

**Business Finance Concentration**

**Contact: Dr. Gary Tripp**

**Major Courses**

Course are 3 credits unless otherwise indicated.

ECO 301 Managerial Economics  
 ECO 402 Business Cycles and Forecasting  
 FIN 330 Corporate Finance  
 FIN 340 Fundamentals of Investments  
 OL 215 Principles of Management  
 FIN One FIN/ECO elective

Total Major Credits: 18

**Allied Course**

MAT 121 Mathematical Concepts and Techniques for Business

Total Allied Credits: 3

Free electives

Credits: 27

Total Credits: 120

**Human Resource Management Concentration**

**Contact: Prof. Steven O. Booth**

**Major Courses**

Course are 3 credits unless otherwise indicated.

OL 211 Human Resource Management  
 OL 215 Principles of Management  
 OL 325 Compensation and Benefit Administration  
 OL 342 Organizational Behavior  
 OL 442 Human Resource Strategy and Development  
 OL Two 300- or 400-level OL electives

Total Major Credits: 21

Free electives

Credits: 27

Total Credits: 120

**Information Technology Concentration**

**Contact: Dr. Lundy Lewis**

**Major Courses**

Course are 3 credits unless otherwise indicated.

IT 201 Business Platform Technologies  
 IT 330 Database Design and Management  
 IT 340 Network and Communication Management  
 OL 215 Principles of Management  
 IT Three IT electives (as recommended by an advisor)

Total Major Credits: 21

**Allied Course**

MAT 230 Discrete Mathematics

Total Allied Credits: 3

Free electives

Credits: 24

Total Credits: 120

**International Management Concentration**

**Contact: Dr. Massood Samii**

**Major Courses**

Course are 3 credits unless otherwise indicated.

OL 215 Principles of Management  
 INT Five 300- or 400-level INT electives

Total Major Courses: 18

**Allied Course**

MAT 121 Mathematical Concepts and Techniques for Business

Total Allied Credits: 3

Free electives

Credits: 27

Total Credits: 120

**Marketing Concentration**

**Contact: Dr. Pat Spirou**

**Major Courses**

Course are 3 credits unless otherwise indicated.

ADV/MKT 229 Principles of Advertising  
 MKT 222 Principles of Retailing  
 MKT 337 Marketing Research

MKT	345	Consumer Behavior
OL	215	Principles of Management

Select one of the following:

MKT	320	Sales Management
MKT	335	Professional Selling

Total Major Credits: 18

Free electives Credits: 27

Total Credits: 120

### **Organizational Leadership Concentration**

**Contact: Prof. Steven O. Booth**

#### **Major Courses**

OL	215	Principles of Management
OL	322	Managing Organizational Change
OL	324	Managing Quality
OL	328	Leadership
OL	342	Organizational Behavior
OL		One 300- or 400-level OL elective

Total Major Credits: 18

Free electives Credits: 30

Total Credits: 120

### **Small Business Management Concentration**

**Contact: Prof. Steven O. Booth**

#### **Major Courses**

Course are 3 credits unless otherwise indicated.

OL	215	Principles of Management
OL	317	Small Business Management
OL	320	Entrepreneurship
OL	324	Managing Quality
OL		Two 300- or 400-level OL electives

Total Major Credits: 18

#### **Allied Courses**

BUS	307	Business Law II
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Total Allied Credits: 3

Free electives Credits: 27

Total Credits: 120

### **Sport Management Concentration (On Campus Only)**

**Contact: Dr. Doug Blais**

#### **Sport Management Core Requirement:**

SPT	111	Introduction to Sport Management
SPT	201	Governance & Management of Sport Organizations
SPT	208	Sport Marketing
SPT	333	Sport, Society, and Ethics

Total Sport Core Credits: 18

Select two of the following:

SPT	307	Sport Law
SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	320	Media & Public Relations in Sport
SPT	321	Fitness Management
SPT	323	Golf Management

SPT	340	Practicum in Sport Management
SPT	364	Private Club Management
SPT	375	The Economics of Professional Sports in the United States
SPT	401	Sport Facilities Management
SPT	402	Sport Revenue
SPT	415	Event Management & Marketing (6 credits)
SPT	425	Sport Licensing & Strategic Alliances
SPT	430	Front Office Management
SPT	465	Global Sport Business

Total Major Credits: 6

Free electives Credits: 24

Total Credits: 120

## **Finance/Economics (Online/On Location)**

### **Department Chair: Dr. Gary Tripp**

The finance/economics program has a dual mission: to examine the behavior of the economy and its relationship to business and government and to study the funding and investment needs of corporations, individuals and institutions. The primary goal of the program is to establish a solid foundation in the applied and theoretical areas of international and domestic finance, business and economics. Economics/finance majors develop the analytical and quantitative skills needed for corporate and individual financial management and economic modeling and forecasting.

Students who choose to major in the economics/finance program will be prepared for careers in industry, financial organizations and government. Many go on to graduate school to continue their studies in economics, finance, other business-related disciplines or law.

## **Finance/Economics Curriculum**

### **Bachelor of Science**

B.A./B.S. Core:	48 credits
Business Core:	24 credits

#### **Major Courses**

Course are 3 credits unless otherwise indicated.

ECO	301	Managerial Economics
ECO	306	Money and Banking
ECO	402	Business Cycles and Forecasting
FIN	330	Corporate Finance
FIN	340	Fundamentals of Investments
FIN/ECO		Four FIN/ECO electives

Total Major Credits: 27

#### **Allied Courses**

INT	316	The Cultural and Political Environment of International Business
MAT	121	Mathematical Concepts and Techniques for Business

Total Allied Credits: 6

Free electives Credits: 15

Total Credits: 120

**Economics Concentration****Major Courses**

Course are 3 credits unless otherwise indicated.

ECO	301	Managerial Economics
ECO	306	Money and Banking
ECO	402	Business Cycles and Forecasting
FIN	330	Corporate Finance
FIN	340	Fundamentals of Investments
ECO		Four ECO electives

Total Major Credits: 27

**Allied Courses**

INT	316	The Cultural and Political Environment of International Business
MAT	121	Mathematical Concepts and Techniques for Business

Total Allied Credits: 6

Free electives

Credits: 15

Total Credits: 120

**Finance Concentration****Major Courses**

Course are 3 credits unless otherwise indicated.

ECO	301	Managerial Economics
ECO	306	Money and Banking
ECO	402	Business Cycles and Forecasting
FIN	330	Corporate Finance
FIN	340	Fundamentals of Investments
FIN		Four FIN electives

Total Major Credits: 27

**Allied Courses**

INT	316	The Cultural and Political Environment of International Business
MAT	121	Mathematical Concepts and Techniques for Business

Total Allied Credits: 6

**Computer Information Technology  
(Online/On Location)****Department Chair: Dr. Lundy Lewis**

Southern New Hampshire University's IT major is reaching a new generation of students with innovative programs that integrate IT with other disciplines, including business, entertainment, information security, and management. The next generation of IT professionals will be better prepared than any preceding one to balance the demands of being both a businessperson and a technologist, thanks to the integration of IT studies with business courses and skills such as game design, information security, and global IT management.

IT is projected as the second largest area of occupational growth in the United States, and the message from industry is that there is a need for a combined capability of IT and general business skills. SNHU is well positioned to respond to this need. We provide a depth of both core and elective IT classes that provide graduates with a solid foundation for entering the new business landscape. Students can focus

their elective courses to concentrate on areas such as digital graphics, IT security, and other high-demand areas.

Businesses today are looking for employees with capabilities beyond traditional programming and IT expertise. People who can bridge the communication gap between IT and business are valuable but hard to find, and the US demand for this new breed of IT professional is growing. The SNHU IT major prepares students for just these kinds of positions.

The IT faculty at SNHU has extensive business experience and connections, has published fourteen books in the area, holds twenty-eight patents, and publishes in the professional literature. Students benefit by receiving leading edge knowledge and skills in both the classroom and through internship placements.

Business will continue to expand the use of information technology and will continue to require IT-savvy people. The demand for IT capable individuals is projected to grow, according to the Bureau of Labor Statistics.

Notebook computers are required by all undergraduate day school IT majors for use in undergraduate IT courses.

**FlexTech IT degree program: Individualized and Flexible**

In addition to the core requirements for the undergraduate program, the department encourages students to participate in shaping their course of study to fit their individual academic and professional interests in this constantly evolving field.

A diverse set of classes has been developed, ranging from traditional programming to the newest techniques and tools for E-commerce.

We provide a pool of electives and course arrangements for the greatest flexibility in customizing each student's curriculum for his/her particular needs. We encourage interdisciplinary studies. Faculty advisors are available to guide and encourage students to actively participate in designing and customizing the program of study to meet their specialized individual needs by selecting a suite of classes to match their interests, and developing an individualized academic study plan.

Additionally, beyond the "defined" programs, topical seminars are offered within the context of scheduled courses, and through ongoing seminar programs on campus that allow the introduction of emerging technology and other 'new' topics.

**Information Technology Curriculum****Bachelor of Science**

B.A./B.S. Core:	48 credits
Business Core:	24 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

IT	201	Computer Platform Technologies
IT	315	Object Oriented Analysis and Design

IT	330	Database Design and Management
IT	340	Network and Telecommunication Management
IT	415	Advanced Information Systems Design
IT	420	Advanced Information Systems Implementation
IT	485	Information Technology Strategy and Management
IT		Three IT electives (as recommended by advisor)

Total Major Credits: 30

**Allied Course**

MAT	230	Discrete Mathematics
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Total Allied Credits: 3

Free electives

Credits: 15

Total Credits: 120

## Game Design and Development

### Chair: Dr. Lundy Lewis

Electronic gaming has become one of the most popular forms of entertainment in the world today. It is used also for education, training, and other serious purposes. The Bachelor of Science in Game Design and Development (GDD) prepares students to succeed in this rapidly expanding field. Students complete the business core and a set of required GDD courses which give them a solid preparation for entry into the electronic gaming industry. Students also select GDD electives in order to enhance their background in this relatively new career field and to focus their particular interests in the gaming industry. Students may concentrate their GDD electives in Interactive Storytelling, Visual and Audio Design, Game Development, Psychology and Marketing of Games, or Game Production and the Business of Gaming.

## Bachelor of Science in Game Design and Development

B.A./B.S Core: 48 credits

Business Core: 24 credits

**Major Courses**

IT	135	Interactive 3-D Virtual Environments
IT	207	Introduction to Digital Games
IT	303	Design of Virtual Game Environments
IT	305	Digital Game Development
IT	430	3D Modeling and Animation
IT	450	Artificial Intelligence
IT	465	Game and Multimedia Production

Select four courses within one of the following subfields

**Interactive Storytelling and Supporting Arts**

ENG	327	Play Writing Workshop
ENG	329	Fiction Writing Workshop
LIT	301	World Mythology
LIT	305	Contemporary Pop Fiction
COM	327	Screenwriting for Media Arts

**Visual and Audio Design**

COM	230	Graphics and Layout
FAS	310	Illustration
GRA	320	Introduction to Digital Imaging
GRA	345	Animation and Visual Effects
GRA	410	Advanced Digital Graphic Design
GRA	420	Advanced Digital Imaging
IT	205	Digital Music

**Game Development and Supporting Technologies**

IT	201	Computer Platform Technologies
IT	230	Software Development with C#
IT	232	Software Development with C++
IT	315	Object-Oriented Analysis and Design
IT	330	Database Design and Management
IT	340	Network and Tele. Management

**Psychology and Marketing of Games**

ADV	329	Principles of Advertising
ADV	428	Promotional Research and Media
MKT	345	Consumer Behavior
PSY	305	Cognitive Psychology
PSY	257	Social Psychology
PSY	216	Psychology of Personality

**Game Production and the Business of Gaming**

OL	320	Entrepreneurship
OL	342	Organizational Behavior
QSO	340	Project Management
ECO	402	Business Cycles and Forecasting
IT	467	Digital Commerce and e-Business

Total Major credits: 33

Free electives

Credits: 15

Total Credits: 120

## B.S. in General Studies in Business

### Contact: Dr. Richard Erskine

The purpose of the B.S. in General Studies is to serve those students who want a broad general education without an in depth study in one discipline area. The major consists of four separate sections.

The first section of 48 credits is the university core. The core provides the broad general education that the university curriculum committee believed should be the foundation for all SNHU students.

The second section of the general studies major is the concentration/minor. This can be any 18 credit concentration or minor listed in the School of Business.

The third component of the general studies major consists of 24 credits of interdisciplinary studies. These interdisciplinary studies will be delivered in four six-credit courses at the 300/400 level. Each course will be team taught by two faculty members from two different disciplines. Those faculty will choose a topic and present it from their specific discipline-related points of view. The interdisciplinary studies courses may use faculty within a specific school (for example, literature and art in early 20th century America or organizational

leadership in marketing organizations). These interdisciplinary courses also may consist of faculty from separate schools (for example, a course on the development of business and ethics during the industrial revolution or the study of philosophy and its relationship to American elementary education). The purpose of these interdisciplinary studies component is twofold. One, it continues the university's emphasis on learning communities by involving faculty and students studying a topic for six hours a week during a semester. Two, interdisciplinary studies helps further develop students' critical thinking abilities by having them learn from faculty who approach the study of a subject from the perspective of different academic disciplines. Depending on where students are in the completion of their degree, they may replace any of the interdisciplinary courses with 6 credits of free electives.

The final section of the general studies degree consists of ten courses that serve as 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 major to a specific discipline major or it may lead them to continue their general studies program with a specific concentration/minor. Free electives also allow students who have chosen a concentration/minor to complete any prerequisites that may be required for courses in that program. The number of free electives also gives students the flexibility that is sometimes required for students to participate in a study abroad experience. With the assistance of an academic advisor students may use the free electives to create an interdisciplinary major for themselves.

In summary, the BS in General Studies 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 or minor in one area of study.

### **Bachelor of Science in General Studies in Business**

B.S./B.A. Core	48 credits
School of Business Concentration/Minor	18 credits
Interdisciplinary Studies Courses	24 credits
Free Electives	30 credits
Total Credits	120 credits

### **Hospitality Business Program** **Department Chair: Dr. Ravindra Pandit, C.H.E.**

The Hospitality Core courses offer a foundation of general business, hospitality and communication skills necessary for a successful career in lodging, food and other tourism businesses. Students in each Bachelor of Science degree program will add major courses, 1,000 hours of industry experience and free electives that will further support individual career goals.

Southern New Hampshire University's hospitality and tourism management program provides students with a greater understanding of hospitality and tourism and their roles in economic, social and cultural development. Students

will develop the skills and knowledge they need to manage the human, physical and financial resources of hospitality and tourism organizations and to do so in an environmentally responsible manner.

Hospitality and tourism professionals require the combination of management, leadership and communication skills that our program provides. Business and liberal arts courses provide the breadth of knowledge, skills and wisdom fundamental to the hospitality and tourism profession. Interactions with an extremely diverse faculty and student community and strong industry partnerships are the hallmarks of hospitality and tourism education at the university.

Students have the opportunity to study abroad with international partner exchange programs in the Netherlands or England.

### **Hospitality and Tourism Management**

#### **Bachelor of Science**

B.S./B.A. Core: 48 credits

#### **Major Courses**

Course are 3 credits unless otherwise indicated.

HTM	112	Introduction to the Hospitality and Tourism Industry
MKT	113	Introduction to Marketing
HTM	116	Managing Sanitation and Safety
ACC	201	Financial Accounting
ENG	220	Business Communication
HTM	220	Geography of Global Cultures
HTM	228	Human Resource Management in Hospitality and Tourism
HTM	311	Tourism Planning and Policy Development
HTM	314	Hospitality and tourism Marketing
HTM	315	Rooms Division Management
FIN	320	Principles of Finance
HTM	320	Hospitality Managerial Accounting
HTM	327	Food and Beverage Operations Management
HTM	416	Legal Issues in the Hospitality and Tourism Industry
HTM	418	Hospitality Facilities Management
HTM	420	Financial Management in the Hospitality Industry
HTM	421	Strategic Management in Hospitality and Tourism

Total Major Credits: 51

Area of Concentration Credits: 9

Free electives

Credits: 15

Total Credits: 120\*

\* In order to graduate, all students must complete one thousand (1000) hours practical experience in the hospitality and tourism industry, with a minimum of two hundred (200) hours in customer service functions during the completion of the course requirements. Industry experience prior to the admission into the program will not be accounted for.

The university curriculum provides students with a unique opportunity to pursue studies in their areas of interests regardless of their majors through a choice of five free electives

Students can use these free electives to specialize in an area of their interest.

To complement the breadth and depth provided by the hospitality and tourism management core the program provide the students with an opportunity to specialize in discipline or two through four major areas of concentration:

- Convention and Event Management
- Hotel and Resort Management
- Restaurant Management

#### **Convention and Event Management Concentration**

Convention and event management is a growing component of the world's largest industry, hospitality and tourism. The convention and event management curriculum builds on the university and hospitality and tourism management core curriculum by providing specialized courses in operations management for the convention, meetings and events industry.

Opportunities exist with a variety of meeting and convention properties and organizations that plan meetings, conventions and other special events throughout the United States. The work experience prepares students for careers in the increasingly complex, challenging and rewarding meeting, convention and special events industry.

#### **Required Courses**

HTM	401	Convention Sales and Group Planning
HTM	340	Special Events Management

Select one of the following:

HTM	350	Chamber of Commerce Management
HTM	204	Leisure and Recreation Management

#### **Hotel and Resort Management Concentration**

The hotel and resort industry is an integral part of the global travel and tourism industry. The several dimensions and segments within this industry provide a very challenging and complex work environment to the practitioners and professionals in the industry. The hotel and resort management concentration enhances the skills and knowledge of the students by providing the students with courses work essential to succeed and grow in the hotel and resort industry.

#### **Required Courses**

HTM	415	Hotel Administration
HTM	428	Resort Development and Management

Select one of the following:

HTM	210	Introduction to Commercial Food Preparation
HTM	401	Convention Sales and Group Planning

#### **Restaurant Management Concentration**

The restaurant management concentration will provide students with a solid background in management practices in

restaurants and food service operations so they may be successful in an industry that challenges their acquired knowledge, skills and wisdom. The restaurant management concentration provides students with a unique course work that will help them succeed in an industry that is growing each year. The specialized course work combined with the hospitality and tourism management core courses will prepare the students for a successful career in any food and beverage operation.

#### **Required Courses**

HTM	109	Quantity Food Purchasing
HTM	210	Introduction to Commercial Food Preparation

Select one of the following:

HTM	422	Beverage management and Control
HTM	424	Service Merchandising and Management of Wine

### **International Business (Online)**

#### **Department Chair: Dr. Massood Samii**

The world is becoming an economic marketplace without boundaries. Multinational and transnational corporations conduct business based on worldwide priorities while smaller domestic companies look for ways to tap into the growing markets of Europe, Asia and the Third World. Successful managers must be able to work with a variety of people who use different currencies and systems to achieve their own personal and economic goals.

This program focuses on the management skills and concepts used in international, multicultural contexts. Students learn about the different monetary, banking, accounting, marketing and management systems that they will encounter while conducting international business activities. Attention also is given to the myriad cultural norms that make the rest of the world a diverse and challenging place to market American goods and services.

International business is an interdisciplinary program that combines existing management courses with the possibility of cooperative education opportunities in the international arena.

#### **International Business Curriculum**

##### **Bachelor of Science**

B.A./B.S. Core:	48 credits
Business Core:	24 credits

##### **Major Courses**

Course are 3 credits unless otherwise indicated.

INT	113	Introduction to International Business
INT	315	International Management
INT	316	The Cultural and Political Environment of International Business
INT		Five INT electives

Total Major Credits: 24

**Allied Courses**

ACC	310	International Accounting
ECO	322	International Economics
OL	215	Principles of Management
OL	342	Organizational Behavior

Total Allied Credits: 12

Free electives

Credits: 12

Total Credits: 120

## Marketing (*Online/On Location*)

### Department Chair: Dr. Pat Spirou

The marketing field encompasses activities related to: identifying, selecting, design, packaging, pricing, advertising, selling, distributing, servicing products and services in both domestic and international marketplaces. It is the driving force in business. Therefore, the degree to which companies are able to do it well and respond to customer demands largely determines their success.

Southern New Hampshire University's marketing program integrates theory and application. Marketing majors also study general management, finance, organizational behavior, information technology and selected liberal arts courses, ensuring that students learn the tenets of marketing in concert with those disciplines. Domestic and international marketing cooperative experiences and study abroad programs allow marketing majors additional opportunities to link marketing theory with practice.

**Career Outlook**

The marketing program at Southern New Hampshire University prepares graduates to work in various areas of the marketing field, including executive retail management, professional sales, purchasing, advertising, research, product/brand management, product distribution, market research and customer relations. Marketing positions exist in a wide variety of corporate settings, including multinational corporations, independently owned local businesses and non profit organizations.

**Marketing Curriculum****Bachelor of Science**

B.A./B.S. Core:	48 credits
Business Core:	24 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

MKT	222	Principles of Retailing
MKT/ADV	329	Principles of Advertising
MKT	337	Marketing Research
MKT	345	Consumer Behavior
MKT	432	Strategic Marketing Planning
MKT		Two MKT electives

Total Major Credits: 24

Free electives

Credits: 18

Total Credits: 120

## Retailing

### Program Coordinator: Prof. Jeannemarie Thorpe

Retailing is the process by which goods and services reach consumers through store, non-store and electronic means. It is one of the most exciting areas of marketing. The retailing program prepares graduates for a variety of entry-level management positions in store operations, merchandising, sales promotion, product development and human resources. Cooperative education opportunities are available in the United States and abroad.

**Retailing Curriculum****Bachelor of Science**

B.A./B.S. Core:	48 credits
Business Core:	24 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

FMK	202	Fashion Merchandising
FMK	203	Retail Sales Promotion
MKT	222	Principles of Retailing
MKT	337	Marketing Research
MKT	345	Consumer Behavior
MKT	432	Strategic Marketing Planning
MKT	442	Retail Management
MKT		Two MKT electives

Total Major Courses: 27

**Allied Course**

MAT	105	Merchandising Mathematics
OL	215	Principles of Management

Total Allied Credits: 6

Free electives

Credits: 15

Total Credits: 120

## Sport Management

### Department Chair: Dr. Doug Blais

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.

Southern New Hampshire University's sport management program prepares students for successful employment in the dynamic sport industry. Students couple nine 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 cooperative education experiences with a variety of sport, fitness and recreational industries.

Field trips to meet managers of professional sports teams and to stadiums and arenas and guest speakers from sport businesses will enhance classroom lessons.

The sport management program is one of only 16 in the country to have both their undergraduate and graduate programs approved by the Sport Management Program Review Council.

## Sport Management Curriculum

### Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

### Major Courses

Course are 3 credits unless otherwise indicated.

SPT	111	Introduction to Sport Management
SPT	201	Governance & Management of Sport Organizations
SPT	208	Sport Marketing
SPT	333	Sport, Society, and Ethics
SPT	307	Sport Law
SPT	401	Sport Facilities Management
SPT	402	Sport Revenue
SPT	461	Seminar in Sport Management
SPT	491	Sport Management Cooperative Education (6 credits)

Select one of the following:

SPT	310	Sponsorship
SPT	319	Sport Sales and Promotions
SPT	320	Media & Public Relations in Sport
SPT	321	Fitness Management
SPT	323	Golf Management
SPT	340	Practicum in Sport Management
SPT	364	Private Club Management
SPT	375	The Economics of Professional Sports in the United States
SPT	415	Event Management & Marketing (6 credits)
SPT	425	Sport Licensing & Strategic Alliances
SPT	430	Front Office Management
SPT	465	Global Sport Business

Total Major Credits: 33

Free electives	Credits: 15
	Total Credits: 120

## Technical Management (Online/On Location)

### Program Coordinator: Dr. Steven Painchaud

The technical management curriculum was established to provide junior college or vocational-technical institute graduates who have earned degrees in specialized areas other than business (e.g., small engine repair, automotive technology, electronics technology, graphic arts, culinary arts, etc.) the opportunity to earn a bachelor's degree in business. Students augment their technical skills with liberal arts and business courses to prepare for a career in business.

## Technical Management Curriculum

### Bachelor of Science

B.A./B.S. Core:	48 credits
Business Core:	24 credits

### Major Courses

Course are 3 credits unless otherwise indicated.

OL	215	Principles of Management
OL		Four 300- or 400-level Business electives

Total Major Credits: 15

Free electives	Credits: 33
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Total Credits: 120

## Associate Degrees

### Accounting Curriculum Associate in Science (Online/On Location)

### Department Co-Chairs: Prof. Karin Caruso and Dr. Laurence Pelletier Jr.

Students pursuing associate degrees in accounting will gain the fundamental skills needed for entry-level accounting positions in industry and government. Students learn the basic knowledge needed to become professional accountants.

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ACC	207	Cost Accounting
ACC	303	Intermediate Accounting I
ACC	304	Intermediate Accounting II
ACC		One ACC elective
ECO	201	Microeconomics
ECO	202	Macroeconomics
ENG	120	College Composition I
ENG	121	College Composition II
ENG	212	Public Speaking
IT	100	Introduction to Information Technology
IT	210	Introduction to Systems Analysis and Design
MAT	130	Applied Finite Mathematics
MKT	113	Introduction to Marketing
OL	125	Human Relations in Administration

Total Major Credits: 51

SNHU	101	First Year Seminar: Foundations of Critical Thinking and free electives
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Credits: 9

Total Credits: 60

## Business Administration Curriculum Associate in Science (Online/On Location) Department Chair: Prof. Steven O. Booth

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.

Course are 3 credits unless otherwise indicated.

B.A./B.S. Core electives: 6 credits

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
ECO	201	Microeconomics
ECO	202	Macroeconomics
ENG	120	College Composition I
ENG	121	College Composition II
ENG	212	Public Speaking
IT	100	Introduction to Information Technology
MAT	130	Applied Finite Mathematics
MKT	113	Introduction to Marketing
OL	125	Human Relations in Administration
OL	211	Human Resource Management
OL	215	Principles of Management
OL		Two OL electives

Total Major Credits: 48

SNHU	101	First Year Seminar: Foundations of Critical Thinking and free electives
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Credits: 6

Total Credits: 60

## Fashion Merchandising Curriculum Associate in Science Program Coordinator: Pro. Jeannemarie Thorpe

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 manufacturers' showrooms or as sales representatives.

Fashion merchandising students are required to participate in a cooperative education program that will combine

valuable practical experience with theories learned in the classroom. Some international cooperative education opportunities are available.

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 courses in other majors, such as marketing or communications. Such pursuits are limited only by students' needs, interests and creativity.

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ECO	201	Microeconomics
ENG	120	College Composition I
ENG	121	College Composition II
ENG	212	Public Speaking
FMK/GRA	101	Basic Design and Color Theory
FMK	202	Fashion Merchandising
FMK	203	Retail Sales Promotion
FMK	204	Textiles
FMK	290A	Fashion Merchandising Cooperative Education*
IT	100	Introduction to Information Technology
MAT	105	Merchandising Mathematics
MAT	130	Applied Finite Mathematics
MKT	113	Introduction to Marketing
MKT	222	Principles of Retailing
OL	125	Human Relations in Administration
PSY	108	Introduction to Psychology

Total Major Credits: 54

SNHU	101	First Year Seminar: Foundations of Critical Thinking and free electives
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Credits: 6

Total Credits: 60

\* FMK 290A Fashion Merchandising Cooperative Education may be taken during the summer between the first and second year or during the first semester of the second year.

## Computer Information Technology Curriculum (Online/On Location) Associate in Science Contact: Dr. Lundy Lewis

Students in this two-year associate degree program will learn the fundamentals of business information systems. Courses required in the associate program also meet the requirements of the bachelor's degree program in IT, should students wish to pursue a Bachelor of Science degree later.

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ENG	120	College Composition I
ENG	121	College Composition II
ENG	212	Public Speaking
IT	100	Introduction to Information Technology
IT	145	Introduction to Software Development
IT	201	Business Platform Technologies
IT	210	Business Systems Analysis and Design

IT		Four IT electives (as recommended by an advisor)
MAT	130	Applied Finite Mathematics
MAT	230	Discrete Mathematics
OL	125	Human Relations in Administration

Total Major Credits: 24

SNHU	101	First Year Seminar: Foundations of Critical Thinking and free electives
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Credits: 36

Total Credits: 60

## Marketing Curriculum (Online/On Location)

### Associate in Science

#### Department Chair: Dr. Pat Spirou

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.

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ECO	201	Microeconomics
ECO	202	Macroeconomics
ENG	120	College Composition I
ENG	121	College Composition II
ENG	212	Public Speaking
IT	100	Introduction to Information Technology
MAT	130	Applied Finite Mathematics
MAT	220	Statistics
MKT	113	Introduction to Marketing
MKT	222	Principles of Retailing
MKT/ADV	329	Principles of Advertising
MKT	337	Marketing Research
MKT	345	Consumer Behavior

Select one of the following:

MKT	320	Sales Management
MKT	335	Professional Selling

Select one of the following:

PSY	108	Introduction to Psychology
SOC	112	Introduction to Sociology

Total Major Credits: 51

SNHU	101	First Year Seminar: Foundations of Critical Thinking and free electives
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Credits: 9

Total Credits: 60

## Certificate Programs

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.

### Accounting (Online/On Location)

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
ACC	303	Intermediate Accounting I
ACC	330	Federal Taxation I
ACC		Two ACC electives

### Business Information Systems (Online/On Location)

Course are 3 credits unless otherwise indicated.

IT	100	Introduction to Information Technology
IT	210	Business Systems Analysis and Design
IT		Four IT software development courses (as recommended by the student's advisor)
MAT	130	Applied Finite Mathematics
MAT	230	Discrete Mathematics

### Human Resource Management (Online/On Location)

Course are 3 credits unless otherwise indicated.

OL	125	Human Relations in Administration
OL	211	Human Resource Management
OL	318	Labor Relations and Arbitration
OL	325	Compensation and Benefit Administration
OL	342	Organizational Behavior
OL	442	Human Resource Strategy and Development

### Guidelines for Certificate Worksheets

**Starting a certificate program:** Check off "Certificate Candidate" on a registration form, specifying the kind of certificate desired.

**Prior credits:** Students may transfer credits from other accredited institutions for courses in which a minimum grade of "C-" was earned so long as an overall GPA of 2.0 or higher is transferred from that institution. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions. Official transcripts should be submitted for analysis immediately after entering the certificate program.

Students also may receive credit for equivalent prior learning by means of "CLEP," Southern New Hampshire University institutional tests or portfolio assessments. Students should consult an academic advisor for more details.

*Note: Certificate candidates may use transfer or prior learning credit courses, but they must take four courses in residence at Southern New Hampshire University.*

**Prerequisites:** Various certificate courses require preparatory background. IT 200 requires IT 100 Introduction to Information Technology and Microcomputer Applications or appropriate work experience with computers. When waived for certificate candidates with appropriate work experience, prerequisite courses still remain as requirements for degree candidates (but may be satisfied by transfer- or prior-credit awards).

**Time limits:** Most certificate programs are scheduled so that concentration courses can be completed within one year, but students are free to set their own paces.

**Satisfactory performance:** A student must maintain a minimum cumulative grade-point average of "C" (2.0 on a 4-point scale) to receive a certificate.

**Worksheet maintenance:** Although the university maintains official records, students are responsible for keeping their worksheets current by posting courses completed and grades awarded.

**Catalog:** In general, certificate students should follow the policies and procedures outlined in the Continuing Education Bulletin, with only minor variations. For example, the same policies apply for withdrawals, refunds, grading and make-up classes.

**Certificate conferral:** The student must advise the Division of Continuing Education upon completion of all required courses.

**Credit earned:** All credits earned in the certificate programs are recorded on students' transcripts and may be applied to degree programs.

**Dual certificates:** To receive another certificate, a student must take a minimum of four courses toward the second certificate.



# School of Education

**Associate Dean: Ellen J. Kalicki**

**Belknap Hall**

**603.629.4675**

**Fax: 603.629.4673**

## **Mission**

Southern New Hampshire University is committed to educating teachers who are prepared to provide quality education for all students and to sustain meaningful professional growth. Graduates possess the breadth of academic knowledge and the dedication to excellence that they need in order to meet the changing needs of students, schools, and educational policy. Our programs provide a foundation for a rewarding career and a lifelong devotion to learning.

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

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

# School of Education

## Associate Dean: Ellen J. Kalicki

Southern New Hampshire University is committed to preparing the next generation of teachers—teachers with the intellect and expertise to become leaders in their classrooms, schools and professional organizations. Our education programs belong to a vibrant academic community where teacher education combines rigorous academic preparation with state-of-the-art professional education.

Education students at SNHU choose to focus on early childhood education, elementary education or secondary education. Education majors with a GPA of 3.3 or higher may apply to add a special education certification. Our secondary education programs include English, social studies and business. All of these programs meet the requirements for New Hampshire teaching certification.

## Requirements for NH Teacher Certification

### Teacher Certification Program

Because the quality of elementary and secondary schools depends on the character and caliber of our teachers, the state of New Hampshire has set requirements for teacher certification. SNHU has designed the Teacher Certification Program, (TCP), to ensure that its graduates meet the academic, professional, and personal standards that the state has set for teacher certification. Students apply to the Teacher Certification Program in the first semester of their sophomore year or, for transfer students, after they have completed 15 credits. Applicants will receive full acceptance into the TCP program upon successful completion of the following:

- Achievement and maintenance of a cumulative GPA of 3.0
- Passing PRAXIS I
- Submission of two faculty recommendations
- Submission of essay.

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

### Field Experiences

The School of Education believes that the theories and methods discussed in the college classroom are best understood in concert with practical experiences. The state of New Hampshire requires that students participate in early and varied field experiences. Therefore, participation in applied learning situations is a required component of many DEV and EDU courses. Students seeking certification will be evaluated to confirm that they have met all field experience standards upon applying to student teaching.

## Student Teaching

All degrees leading to certification culminate in a 16-week student teaching practicum. This valuable experience requires that potential educators intern full-time under the direct supervision of a cooperating teacher. During this placement, the student teacher gradually takes on the role of the classroom teacher. Students apply to the student teaching program one year prior to beginning their placement, generally during their junior year. In this application process, students are again evaluated to confirm that they have maintained the requirements outlined in the Teacher Certification Program and that they have completed all fieldwork and course requirements. Students must pass the Praxis II in their subject area prior to being considered for a student teaching placement.

## Child Development Programs

The program in child development prepares students to work in a variety of settings in the public or private sector, or pursue graduate studies. Three concentrations are available: early childhood leadership, child development, and family studies. Each concentration is designed to flexibly meet students' specific interests. The leadership concentration prepares students to operate their own early childhood businesses or become licensed directors for existing programs. Family studies enables graduates to work in the diverse field of family services as child caseworkers, family caseworkers, or child and family intervention specialists. A concentration in child development provides students with indepth knowledge of the qualitative changes and dynamic transformations experienced by children.

### Child Development (On Location)

#### Bachelor of Arts

B.A./B.S. Core:

48 credits

#### Child Development Concentration

##### Major Courses

Course are 3 credits unless otherwise indicated.

DEV	103	Infant and Todler
DEV	150	History and Philosophy of the Child Study Movement
DEV	205	Role of Families
DEV	210	Psychosocial Development During Early Childhood
DEV	230	Behavior Theory and Practice
DEV	241	Cognitive Development of Infants and Young Children
DEV	260	Family and Culture
DEV	303	Administration of Child Development Programs
DEV	340	Theories of Play
DEV	424	Assessment and Intervention During Early Childhood
DEV	400	Independent Study
DEV	499	Internship Credits

Total Major Credits: 36

**Required Courses**

DEV	302	Foundations and Issues in Child Development
DEV	320	Precursors of Academic Skills
EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	245	Literature for Children and Adolescents
SPED	210	Early Childhood Special Education
Total Required Courses:18		

**Allied Courses**

ATH	111	Introduction to Cultural Anthropology
PSY	108	Introduction to Psychology
PSY	211	Human Growth and Development

Total Allied Courses: 9

Free electives: 9 Credits

Total Credits: 120

**Family Studies Concentration**

B.A./B.S. Core: 48 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

DEV	150	History and Philosophy of the Child Study Movement
DEV	200	Developmental Research Methods
DEV	210	Psychosocial Development During Early Childhood
DEV	241	Cognitive Development of Infants and Young Children
DEV	260	Family and Culture
DEV	303	Administration of Child Development Programs
DEV	340	Theories of Play
DEV	424	Assessment and Intervention During Early Childhood
DEV	400	Independent Study
DEV	499	Internship Credits

Total Major Credits: 30

**Required Courses**

DEV	302	Foundations and Issues in Child Development
DEV	320	Precursors of Academic Skills
EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	245	Literature for Children and Adolescents
SPED	210	Early Childhood Special Education

Total Required Courses:18

**Allied Courses**

ATH	111	Introduction to Cultural Anthropology
SOC	112	Introduction to Sociology
SOC	213	Sociology of Social Problems
SOC	317	Sociology of the Family
PSY	211	Human Growth and Development

Total Allied Courses: 15

Free Electives: 9 Credits

Total Credits:120

**Early Childhood Leadership Concentration**

B.A./B.S. Core: 48 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

DEV	150	History and Philosophy of the Child Study Movement
DEV	200	Developmental Research Methods
DEV	210	Psychosocial Development During Early Childhood
DEV	241	Cognitive Development of Infants and Young Children
DEV	260	Family and Culture
DEV	303	Administration of Child Development Programs
DEV	340	Theories of Play
DEV	424	Assessment and Intervention During Early Childhood
DEV	400	Independent Study
DEV	499	Internship Credits: 3 to 9

Total Major Credits: 30

**Required Courses**

DEV	302	Foundations and Issues in Child Development
DEV	320	Precursors of Academic Skills
EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	245	Literature for Children and Adolescents
SPED	210	Early Childhood Special Education

Total Required Courses:18

**Allied Course**

OL	125	Human Relations in Administration
OL	215	Principles of Management
OL	322	Managing Organizational Change
OL	328	Leadership
OL	342	Organizational Behavior
PSY	211	Human Growth and Development

Allied Credits: 18

Free electives: 6 Credits

Total Credits: 120

**Early Childhood Education**

The early childhood education program provides students with a comprehensive understanding of child development, family systems, and curriculum and instruction for children from birth through age 8. This practitioner-oriented Bachelor of Arts degree program prepares educators with a solid background in developmental theory and practice and a strong foundation in an academic discipline. The program leads to teaching certification for grades K-3.

**Early Childhood Education (On Location)****Bachelor of Arts**

B.A./B.S. Core: 48 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

DEV	260	Family and Culture <i>or</i>
DEV	340	Theories of Play
DEV	424	Assessment and Intervention During Early Childhood
EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	245	Literature for Children and Adolescents
EDU	270	Foundations of Teaching and Learning
EDU	330	Math for Young Children
EDU	361	Emerging and Early Literacy: Developing Reading and Writing in Grades K-4
EDU	363	Reading Facilitation for all Learners
EDU	371	Curriculum, Instruction and Assessment (K-4)
EDU	440	Differentiating Instruction
EDU	490	Student Teaching and Seminar (12 credits)
SPED	210	Early Childhood Special Education <i>or</i>
SPED	260	Children with Exceptionalities

Total Major Credits: 48

**Allied Courses**

GEO	201	World Geography
HIS	114	United States History II: 1865 to Present
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Science

Total Allied Credits: 12

**Content Area Concentration**

Completion of 12 credits in an approved area of concentration

Fine Arts:	select four FAS courses
Humanities:	select four courses from one of the following disciplines: ENG, HIS, LIT, PHL
Mathematics:	select four MAT course
Science:	select four SCI course
Social Science:	select four courses from one of the following disciplines: ECO, POL, PSY

Content Area Credits: 12

Total Credits: 120

**Elementary Education (On Location)**

The elementary education program leads to teaching certification for grades K-8. The program provides graduates with comprehensive knowledge of instructional theory and practice and a content area concentration in an academic discipline. Students examine traditional, innovative and research-based approaches to teaching elementary and special-needs students.

**Elementary Education****Bachelor of Arts**

B.A./B.S. Core: 48 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	245	Literature for Children and Adolescents
EDU	270	Foundations of Teaching and Learning
EDU	335	Concepts and Skills in Mathematics
EDU	361	Emerging and Early Literacy: Developing Reading and Writing in Grades K-4
EDU	362	Literacy in the Content Areas Grades 5-12
EDU	363	Reading Facilitation for All Learners
EDU	371	Curriculum, Instruction & Assessment (Grades K-4)
EDU	420	Curriculum, Instruction & Assessment (Grades 4-8)
EDU	440	Differentiating Instruction
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total major credits: 48

**Allied Courses**

GEO	201	World Geography
HIS	114	United States History II: 1865 to Present
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Science

Total Allied Credits: 12

**Content Area Concentration**

Completion of 12 credits in an approved area of concentration

Fine Arts:	select four FAS courses
Humanities:	select four courses from one of the following disciplines: ENG, HIS, LIT, PHL
Mathematics:	select four MAT course
Science:	select four SCI course
Social Science:	select four courses from one of the following disciplines: ECO, POL, PSY

Content Area Credits: 12

Total Credits: 120

**Secondary Education**

The secondary education program leads to teaching certification for grades 5-12. Students complete requirements in one of the content area fields as well as teaching certification requirements in education. Secondary certification options include: English education, social studies education with a concentration in history, social studies education with a concentration in political science, and business education certification. The program provides graduates with comprehensive knowledge of instructional theory and practice while examining traditional, innovative and research-based approaches to teaching middle and high school students.

## Business Education

The business education program is designed to prepare graduates for business education positions at the junior high, middle and secondary school levels and for training positions in business. Because high school business teachers are called upon to teach a variety of business subjects, preparation for business teacher certification is interdisciplinary. Students take courses in administration, accounting, finance, marketing, economics and information technology.

Students seeking comprehensive business education certification must demonstrate proficiency in keyboarding and office skills. Competency must be demonstrated or earned through course work. All business teacher education majors must have 2,000 hours of work experience. If they do not, 400 supervised hours will be arranged.

### Business Teacher Certification Curriculum

#### Bachelor of Science

B.A./B.S. Core: 48 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

ACC	201	Financial Accounting
ACC	202	Managerial Accounting
BUS	206	Business Law I
ENG	220	Business Communication
FIN	320	Principles of Finance
IT	210	Introduction to Systems Analysis and Design
MKT	113	Introduction to Marketing
OL	125	Human Relations in Administration
OL	215	Principles of Management

Total Required Credits: 27

#### Required Courses

EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	290	Field Experience
EDU	300	Principles of Business and Vocational Education
EDU	313	Methods of Teaching Accounting and General Business
EDU	318	Methods of teaching Secondary Education
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Major Credits: 33

#### Allied Courses

GEO	201	World Geography
HIS	114	United States History II: 1865 to Present
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Science

Total Allied Credits: 12

Total major credits: 120

## English Education

The English teacher education program allows students to major in English and to complete New Hampshire certification requirements to teach English in grades 5-12.

The program of study provides the prospective English teacher with a broad and integrated liberal arts background, a concentrated study of English literature and language, and the knowledge and experience to help middle, junior and senior high school students develop to their full potential.

### English Teacher Certification Curriculum

#### Bachelor of Arts

B.A./B.S. Core: 45 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

ENG	350	The English Language
LIT	201	World Literature: Foundations of Culture
LIT	300	Literary Theory
LIT	316	Modern Drama
LIT	319	Shakespeare
LIT	337	Modern Poetry

Select one of the following:

LIT	203	Early American Literature
LIT	205	American Renaissance
LIT	207	American Realism and Naturalism
LIT	210	American Literature: 20th Century and Beyond

Select one of the following:

LIT	228	Medieval Literature
LIT	230	British Literature: Renaissance to Restoration
LIT	234	British Romantic and Victorian Writers
LIT	236	British Modernism

Select one of the following:

LIT	328	Multi-Ethnic Literature
LIT	330	Gender and Text
LIT	332	The Nature Writers
LIT	350	The Black Literary Tradition

Major Credits: 27

#### Required Courses

EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	290	Field Experience
EDU	318	Methods of Teaching Secondary Education
EDU	320	Methods of Teaching English
EDU	362	Literacy in the Content Areas Grades 5-12
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 36

### Allied Courses

GEO	201	World Geography
HIS	114	United States History II: 1865 to Present
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

### Social Studies Education

The social studies education program allows students to major in social studies with a concentration in history or political science and to complete the state of New Hampshire's requirements for certification to teach social studies in grades 5-12.

The program of study provides the prospective social studies teacher with a broad and integrated liberal arts background, and interdisciplinary social studies major with a concentration in history or political science, and the techniques, knowledge and experience to help middle, junior and senior high school students develop to their highest potential. Social studies certification covers primary areas of history, governments, economics, and geography, as well as secondary areas of psychology and sociology. The interdisciplinary program prepares students to teach in these areas.

### Social Studies Teacher Certification Curriculum

#### Bachelor of Arts

B.A./B.S. Core: 48 credits

#### History Concentration

##### Major Courses

Course are 3 credits unless otherwise indicated.

GEO	201	World Geography (fulfills B.A./B.S. core requirement)
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HIS	114	United States History II: 1865 to Present
HIS	301	World History and Culture
HIS	314	European Conquest of the New World
HIS	319	African-American History since the Civil War
<i>or</i>		
HIS	357	African-American History through the Civil War
HIS	321	The Ancient World of Greece and Rome
HIS	340	Historical Methods

Total Major Credits: 27

##### Required Courses

EDU	200	Introduction to Education
EDU	243	Learning with Technology
EDU	290	Field Experience
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies

EDU	362	Literacy in the Content Areas Grades 5-12
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

### Allied Courses

ECO	202	Macroeconomics
ENV 219/SCI 291		Environmental Issues
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

### Political Science Concentration

B.A./B.S. Core: 48 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

GEO	201	World Geography (fulfills B.A./B.S. core requirement)
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HIS	114	United States History II: 1865 to Present
HIS	301	World History and Culture
POL	211	International Relations
POL	213	Comparative Politics
POL	214	Political Theory
POL	301	US Foreign Policy in the 20th Century and Beyond
<i>or</i>		
POL	304	Politics of Sustainable Development

Total Major Credits: 27

##### Required Courses

EDU	200	Introduction to Education
EDU	243	Learning Theory and Instruction
EDU	290	Field Experience
EDU	318	Methods of Teaching Secondary Education
EDU	326	Methods of Teaching Social Studies
EDU	362	Literacy in the Content Areas Grades 5-12
EDU	490	Student Teaching and Seminar (12 credits)
SPED	260	Children with Exceptionalities

Total Required Credits: 33

### Allied Courses

ECO	202	Macroeconomics
ENV 219/SCI 291		Environmental Issues
PSY	211	Human Growth and Development
SCI	212	Principles of Physical Sciences I

Total Allied Credits: 12

Total Credits: 120

### General Special Education Certification

Elementary, Secondary and Early Childhood Education students with a GPA of 3.3 or above have the option of completing additional requirements to earn general special education certification. This certification benefits all classroom teachers by preparing them to meet the needs of special education populations in grade-level and content-area classes. Teachers with dual certification are in very high demand throughout the region. General special education certification also qualifies teachers to work with special needs students in a resource room at the K-12 levels.

#### General Special Education Certification

Course are 3 credits unless otherwise indicated.

DEV	230	Behavior Theory and Practice
EDU	314	IEP: Consultation & Collaboration
EDU	350	Special Education Assessment
EDU	491	Special Education Practicum (6 credits)

#### General Studies in Education

*Does not lead to certification*

The General Studies in Education program will offer students a choice to complete a degree in a related field of education. The program will provide for sufficient flexibility, and course selection to allow students from various departments (Elementary, Early Childhood, & Secondary) to study topics in education, child development, behavior management, students with disabilities and family and cultural issues that face education today. The program uses course work from the university core (48 credits), education (12 credits) and an individualized plan of study (45 credits) that draws from various disciplines related to education to satisfy the major. The program will also include nine credits of free electives by advisement.

#### General Studies in Education

##### Bachelor of Arts

B.A./B.S. Core: 48 credits

##### Major Courses

Course are 3 credits unless otherwise indicated.

EDU	200	Introduction to Education
EDU	201	Educational Psychology
SPED	260	Children with Exceptionalities
EDU	235	Learning with Technology

Major Credits: 12

#### Plan of Study within General Studies in 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 the following related disciplines to complete the 45 credit hours for the General Studies in Education program. A Plan of Study is designed with a faculty advisor from the School of Education and approved by the Associate Dean.

##### Allied Disciplines:

Elementary Education  
Early Childhood education  
Child Development  
Special Education  
Psychology  
Literature  
Secondary Education

Total Allied Credits: 45

*These credits must be completed from other disciplines with advisor approval.*

Credits: 15

Total Credits: 120

#### Conversion Program

Students who already hold a bachelor's degree (B.A./B.S.) in one of the secondary teaching fields (business, English, marketing, history or political science) may earn teacher certification through a teaching conversion program. Though students do not have to complete the B.A./B.S. core, they must meet all the other requirements of the particular teacher certification program, including supervised student teaching. Interested students should contact the program coordinator/department chair.

### Justice Studies

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

## Justice Studies

### Bachelor of Science

B.A./B.S. Core 48 credits

#### Required Major Courses

Course are 3 credits unless otherwise indicated.

IT	210	Introduction to Systems Analysis and Design
JUS	101	Introduction to Criminal Justice
	or	
POL	306	American Legal and Judicial Systems
JUS	103	Correctional Systems
JUS	375	Criminal Law
JUS	455	Legal Traditions
JUS	495	Legal and Justice Research Methods
	or	
SCS	224	Research Methods

Total Required Credits: 18

#### Police and Law Enforcement

Select three of the following:

JUS	102	American Policing
JUS	104	Introduction to Security
JUS	201	Criminal Investigation
JUS	202	Industrial and Retail Security
JUS	351	Civil Liability of Criminal Justice Personnel
JUS	394	Problems in Policing
JUS	465	Police Organization & Management
JUS	466	Homeland Security

Total Required Credits: 9

#### Crime and Criminology

Select three of the following:

JUS	211	Organized Crime
JUS	215	Victim and the Justice System
JUS	309	White Collar Crime
JUS	429	Terrorism
	or	
HIS	310	History of Terrorism
JUS	468	Crimes Against Children
PSY	205	Forensic Psychology
SOC	324	Sociology of Crime and Violence
SOC	326	Sociology of Deviance

Total Required Credits: 9

## Law and Legal Process

Select three of the following:

JUS	331	Juvenile Justice System
JUS	335	Private Security Law
JUS	361	Judicial Administration
JUS	376	Criminal Procedure
JUS	485	Forensic Law
JUS	496	Administrative Law
JUS	497	Law and Evidence
POL	210	American Politics
POL	305	State and Local Government
POL	316	Civil Liberties, Civil Rights and Judicial Process

Total Required Credits: 9

#### Major Electives

Select three of the following:

ADB	206	Business Law I
ADB	207	Business Law II
JUS	305	International Criminal Justice
JUS	325	Law, Justice and Family
JUS	345	Probation and Parole
JUS	395	The Death Penalty
JUS	400	Foreign Study in Criminal Justice
JUS	480	Independent Study
JUS	498	Criminal Justice Internship
JUS	499	Independent Study in Law & Justice
PHL	215	Moral Decision Making: Theories and Challenges

Total Major Credits: 54

Free electives

18 Credits

Total Credits: 120

# School of Liberal Arts

**Dean: Dr. Karen Erickson**

**Robert Frost Hall**

**603.645.9692**

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## **Mission**

**“...and learn by going where I have to go.”**

*– Theodore Roethke*

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

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

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

## School of Liberal Arts

Southern New Hampshire University believes that a liberal arts education is the beginning of a lifelong pursuit of knowledge and understanding. The liberal arts programs include a structured foundation of general knowledge, a focused in-depth study in the major area and the flexibility to minor in another field. For example, students choosing liberal arts majors may select a business minor, a cooperative work experience or a teacher certification program. The liberal arts curriculum at Southern New Hampshire University encourages students to challenge themselves intellectually and experience the joy of learning at the same time that they prepare for careers.

### The Liberal Arts Core

The liberal arts core curriculum offers a structured approach to attaining the general knowledge necessary for meaningful study in the major area. Students in each major program will begin with the liberal arts core and add major courses, allied courses and free electives that match their individual needs and interests.

#### Liberal Arts Core

Course are 3 credits unless otherwise indicated.

FAS	201	Introduction to the Humanities I: Greece through the Renaissance
FAS	202	Introduction to the Humanities II: Baroque through Modern

Students may use either FAS 201 or FAS 202 to satisfy the FAS requirement of the B.A./B.S. Core and then substitute any FAS elective for the SLA Core requirement.

LIT	One 200 level or above LIT elective
HIS	One 200 level or above HIS elective

Select one: ATH, GEO, GST, POL, PSY, SCS, or SOC Elective

Select one of the following:

MAT	One MAT elective
SCI	One SCI elective

Total Core Credits: 18

### Arts and Humanities

#### Department Chair: Dr. Deborah Varat

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

## Communication, Media Arts and Technology

### Department Chair: Prof. Harry Umen

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

### Communication

#### Interim Coordinator: Prof. Andrea Bard

The Communication major prepares students for a wide variety of fields in public relations, journalism, advertising, employee communications and training, government relations, leadership tasks, professional writing, and public speaking. At the same time, students are able to develop competencies in particular areas that may be highlighted by capstone projects or portfolio work for future employment.

#### Communication Curriculum (*Online/On Location*)

##### Bachelor of Arts

B.A./B.S. Core:	48 credits
Liberal Arts Core:	18 credits

##### Major Courses

Course are 3 credits unless otherwise indicated.

COM	126	Introduction to Communication
COM	227	Public Relations
COM	230	Graphics and Layout in Print Media
COM	232	Desktop Publishing
COM	235	Introduction to Journalism
COM	322	Advanced Public Speaking
COM	421	Communication Theory and Research
ENG	220	Business Communication
COM/ENG		Three COM or ENG electives

Total Major credits: 33

Free electives 21 Credits

Total Credits: 120

### Advertising

#### Coordinator: Dr. Pat Spirou

The advertising major at Southern New Hampshire University was developed in response to student demand and the growing number of career options available to students in this \$400 billion-a-year industry. The program combines elements from the business, advertising, marketing and communication fields and allows students the flexibility to tailor the major to their areas of interest.

Students may choose between a business focus and a liberal arts focus. Both programs require the same major courses and offer the same related electives. This program is the only one of its kind in New England that offers students dual tracks.

Graduates will be well prepared to enter the advertising industry in the creative and management divisions of corporations and agencies.

## Advertising Curriculum

### Bachelor of Arts

B.A./B.S. Core: 48 credits

Liberal Arts Core: 18 credits

### Major Courses

Course are 3 credits unless otherwise indicated.

ADV/MKT 229	Principles of Advertising
ADV 263	Advertising Copy and Design
ADV 429	Advertising Campaigns
ADV 340	Advertising Media Planning
COM 126	Introduction to Communication
COM 230	Graphics and Layout in Print Media

Total Major Credits: 18

*Students are encouraged to use 3, 6 or 12 credits of free electives to complete a co-op work experience related to advertising.*

Select five of the following:

ADV 362	Advertising Account Executive Seminar
ADV 428	Promotional Research and Media Measurement
COM 232	Desktop Publishing
FMK/GRA 101	Basic Design and Color Theory
FMK 203	Retail Sales Promotion
MKT 345	Consumer Behavior
MKT 360	Direct Marketing

### Allied Courses

MKT 113	Introduction to Marketing
MKT 337	Marketing Research

Total Allied Credits: 6

Free electives 15 Credits

Total Credits: 120

## Graphic Design

### Coordinator: Professor Harry Umen

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 will be the most technologically oriented BA graphics program in the region. Its graduates will be equipped with high-level skills using professional equipment that will make them competitive in the marketplace. At the same time, its

grounding in liberal education and the humanities will give students a cultural frame of reference that will enrich them both professionally and personally. Their liberal arts background will prepare 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 will be the program of choice for students who have artistic talent or interests and also seek meaningful creative employment upon graduation.

## Graphic Design Curriculum

### Bachelor of Arts

B.A./B.S. Core: 48 credits

Liberal Arts Core: 18 credits

### Major Courses

Course are 3 credits unless otherwise indicated.

COM 230	Graphics and Layout In Print Media
COM 232	Desktop Publishing
COM 421	Communication Theory and Research
FAS 110	Introductory Drawing
FAS 226	Digital Photography
FAS 320	History of Design
GRA 310	Digital Graphic Design
GRA 320	Introduction to Digital Imaging
GRA 410	Advanced Digital Graphic Design
GRA 420	Advanced Digital Imaging

Select one of the following:

GRA 101	Basic Design And Color Theory
FAS 310	Illustration

Total Major credits: 33

Free electives 21 Credits

Total Credits: 120

## Digital Media

### Coordinator: Prof. Justine Wood-Massoud

The Digital Media major provides students with an exciting outlet for a variety of creative endeavors in a key area of contemporary visual communication. Digital Media students design and produce original, visual, time-based creative work using skills from digital technologies such as digital video production, animation and graphics. Using state-of-the-art labs, outfitted with industry-standard equipment, students learn to create images with the critical, aesthetic, and technical skills required in this exciting, progressive multi-media major. Upon graduation our students will have produced a number of solo and collaborative projects for their portfolios, ranging from documentary to animation, and commercial to narrative. Our graduates pursue a wide variety of creative careers including directors, producers, screenwriters, animators, designers, editors, digital field producers, and media educators.

## Digital Media Curriculum

### Bachelor of Arts

B.A./B.S. Core: 48 credits  
 Liberal Arts Core: 18 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

COM	128	Language of Film and Television
COM	222	Introduction to Film History
COM	244	Video Production
COM	344	Advanced Video Production
COM	421	Communication Theory and Research
GRA	230	Graphics and Layout in Print Media
GRA	310	Digital Graphic Design
GRA	320	Introduction to Digital Imaging

Select two of the following:

COM	454	Documentary Video Production
COM	455	Commercial Video Production
COM	456	Narrative Video Production

Select one from the following:

COM	477	Documentary Photography
COM	490	Communication Cooperative Education
FAS	110	Introductory Drawing
FAS	226	Digital Photography
GRA	410	Advanced Digital Graphic Design
GRA	420	Advanced Digital Imaging
GRA	477	3D Modeling and Animation

Total Major Credits: 33

Free electives 21 Credits

Total Credits: 120

## Game Design and Development Coordinators: Prof. Harry Umen and Prof. Justine Wood-Massoud

The B.A. in Game Design and Development is an exciting multidisciplinary liberal arts Program that offers students a chance to combine a variety of creative and hands-on technical interests. Game Design and Development integrates professional skills in computer graphics, animation, audio, and interactive programming. Additional emphasis in this program is placed on creative storytelling techniques, and the psychology and marketing of games.

### Game Design and Development Curriculum

#### Bachelor of Arts

B.A./B.S. Core: 48 credits  
 Liberal Arts Core: 18 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

IT	135	Interactive 3-D Virtual Environments
IT	207	Introduction to Digital Games
IT	303	Design of Virtual Game Environments
IT	305	Digital Game Development
IT/GRA	430	3D Modeling and Animation
IT	450	Artificial Intelligence

IT 465 Game and Multimedia Production and

Select four courses within one of the following subfields:

#### Interactive Storytelling and Supporting Arts

ENG	327	Play Writing Workshop
ENG	329	Fiction Writing Workshop
LIT	301	World Mythology
LIT	305	Contemporary Pop Fiction
COM	327	Screenwriting for Media Arts

#### Visual and Audio Design

COM	230	Graphics and Layout
FAS	310	Illustration
GRA	320	Introduction to Digital Imaging
GRA	345	Animation and Visual Effects
GRA	410	Advanced Digital Graphic Design
GRA	420	Advanced Digital Imaging
IT	205	Digital Music

#### Game Development and Supporting Technologies

IT	201	Computer Platform Technologies
IT	230	Software Development with C#
IT	232	Software Development with C++
IT	315	Object-Oriented Analysis and Design
IT	330	Database Design and Management
IT	340	Network and Telecommunication Management

#### Psychology and Marketing of Games

ADV	329	Principles of Advertising
ADV	428	Promotional Research and Media
MKT	345	Consumer Behavior
PSY	305	Cognitive Psychology
PSY	216	Psychology of Personality
PSY	257	Social Psychology

Total Major Credits: 33

Free electives 21 Credits

Total Credits: 120

## Computer Information Technology Coordinator: Dr. Lundy Lewis

Many students are interested in a computer degree that crosses the boundary into the creative world or where the social aspects of computers are addressed, e.g. digital games, digital music, geographical information systems, technical writing, cognitive science/artificial intelligence, implications of human/robotic interaction, and kids and technology. The BA in Computer Information Technology provides a vessel for fostering these areas and creating concentrations for our students. Many students will find a BA in CIT very attractive, in particular, those students who are interested in the Liberal Arts, yet have a love for computer technology.

Southern New Hampshire University's BA in CIT major is reaching a new generation of students with an innovative program that integrates technology with the Liberal Arts. This program is a signature program for SNHU; no other school in the region offers such a program. The next generation of IT professionals will be better prepared than any

preceding one to balance the demands of being both a creative individual and a technologist.

IT is projected as the second largest area of occupational growth in the United States. Employers today are looking for students with capabilities beyond traditional programming and IT expertise. Students who integrate Liberal Arts studies with their IT studies are valuable but hard to find, and the US demand for this new breed of IT professional is growing. The BA in CIT major prepares students for positions such as management, creative design/development with technology, web design, and many other interesting positions.

The IT faculty at SNHU has extensive experience and industry connections, has published fourteen books in the area, holds twenty-eight patents, and publishes in the professional literature. Students benefit by receiving leading edge knowledge and skills in both the classroom and through internship placements.

### FlexTech IT degree program: Individualized and Flexible

In addition to the core requirements for the undergraduate program, the department encourages students to participate in shaping their course of study to fit their individual academic and professional interests in this constantly evolving field.

A diverse set of classes has been developed, ranging from traditional programming to the newest techniques and tools for E-commerce, web design, digital games, digital music, and others.

We provide a pool of electives and course arrangements for the greatest flexibility in customizing each student's curriculum for his/her particular needs. We encourage interdisciplinary studies. Faculty advisors are available to guide and encourage students to actively participate in designing and customizing the program of study to meet their specialized individual needs by selecting a suite of classes to match their interests, and developing an individualized academic study plan.

Additionally, beyond the defined programs, topical seminars are offered within the context of scheduled courses, and through ongoing seminar programs on campus that allow the introduction of emerging technology and other 'new' topics.

### Computer Information Technology Curriculum

#### Bachelor of Arts

B.A./B.S Core: 48 credits  
Liberal Arts Core 18 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

MAT	230	Discrete Mathematics
IT	201	Computer Platform Technologies
IT	210	Business Systems Analysis and Design
IT	315	Object Oriented Analysis and Design
IT	330	Database Design and Management

IT	340	Network and Telecommunications Management
IT	415	Advanced Information System Design
IT	420	Advanced Information System Implementation
IT	485	IT Strategy and Management
IT		Two IT electives (recommended by advisor)

Total Major Credits: 33

Free electives 21 credits

Total Credits: 120

## English

### Department Chair: Dr. Andrew Martino

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

Course offerings include surveys of British, American, and world literature, as well as more specialized courses such as contemporary literary theory, gender and text, the Black literary tradition, and world literature in translation. We also offer in-depth examinations of major periods and authors. In addition to studying a variety of literature courses, the creative writing major provides students with extensive opportunities to develop and hone writing skills in a particular genre.

### English Language and Literature Coordinator: Dr. Andrew Martino

#### English Language and Literature Curriculum (Online)

##### Bachelor of Arts

B.A./B.S Core: 48 credits  
Liberal Arts Core: 18 credits

##### Major Courses

Course are 3 credits unless otherwise indicated.

ENG	350	The English Language
LIT	300	Literary Theory
LIT	319	Shakespeare
LIT	485	Senior Thesis in Literature (6 credits)
LIT		One 200 level LIT elective
LIT		Three 300 level LIT electives (9 credits)
LIT		One 400 level LIT elective

Select one of the following:

ENG	327	Playwriting Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop

Total Major Credits: 33

Free electives 21 Credits

Total Credits: 120

## Creative Writing

### Coordinator: Prof. Diane Les Becquets

Students applying for this major must submit a writing sample to the department's coordinator of creative writing.

#### Creative Writing Curriculum

##### Bachelor of Arts

B.A./B.S. Core 48 credits

Liberal Arts Core: 18 credits

##### Major Courses

Course are 3 credits unless otherwise indicated.

ENG	333	The English Language
ENG	431	Advanced Creative Writing
ENG	485	Senior Thesis in Creative Writing (6 credits)
LIT	300	Literary Theory
LIT	319	Shakespeare
LIT		One 200 level literature elective
LIT		One 400 level literature elective

Select three of the following:

ENG	327	Playwriting Workshop
ENG	328	Poetry Writing Workshop
ENG	329	Fiction Writing Workshop
ENG	330	Nonfiction Writing Workshop

Total Major Credits: 33

Free electives 21 Credits

Total Credits: 120

## Environment, Ethics, and Public Policy

### Chair: Dr. Paul A. Barresi

In the twenty-first century, it's becoming essential to go green. Public opinion, political pressure, emerging business opportunities, and ecological realities are driving the integration of environmental and sustainability concerns into nearly every sphere of life and nearly every major employment sector in the United States and abroad.

Southern New Hampshire University's innovative environmental major prepares students to take their places as professionals and as citizens in this rapidly changing world. Our graduates have the knowledge and skills, and are committed to cultivating the wisdom necessary, to build new and better, environmentally sustainable futures for themselves and their families, their communities and the world.

#### Environment, Ethics, and Public Policy Curriculum

##### Bachelor of Arts

B.A./B.S. Core 48 credits

Liberal Arts Core 18 credits

##### Major Courses

Course are 3 credits unless otherwise indicated.

ENV	219	Environmental Issues
ENV	309	Ecology and Human Societies
ENV	319	U.S. Environmental Law and Politics

ENV	329	International Environmental Law and Negotiation
ENV	349	Comparative Environmental Law and Sustainable Development
ENV	363	Environmental Ethics and

Choose either Option 1 or Option 2:

##### Option 1 (15 credits)

ENV	318	Sustainable Communities
ENV	322	Development and the Environment
ENV	325	Industrial Ecology and Public Policy
ENV	404	Environmental Sustainability Field Experience I
ENV	405	Environmental Sustainability Field Experience II

##### Option 2 (15 credits)

ENV	410A	Semester in Washington, D.C.: Environmental Policy Field Experience (12 credits)
ENV	410B	Semester in Washington, D.C.: Environmental Studies Seminar

Total major credits: 33

Free electives 21 Credits

Total credits: 120

## History

### Department Chair: Dr. Julianne S. Cooper

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.

#### Oxford University Study Option in History

SNHU history students have the option of a special history study abroad program with Oxford University where they may complete some of their history credits while in England. This is not the usual semester abroad experience because the student actually becomes a matriculated member of the Oxford community through an application and acceptance procedure. This means they will be recorded as having been a student at Oxford University.

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, synthesize varied and disparate materials and ideas all the while communicating effectively. These skills translate to every walk of life.

## History Curriculum

### Bachelor of Arts

B.A./B.S. Core: 48 credits

Liberal Arts Core: 18 credits

### Major Courses

Course are 3 credits unless otherwise indicated.

HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to Present
HIS	113	United States History I: 1607 to 1865
HIS	114	United States History II: 1865 to Present

*One of the four courses above will fulfill the University core requirement in history and thus is not counted as a credit in the history major.*

HIS	340	Historical Methods
HIS	460	History Colloquium
HIS		Six 200 to 400 level HIS electives*

*\* In consultation with an advisor and history department chair select six 200-400 level courses that focus on a particular theme, three of which must carry a history designation.*

Total history major credits: 33

Free electives 21 Credits

Total credits: 120

## Mathematics and Science

### Department Chair: Professor Alec Ingraham

To prosper in today's society, our students must handle quantitative information intelligently. Most employers consider a familiarity with mathematical techniques a valuable asset. As a consequence, the mathematics faculty:

- tailors its curriculum to suit the needs of the students and the major areas of study at Southern New Hampshire University.
- offers all mathematics/science courses designated by the various cores.
- provides electives for individuals wishing to emphasize mathematics and science in their educations and also for those intending to enroll in graduate courses that require quantitative sophistication.

The faculty also provides an accelerated mathematics sequence for day undergraduates with an interest and ability in mathematics.

Science is increasingly an important influence in our lives, from the personal to the global levels. A fundamental understanding of human health and the environment, in particular, is central to meeting many of the complex challenges of our times. Science courses at SNHU provide an appreciation for and competency in cross-disciplinary topics that will allow graduates to make informed and meaningful decisions for themselves and generations to come.

## Political Science

### Department Chair: Dr. Paul A. Barresi

The political science major at Southern New Hampshire University provides students with a solid 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.

The political science major prepares students for careers in electoral or interest group politics, political and public policy consulting, the civil service, and the diplomatic corps, whether in the United States or abroad, and for careers or graduate study in any of the vast array of public- and private-sector fields that require a broad liberal arts education and the analytical and communication skills that the political science major provides, such as journalism, business, or education. The major also prepares students for graduate study in political science or public policy, and for law school, as well as for a lifetime of citizenship in a politically complex and increasingly globalized world. For more information about career opportunities for political science majors, see *Careers and the Study of Political Science: A Guide for Undergraduates*, which is available at SNHU's Shapiro Library or through the American Political Science Association ([www.apsanet.org](http://www.apsanet.org)).

### New Hampshire Presidential Primary

Southern New Hampshire University's location in the largest city of the state with the first-in-the-nation presidential primary offers political science majors a unique opportunity to observe and participate in presidential politics at the grass-roots level. In POL 362, which is offered during the height of the New Hampshire presidential primary season, students not only study presidential politics at the grass-roots level, but acquire hands-on experience as interns with presidential campaigns. For more information about the New Hampshire presidential primary, see The New Hampshire Political Library web site ([www.politicallibrary.org](http://www.politicallibrary.org)).

**Political Science Curriculum****Bachelor of Arts**

B.A./B.S. Core	48 credits
Liberal Arts Core	18 credits

**Political Science Core**

Course are 3 credits unless otherwise indicated.

POL	210	American Politics
POL	211	International Relations
POL	213	Comparative Politics
POL	214	Political Theory
POL	307	Research Methods in Political Science

Total Political Science Core Credits: 15

**Concentration in American Politics (Option 1)**

Select three of the following:

POL	305	State and Local Government
POL	306	The American Legal and Judicial Systems
POL	308	Latinos in the United States
POL	319	U.S. Environmental Law and Politics
POL	324	Congress and the Legislative Process
POL	362	The American Presidency

Total Concentration Credits: 9

**Concentration in Comparative Politics (Option 2)**

POL	310	Revolution and Social Change in Latin America
POL	315	Political Conflict and Social Change in the Caribbean
POL	314	Comparative Environmental Law and Sustainable Development

Total Concentration Credits: 9

**Concentration in International Relations (Option 3)**

Select three of the following:

POL	301	U.S. Foreign Policy in the Twentieth Century and Beyond
POL	302	Globalization and International Organizations
POL	303	International Security Studies
POL	329	International Environmental Law and Negotiation
POL	381-84	Model United Nations I-IV*

Total Concentration Credits: 9

\* Students may use no more than six credits of this course to fulfill concentration requirements, but may use any additional credits to fulfill political science elective requirements or as free electives.

**Concentration in Public Law (Option 4)**

Select three of the following:

POL	306	The American Legal and Judicial Systems
POL	316	Legal Reasoning and the Judicial Process
POL	319	U.S. Environmental Law and Politics
POL	329	International Environmental Law and Negotiation
POL	344	Political Theory, Liberal Democracy, and the Constitutional State
POL	349	Comparative Environmental Law and Sustainable Development

Total Concentration Credits: 9

**Political Science Electives**

Select nine credits of the following:

GEO	201	World Historical Geography
LFR		Six or more credits of LFR courses
LSP		Six or more credits of LSP courses
POL		Any 300-level POL course not used to fulfill concentration requirements
POL	401	Semester in London, England: International Relations Focus (15 or 18 credits)**
POL	402	Semester in London, England: Comparative Politics Focus (15 or 18 credits)**

or

Any of the following pairs of courses:\*\*\*

POL	410A	Semester in Washington, D.C.: American Politics Field Experience (12 credits)
POL	410B	Semester in Washington, D.C.: American Politics Seminar
POL	411A	Semester in Washington, D.C.: Comparative Politics Field Experience (12 credits)
POL	411B	Semester in Washington, D.C.: Comparative Politics Seminar
POL	412A	Semester in Washington, D.C.: International Relations Field Experience (12 credits)
POL	412B	Semester in Washington, D.C.: International Relations Seminar
POL	413A	Semester in Washington, D.C.: Pre-Law Field Experience (12 credits)
POL	413B	Semester in Washington, D.C.: Pre-Law Seminar

Total Elective Credits: 9

Total Credits: 120

\*\* See the course descriptions for credit allocation options.

\*\*\* Students may use any credits in excess of nine as free electives.

## Psychology

### Department Chair: Dr. Betsy Gunzelmann

We at Southern New Hampshire University believe students learn best when they are allowed to integrate classroom experiences into such applied learning situations as case studies, group projects, volunteer and experiential learning, internships, field trips, and involvement in research activities, professional organizations and clubs. These experiences allow students to demonstrate what they have learned while receiving immediate feedback from their peers, professors and various professionals in the field. The field-based experiential model allows students to experience different aspects of the broad field of psychology early in their program studies, beginning in the first year.

The psychology program at Southern New Hampshire University is a four-year program that is designed to offer students a solid foundation in the content, methods and processes of psychology. Students will develop an understanding of human behavior from a psychological perspective and will acquire practical experience by demonstrating competency through a variety of tasks designed to measure their ability and expertise.

Graduates may pursue graduate studies in psychology or other social sciences or enter careers that emphasize interpersonal relations and human resource management.

### Psychology Curriculum (Online/On Location)

#### Bachelor of Arts

B.A./B.S. Core:	48 credits
Liberal Arts Core:	18 credits

#### Major Courses

Course are 3 credits unless otherwise indicated.

PSY	108	Introduction to Psychology
PSY	211	Human Growth and Development
PSY	215	Psychology of Abnormal Behavior
PSY	216	Psychology of Personality
PSY	224	Research Methods in Psychology
PSY	305	Cognitive Psychology
PSY	444	Senior Seminar In Psychology
PSY		Four Psychology electives

Major Credits: 33

Free electives 21 Credits

Total Credits: 120

Psychology majors may choose to focus on a specific area of psychology. Students must take a minimum of 12 credits in the concentration.

### Child and Adolescent Development Concentration

The following courses should be taken in place of the psychology electives:

PSY	311	Child And Adolescent Development
PSY	312	Psychology of Childhood & Adolescent Adjustment
PSY	314	Disorders of Childhood and Adolescence and

Select one of the following:

PSY	201	Educational Psychology
PSY	230	Psychology of Individual Differences & Special Needs
PSY	291	Experiential Learning Practicum
PSY	315	Counseling Process and Techniques
PSY	325	Advanced Research Methods
PSY	335	Assessment and Testing
PSY	443	Psychology Internship
PSY	480	Independent Study In Psychology

Total Concentration Credits: 12

### Public Service

Southern New Hampshire University offers a bachelor of arts in public service for criminal justice graduates and law enforcement officers seeking to advance their careers. State and local police departments prefer applicants who have bachelor's degrees, and bachelor's degrees are required for those seeking positions at such agencies as the FBI, the Drug Enforcement Agency, the Department of State Security and more.

SNHU provides transfer opportunities for graduates of any accredited associate in science in criminal justice program, enabling them to complete SNHU's bachelor's degree in Public Service in just two years. The challenging, flexible and convenient program provides present and future law enforcement professionals with the education they need to move ahead in their public safety careers. It also provides educational opportunities for criminal justice graduates who are exploring a variety of public service careers.

The university offers an array of concentrations, allowing students to tailor programs of study to best suit their career goals and to prepare them for leadership positions. Options include accounting, business, communication, leadership, political science, psychology and education.

Students may take courses at the main campus in Manchester, online and on location at our Laconia, Nashua, Salem and Seacoast centers. Evening and weekend courses are available.

**Public Service Curriculum (Online/On Location)****Bachelor of Arts**

Associate in Science Degree in Criminal Justice/Legal Studies (60 credits)

**Major Courses**

Course are 3 credits unless otherwise indicated.

FAS		One Fine Arts elective
HIS		One History elective
LIT		Two Literature electives
HIS		One History Survey Course (HIS 109,110,113,114)
MAT/SCI		One Mathematics or Science elective
ECO	201	Microeconomics
ECO	202	Macroeconomics
ENG	121	College Composition II
FAS	201	Introduction to the Humanities I: Greece through the Renaissance
FAS	202	Introduction to the Humanities II: Baroque through Modern
MAT	240	Business Statistics
POL	210	American Politics
POL	305	State and Local Government
		Total Major Credits: 42
		Total Minor Credits: 18
		Total Credits: 120

**Self-Designed Major in Liberal Arts**

The School of Liberal Arts offers a self-designed major which allows students to draw upon the offerings of several academic departments to create a program of study for students with unique and well thought out learning goals. At the heart of the program is a close student-advisor relationship to assure that the student's learning goals are articulated, and that the course of study will lead to the achievement of those goals.

The cardinal principles of a liberal education are critical thinking skills and a breadth and depth of learning coupled with intellectual curiosity and commitment to active citizenship, in the concentric circles of community extending from the self to the world. Specific learning objectives of the self-designed major vary according to the student's interest. However, the learning experience itself demands intellectual focus, self-discipline, thoughtful reflection, and the design and execution of a significant work of scholarship.

Students entering the major enroll in a semester-long Course by Arrangement. In collaboration with a faculty mentor, the student determines the educational goals sought and the specific objectives to be achieved through the proposed course of study.

During the following three semesters the student meets on a regular basis with the mentor for advice on the course of study, to adjust the program as appropriate, and to focus on fulfilling the learning experience.

Students in the program may elect to complete a senior thesis as part of an Honors option. Students qualify for the Honors option by maintaining a 3.2 GPA in the last four semesters of study and produce a thesis (6 credits) under the mentorship of a member of the liberal arts faculty.

Students in the program can expect intellectual challenges, engaged and collaborative teaching, and support inside and outside the classroom.

**Self-Designed Major Curriculum**

B.A./B.S. Core:	48 credits
S.L.A. Core:	18 credits
Free Electives:	12 credits
<ul style="list-style-type: none"> <li>• Primary field of study: 15 credits (courses 200 level or above)</li> <li>• Organizing course: 3 credits (course by arrangement setting forth student learning goals)</li> <li>• Mentoring course: 3 credits (1 credit in each of three semesters)</li> <li>• Self-designed program of study*: 21 credits without thesis option (at least 15 credits at 300 level or above)</li> </ul>	
or	
<ul style="list-style-type: none"> <li>• 15 credits plus the 6 credit thesis option (at least 12 credits at 300 level or above)</li> </ul>	

Total Credits 120

\* Students may complete the degree program by substituting course work for the thesis, and complete the course of study established for the degree in the primary field.

**Social Science****Coordinator: Dr. James Walter**

Southern New Hampshire University's four-year social science program is designed to offer students a solid foundation in the content, methods and processes of the social sciences, and to help them develop an understanding of human behavior from a social science perspective.

The social science major features an interdisciplinary course of study designed for students who want to focus on a concentration in the social sciences. Students can design a program that includes psychology, sociology, anthropology, politics, economics and history. Students will consult with their academic advisors when selecting their concentrations.

There is within the social science program a strong focus and commitment to the goals and objectives of the liberal arts core, which offers students a structured approach to attaining the general knowledge needed for meaningful study in their areas of concentration.

**Social Science Curriculum (Online/On Location)**

**Bachelor of Arts**

B.A./B.S. Core: 48 credits  
Liberal Arts Core: 18 credits

**Major Courses**

Course are 3 credits unless otherwise indicated.

ATH 111 Introduction to Cultural Anthropology  
GEO 201 World Geography  
SCS 224 Research in Social Science  
SCS 444 Senior Seminar in Social Science  
SOC 112 Introduction to Sociology  
SOC 213 Social Problems  
One ATH, POL, PSY, SOC, or ECO elective

In addition to courses taken to complete the B.A./B.S. or Liberal Arts Cores students must choose four courses from one of the following disciplines: economics, political science, psychology, or sociology

Free Elective Credits: 21  
Major Credits: 33  
Total Credits: 120

**Associate of Arts (A.A.)**

**Coordinator: Professor Christopher Toy**

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.

**Liberal Arts Curriculum (Online/On Location)**

**Associate of Arts**

Course are 3 credits unless otherwise indicated.

ENG 120 College Composition I  
ENG 121 College Composition II  
COM 212 Public Speaking  
FAS 201 Introduction to the Humanities I: Greece through the Renaissance  
FAS 202 Introduction to the Humanities II: Baroque through Modern  
SNHU 101 First Year Seminar: Foundations of Critical Thinking  
IT 100 Introduction to Information Technology  
MAT 130 Applied Finite Mathematics

Select two of the following:

POL 210 American Politics  
PSY 108 Introduction to Psychology  
SOC 112 Introduction to Sociology  
HIS One History elective  
LIT One English Literature elective  
PHL One Philosophy elective  
SCI One Science elective

Free Electives Credits: 12  
Liberal Arts Electives Credits: 6  
Total Credits: 60

# Academic Standards and Regulations

## Grades and Grading

### Privacy of Student Records

The policy and procedures concerning the privacy of student records maintained by Southern New Hampshire University are in large measure governed by the Federal Family Education Rights and Privacy Act. The university's policy and procedures regarding this subject are posted by the Office of the Registrar.

Except when requested by a student or required by federal or state regulations, an educational record will not include information concerning race, religion, nationality, political or social views or memberships in organizations. Directory information (name, address, telephone number, major, etc.) may be released or published without a student's consent unless the student notifies the university that this information is not to be released.

Only members of the university staff with a need to know, certain federal or state agencies and other education agencies completing surveys and studies for the university will ordinarily have access to a student's record without the written consent of the student concerned.

A student has the right to waive his or her right of access concerning recommendations from personnel at his or her former school and from others regarding admission to the university and recommendations for employment on file with the university and recommendations for some honor or honor society. The university may not require a student to waive this right nor may the student's status at the university depend upon his or her waiving this right.

### Grades

Students have the privilege of receiving their course grade averages prior to final exams and discussing their grades with their instructors. To do this, a student must request an appointment with the instructor at least two weeks prior to the first day of final exams. Grades will not be released over the telephone or over fax lines.

### Grade Changes

Instructors are responsible for all grade changes. Concerns about incompletes, make-ups and grades should be directed to them.

## Grading System

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

Grade		Quality Points (per credit hour)
A	Excellent	4.00
A-		3.67
B+		3.33
B	Good	3.00
B-		2.67
C+		2.33
C	Average	2.00
C-		1.67
D+		1.33
D	Passing	1.00
F	Fail	0.00
IF	Incomplete/Fail	0.00
I	Incomplete	
S	Satisfactory	
U	Unsatisfactory	
CR	Credit	
AU	Audit	
W	Withdraw	
WP	Withdraw Passing	
WF	Withdraw Failing	
T	Transfer Credit	
X	Course in Progress	

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	102	3 Credits x A(4) =	12 QP
SNHU	101	3 Credits x B(3) =	9 QP
MAT	120	3 Credits x C(2) =	6 QP
PSY	108	3 Credits x D(1) =	3 QP
IT	100	3 Credits x F(0) =	0 QP
15			30 QP

$$30 \text{ QP divided by } 15 \text{ CR} = 2.00 \text{ GPA}$$

### Incompletes

Faculty may give a student a grade of incomplete ("I") in a course. Any student requesting an "I" grade must complete a Student Petition & Contract for a Grade of Incomplete and submit it to the proper offices prior to the final day of the term/semester. The petition will specify a deadline by which the course work must be completed, typically six calendar weeks after the end of the semester or term. The incomplete automatically becomes an "IF" if work has not been completed and a grade has not been submitted by the specific deadline.

If an instructor accepts student work after the deadline, and wishes to change a grade of "IF" to a letter grade, such a change requires the instructor's rationale documenting significant extenuating circumstances and the written approval of the Dean under whose aegis the course was offered.

## Audit

Any student wishing to audit a course must sign up for that course as an audit prior to the end of the add/drop period. Once the add/drop period has passed, no student may change any of his or her courses to an audit status. Students are to use the add/drop form to establish the intent to audit a course. Tuition is charged at the prevailing rate.

### Scholastic Standing

A student will be deemed to be making satisfactory progress either by specific action of the Scholastic Standing Committee or when on schedule to complete his or her:

#### Baccalaureate Degree:

- within four years if full time
- within six years if 3/4 time
- within eight years if half time

#### Associate Degree:

- within two years if full time
- within three years if 3/4 time
- within four years if half time

A student in good standing is defined by SNHU as a student who has a total grade-point average of 2.0 or better or who has been approved for matriculation by the Scholastic Standing Committee. Students receiving financial assistance are required to complete at least 75 percent of all credits attempted at SNHU and must maintain at least a 2.0 cumulative grade-point average.

## Academic Review/Scholastic Warning

At the end of each semester and at any other time, the records of all students may be reviewed by the Scholastic Standing Committee. A student whose cumulative grade-point average (GPA) is less than 2.0 will be placed on scholastic warning. Students on scholastic warning are subject to suspension or dismissal by the Scholastic Standing Committee. The deans and the Vice president for Student Affairs will be responsible for working with students having academic difficulties.

## Repeating Courses

Students may repeat courses for credit. Students who fail courses will want or need to repeat the same courses at Southern New Hampshire University. In such instances, the first course grade will not be computed into the total grade-point average (GPA); instead, the most recent course grade will be used. All prior grades will appear on students' transcripts.

## Transcript Request

Except as provided by the Federal Family Education Rights and Privacy Act and in instances in which a student consents to release his or her transcript to another party, the Office of the Registrar will not furnish a transcript to any person other than to the person identified by name on the transcript.

Transcripts will not be furnished to students or former students whose financial obligations to the university have not

been satisfied. Transcript requests may be processed at the Office of the Registrar by mail. Transcripts will not be released over fax lines.

There is a charge of \$5 per transcript that must accompany the request.

## Policies

### Academic Honesty

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action. This may include receiving a failing grade for the assignment or course, academic suspension or expulsion from the university.

### Purpose of the Honor Code

To emphasize the university's commitment to academic integrity, it has established a university-wide Honor Code. The purpose of this Honor Code is to encourage and maintain academic integrity at Southern New Hampshire University by adhering to the five fundamental values identified by the Center for Academic Integrity: honesty, trust, fairness, respect, and responsibility. This Code incorporates as a part hereof, the SNHU Honor Code Procedures for the Undergraduate Day School and the penalties for violation of this Code contained therein, as the procedures and penalties may be revised from time to time.

### Definitions of Academic Dishonesty

Under the university's Honor Code, academic dishonesty is defined as:

#### Cheating.

The unauthorized use of notes, textbooks, oral, visual, or electronic communication, or other aids during an exam, quiz, or other related course assignment.

The copying of the work of another student during an exam, quiz, or other related course assignment.

#### Plagiarism

The use, whether by paraphrase or direct quotation, of the published or unpublished work of another without full and clear acknowledgment through proper citation 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.

#### Misrepresentation

The substitution of another student/individual during the taking of a quiz/examination or for the completion of a course.

### Unauthorized collaboration

The sharing of quiz/exam questions or answers with another student without the instructor's permission.

The copying of another student's homework without the instructor's permission.

Group collaboration on individual assignments without the instructor's permission.

### Alteration or fabrication of data

The submission of data not obtained by the student during the course of research.

The deceitful alteration of data obtained by the student during the course of research.

### Duplication

The submission of the same or similar paper in more than one course without the express permission of the instructor.

### Participation in or facilitation of dishonest academic activities

- The stealing of quizzes/examinations.
- The alteration of academic records, including grades.
- The sabotaging of the work of another student.
- The distribution of materials for the purpose of cheating.
- The alteration, forging, or misuse of university-related documents.
- The intentional reporting of a false violation of academic integrity.
- The offer of a bribe to any university member in exchange for special consideration or favors.
- The misuse of university resources, including library resources (print and electronic) and facilities, computer labs, university equipment and networks, etc.

### Responsibilities under the Honor Code

All members of the university community have responsibilities under the Honor Code.

1. Students are expected to acquaint themselves with the university's policy on academic integrity; familiarize themselves with the syllabi of individual courses, which may contain more specific guidelines for citing material, working in groups, etc.; seek clarification from instructors on any aspect of a course or the Code about which they have questions or confusion; and should and are expected to encourage their peers to follow the Code.
2. Faculty should familiarize themselves with the university's policy on academic integrity; make clear in their syllabi the university's stance on academic integrity; discuss in their classes their own expectations regarding academic integrity as it applies to

specific features of courses; incorporate into their course assignments and/or courses conditions that minimize the chance for violation of the Code; make clear to students in their courses the distinction between group and individual assignments, the method of citation required, and other policies relevant to helping students maintain academic integrity; be willing to clarify misperceptions or confusion, should students have questions about what constitutes academic dishonesty; and are expected to investigate and report any violation of the Code that comes to their attention.

3. Administrators should endorse the Code actively by incorporating awareness of it in orientation meetings, promotional literature, educational programs, etc. and support faculty and students who attempt to carry out the provisions of the Code.

### Signing of an Academic Integrity Awareness Statement

Every student must sign an academic integrity awareness statement at the beginning of his or her enrollment at the university. This statement outlines the basic tenets of the university's Code and will be kept on file as part of the student's academic file for future reference.

It is a student's responsibility to seek clarification from an instructor if the student has questions about what constitutes cheating.

The instructor, who has the full authority to assign an "F" grade for that assignment or course after a discussion of the incident with the student, will handle initial violations of academic honesty. A report of the incident and its disposition will be sent to the dean of the School that offers the course. The dean will review the incident and forward it for placement in the student's personal file. A student dissatisfied with the instructor's decision may request a meeting with the dean. The dean will investigate the incident and make a decision within five days of the student's appeal. If there is new information not considered by the dean, the student may make a final appeal to the Vice president of Academic Affairs, who will make a final decision regarding the incident within 10 days of the appeal. Upon placement of notification in the student file, the student will be referred to the director of The Learning Center, who will determine whether an educational component would be advisable to prevent further violations by the student. A notation will be placed in the student file regarding the outcome of the meeting.

Any additional violations of the Academic Honesty Policy reported to a dean will be forwarded to the Vice president of Academic Affairs for action. A second offense will normally result in suspension from the university for at least one term or semester.

## Copyright Policy

Southern New Hampshire University abides by the provisions of the United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. The Copyright Policies can be secured from the Library Director and are accessible (under Guides/Tutorials) on the Shapiro Library Web pages.

## Attendance

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

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

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

## Holy Day Policy

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

## Personal Computer Software

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

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

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

## Southern New Hampshire University Network Acceptable Use Policy

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

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

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

2. The use of SNHUnet is prohibited for:
  - illegal purposes.
  - transmitting threatening, obscene or harassing materials.
  - interfering with or disrupting network users, services or equipment (disruptions include, but are not limited to, distribution of unsolicited advertising, propagation of computer viruses and using the network to make unauthorized entry to any other computers accessible via the network).
  - profit-making from the selling of services and/or the sale of network access
  - excessive private or personal business.
3. The following activities are specifically prohibited:
  - tampering with Southern New Hampshire University-owned computer or communication hardware and software.
  - defining and/or changing IP addresses on any machine.
  - intercepting or attempting to intercept e-mail and file transfers.
  - originating or attempting to originate mail from someone else.
  - attempting to log on to computers without an account (other than using guest or anonymous accounts).
4. Data within computer accounts issued by Southern New Hampshire University are private. Access to data within computer accounts issued by Southern New Hampshire University without written permission of the owner is prohibited. However, if there is probable cause to believe such data files or programs contain information relevant to a Southern New Hampshire University business requirement or legal proceeding, a person other than the authorized user may examine such data files or programs. Permission for such access would be granted by Southern New Hampshire University's vice president of Operations. Access to accounts and/or data by the Department of Computing Resources for routine computer systems maintenance work is permitted.
5. Backup copies of all data in Southern New Hampshire University computer accounts are made routinely to protect against loss of data. No exceptions can be granted.
6. Requests to waive some policies will be reviewed by the director of the Department of Computing Resources on an individual basis. Under no circumstances will a waiver be granted that violates state, local or other laws.

7. Confirmed misuse of Southern New Hampshire University's computing resources may result in one or more of the following punitive measures:
  - loss of access to computer resources.
  - required repayment of funds expended in unauthorized use.
  - expulsion from the university.
  - termination of employment.
  - legal action.

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

## Class Cancellations

Class cancellations will be announced in person at the classroom by either a faculty or staff member of the university or posted on official forms issued by the school's dean's office. When in doubt as to whether a class has been cancelled, students should check with the school secretary. Unofficial cancellation notices attached to doors or information posted on blackboards should be disregarded.

## Registration

Students register for courses online on dates published by the Office of the Registrar.

## 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 the PENpal (Penmen Personal Access Link). Students gain access to PENpal by visiting [www.snhu.edu](http://www.snhu.edu), clicking on the PENpal logo, and using their assigned login ID and password. Complete instructions are available online for all students.

## Add and Drop

Students who wish to change their schedules must do so during the add/drop period beginning with registration and ending at the end of the fifth class day. Forms are obtained online or from Student Administrative Services and the academic advising office. The change is official when the form is signed by the student's advisor and each instructor involved and processed by the Office of the Registrar. Students who miss the first two sessions of a class may be dropped by that instructor without prior notice.

Nonattendance in class does not constitute a drop or a withdrawal. An instructor, however, may drop students who miss the first two sessions of the class. The Office of the Registrar is notified of students dropped by an instructor. Unless students are dropped by an instructor or officially drop or withdraw from a class, they must receive a grade; nonattendance results in a failing grade.

## Amendment of Degree Requirements

The courses required for a specific degree are in the university catalog and are listed on students' worksheets. Any change in program course requirements must be approved by the student's program coordinator/department chair and school dean. A form for this purpose may be obtained online or from SAS. The completed and approved form must be received by the Office of the Registrar before the change will become effective.

No changes to the B.A./B.S. core course requirements are allowed.

## Change of Major

Students who want to change their majors must obtain the appropriate form online or from SAS. The completed and approved form must be received by the Office of the Registrar before the change will become effective.

When students change from an associate degree program to a bachelor's degree program, the courses he or she has completed will be deemed as part of the bachelor's degree program.

## Worksheets

Each student's academic progress is tracked on a worksheet. This document shows the degree requirements for the major according to the year the student entered or changed majors. All the courses listed must be successfully completed to qualify for a degree. Students should follow the course sequence on their worksheets.

## Independent Study

A Southern New Hampshire University student may take an independent study course in any subject area. Conditions:

- The course content is not offered in any regularly scheduled Southern New Hampshire University course.
- A full-time Southern New Hampshire University faculty member in the department of the course subject area agrees to supervise the student and grade the student's work, or a Southern New Hampshire University adjunct instructor, approved by the appropriate program coordinator/department chair and the school dean, agrees to supervise the student and grade the student's work.
- All independent study courses will be at the 400 level.
- An independent study course has a value of no more than three credits.
- The study is approved by the student's advisor, program coordinator and the school dean.

## Course-By-Arrangement

Course-by-arrangement is a Southern New Hampshire University course appearing in the university catalog and required in the student's academic program of study, yet extraordinary circumstances prevent the student from enrolling in the course when it is normally offered. Course-by-arrangement is available to Southern New Hampshire University undergraduates, in both the day and continuing education divisions, who are unable to obtain a required course during the normal registration and scheduling process.

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).

## Credit for Prior Learning Through Portfolio Assessment

Students must have been accepted into an undergraduate Southern New Hampshire University associate or bachelor's degree program. Students must have earned a minimum of nine credits at Southern New Hampshire University to be eligible to present a portfolio for review. Students must request a portfolio review prior to earning their final 18 credits at Southern New Hampshire University. This applies to students in associate and bachelor's degree programs.

Portfolio reviews will be accepted only for courses that are part of Southern New Hampshire University's curriculum. Awarded credit may be applied to core, major or elective course requirements. All course prerequisites must be met prior to presenting the portfolio. A full-time Southern New Hampshire University instructor must be involved in reviewing the portfolio. A maximum of nine credits can be earned by way of portfolio review for an associate degree program. A maximum of 15 credits can be earned for a bachelor's degree program.

Students applying for a portfolio review must attend a series of Portfolio Workshops designed to:

- help them recognize the learning they have gained through non-curricular methods and settings.
- help them recognize how this learning fits into their chosen degree programs.
- help them recognize learning outcomes, competencies and course equivalents.
- help them gather and organize appropriate materials in a presentable portfolio.

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

## 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 worksheet with an advisor, center director or the registrar to determine if testing is a practical alternative.

## Standardized Testing Programs

The university accepts for credit test results from the College Level Equivalency Program (CLEP), the Proficiency Examination Program (PEP), the Defense Activity for Non-Traditional Education Support (DANTES) and high school Advanced Placement (AP) tests. The Registrar's Office can provide information on minimum scores required.

## Institutional Examinations

If students believe their experience and backgrounds have prepared them to meet the requirements of certain 100- and 200-level courses, they can challenge the courses through an institutional examination. Students should consult the registrar as to which courses may be challenged. Before challenging a course, students should obtain an application form from, and consult with, an academic advisor, a center director or the registrar. If, after this initial consultation, students feel capable of passing an institutional examination, an appointment will be made by the registrar for the student to meet with the appropriate departmental representative. The nonrefundable fee of \$100 will be assessed before sitting for the examination.

The examination results are evaluated by the appropriate academic department and the course is listed on the student's transcript for each successful challenge. An institutional examination may be taken only once.

- Students must have earned a minimum of nine credits at SNHU to be eligible for institutional exams. This applies to bachelor's and associate degree candidates.

- Students must attempt institutional exams prior to their final 24 credits at SNHU. This applies to bachelor's and associate degree candidates.
- For certificate programs, the window of opportunity to take institutional exams will be after three credits and prior to the final six.
- Each school will establish which courses in its program are eligible for institutional exams. However, the selection of eligible courses will be restricted to 100- and 200-level courses.
- A maximum of 15 credits may be earned by way of institutional exams. This applies to bachelor's and associate degree candidates. For certificate programs, the maximum will be not more than one half of the total credits for the program.
- Students may attempt each exam only once.
- Students who are successful will receive a grade of "S" on their transcript.

## Awarding of Credit for Courses Taken 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 Registrar's Office. Where there is no ACE criteria, 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.

## Transfer Credits

Students who wish to take courses at other colleges or universities and transfer the credits to Southern New Hampshire University must receive approval from the registrar prior to enrolling at the other institutions. It will be necessary to furnish descriptions of the courses prior to taking them. After completing the course, the student must arrange to have an official transcript of the course grade sent to the Registrar's Office. Failure to obtain prior approval to take a course at another institution may lead to Southern New Hampshire University not granting transfer credit for that course. Only courses in which the student received a grade of "C-" (with

a 2.0 average for all courses transferred from the same institution) or better will be accepted as transfer credit. The grade-point average of a course taken at another institution is not computed as part of the student's grade-point average. Southern New Hampshire University does not accept as transfer credit co-ops, capstones, internships and student teaching taken at other institutions.

## **Academic Complaint**

If a student has a complaint about an instructor or course, the student should speak first to the instructor. Continuing education students should then speak to the center director. If the student is not satisfied or cannot resolve the issue at that level, then he or she should speak to the program coordinator/ department chair. If the student is still not satisfied, then he or she should speak to the school dean or program director (day students) or the dean of Continuing Education.

If the student wishes to pursue the matter further, he or she should speak to the Vice president for Academic Affairs, who will review the matter and make a final decision.

## **Withdrawal from Class**

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

Withdrawals after sixty-percent (60%) of the semester will only be allowed when:

- Withdrawal is student-initiated for conditions beyond the students' control (e.g., illness documented by a physician's letter). The course grade under these conditions will be "W". Documentation must be provided by the student and approved by the appropriate advisor and school dean.
- Withdrawal is instructor-initiated due to unusual circumstances, not as a method to prevent low grades. The course grade under these circumstances will be "WP" (withdraw passing) or "WF" (withdraw failing). Instructor-initiated withdrawals must be approved by the school dean. The student's advisor will be notified.

In all cases, the date of withdrawal is the date the completed form is received by the Registrar's Office. Withdrawal from class does not reduce account charges. Credit hours for courses from which a student withdraws are included in his or her total number of credit hours. Withdrawal disputes must be submitted in writing within 30 days after the end of the semester during which the student withdrew.

## **Withdrawal from Southern New Hampshire University**

Students may withdraw from the university by obtaining a withdrawal form from the vice president for Student Affairs and obtaining all necessary signatures. Foreign students may obtain forms and begin the process in CIE. Merely ceasing to attend classes does not constitute an official withdrawal, academically or financially. Failure to file a withdrawal form with the vice president of Student Affairs will result in the automatic recording of "F" grades for all courses being taken by the student. If a student is under 18 years of age, written parental consent must be received. Official date of withdrawal is the last date of class attendance as verified by an instructor. This date will be used in determining any refund. Southern New Hampshire University identification cards must be returned to the Student Affairs Office when withdrawing from the university. Students who withdraw from the university completely after the eighth week of the semester will receive either a "WP" or "WF" from each of their instructors.

No adjustments to account balances will be done nor will withdrawal disputes be considered after 30 days from the end of the semester during which the student withdrew.

## **Disciplinary Dismissal**

Southern New Hampshire University reserves the right to dismiss any student whose presence, following a hearing, is deemed detrimental to the best interest of the university. Students dismissed for other than academic reasons will have the notation of withdrawal put on their transcripts. Documentation outlining the disciplinary sanctions will be placed in the students' folders. This information will be used in evaluating re-admission applications.

## **Re-admission**

Students suspended from Southern New Hampshire University for academic causes may petition to be re-admitted when evidence can be presented that indicates university work can be successfully resumed. Ordinarily, dismissal shall be for not less than two semesters. Any students readmitted to the university are placed on new worksheets.

## **Academic Renewal**

Students who change majors or withdraw and return may apply for academic renewal. 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 transcript is begun with only acceptable credits transferred to the new record. 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 be followed by an “AR” designation.
- 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 does not change suspension from financial aid.*

## Leave of Absence

The university has no leave of absence policy. Students who wish to leave the university and return at a later date must submit an application for re-admission to the Admission Office.

## 500-level Courses

Students who have completed at least 90 undergraduate credits and have a 3.33 or higher GPA must apply through the Advising Center to enroll in a 500-level graduate course. The student may enroll in the course, provided:

- there is space available in the course.
- the dean of the appropriate school, the program coordinator/department chair and the instructor agree that the student has met the prerequisites of the course.
- the student would receive undergraduate credits.

If the student goes on to enroll in a graduate program at Southern New Hampshire University, graduate credit will be granted if the student earns grades of “B” or better in the 500-level courses. Approval is limited to a maximum of six credits (two three-credit graduate courses).

## Testing of Students with Disabilities

Students enrolled at Southern New Hampshire University who have documented disabilities verified by the coordinator of Disability Services may be entitled to alternate testing conditions to help them accurately demonstrate their true competencies. It is the responsibility of the students who wish to avail themselves of these accommodations to inform their instructors at the start of each term or as soon as they become aware of any disabilities.

## Freshman Course Requirements

Students with 63 or more credits who have not completed the freshman English and math prerequisites 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.

Day school students must receive permission from the dean of the School of Liberal Arts to enroll in evening or weekend ENG 101, ENG 120 and ENG 121.

## Basic Writing Competency Examination

At the end of ENG 101 (Fundamentals of Writing), students must pass a Basic Writing Competency Examination. Using a dictionary and the course grammar text, students will be expected to write coherently, correctly and thoughtfully about a pre-assigned topic. Students must pass the Basic Writing Competency Examination in order to receive credit for ENG 101 elsewhere. Testing procedures are set forth by the School of Liberal Arts.

## Competency in Writing

Because competency in writing is critical for students, the university is committed to Writing Across the Curriculum. Students will be expected to write expository essays in most of their courses in all disciplines. Students should expect to communicate clearly and with grammatical correctness in all their SNHU courses. To further Southern New Hampshire University’s commitment to Writing Across the Curriculum, the university has determined that two required courses beyond the core in each discipline for the bachelor’s degree shall be designated as Writing Intensive. Writing Intensive is defined as 10 pages of writing as product and 10 pages of writing to learn exercises. Thirty percent of the final course grade will evaluate the student’s writing in those designated courses.

## Writing and Word Processing

Southern New Hampshire University has adopted a policy of incorporating the use of computers throughout the curriculum. Students will be expected to use word processing for written assignments in English and other courses.

## Bibliography and In-Text Citation Styles

The American Psychological Association (APA) and Modern Language Association (MLA) bibliographic and in-text citation styles are acceptable formats for documenting written work subject to policies set forth by each academic discipline.

## Graduation Requirements

- To graduate from Southern New Hampshire University, students must complete 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).
- In order to graduate from Southern New Hampshire University, students must fulfill the residency requirements as specified below.
- Although "D" (1.0), "D + " (1.33) and "C-" (1.67) grades are considered passing in a course, a student must have a minimum cumulative grade-point average of "C" (2.0) for all work completed at Southern New Hampshire University and must satisfy the requirements of a specific program of study, including residency requirements, in order to receive a degree from Southern New Hampshire University.
- As part of its mission, the university takes seriously its goal of preparing students to be proficient in writing correct, coherent English. All entering freshmen will take a writing placement examination. Based on this examination, some students may be placed in English 101 and others may be placed in English 120.
- Those students taking English 101 must pass a Basic Writing Competency Examination given at the end of the course. This examination requires students to demonstrate their ability to write coherently, correctly and thoughtfully about a pre-assigned topic. Students must pass this examination in order to receive credit for English 101. Students who fail the Basic Writing Competency Examination must repeat English 101 before being re-tested.
- Students require an ability to work with quantitative information. Most students will take a freshman math course. Entering students who are deficient in math skills may be required to enroll in a fundamentals course. The three credits received for MAT 050 Fundamentals of Mathematics are in addition to the minimum of 120 credits required for graduation. Most students will be placed in MAT 120.
- Entering students who have demonstrated superior math skills, including a strong background in algebra, may be placed in MAT 150 Honors Finite Mathematics. Students should follow their major work sheets to determine the specific mathematics courses they must take. Those students who have taken MAT 150 Honors Finite Mathematics will take more advanced versions of the courses, which will not only challenge students but will give them a stronger foundation in mathematics should they want to apply to graduate programs which require a more substantial mathematics background.

- Prospective graduates must submit a petition to graduate to the Office of the Registrar by the dates specified in the academic calendar. These dates apply to students in the undergraduate day program:

Apply By	Complete Requirements	By Conferral Date
September 1	December (date TBA)	January 15
November 1	May (date TBA)	May Commencement Ceremony
May 1	August (date TBA)	September 15

Application-for-degree forms can be obtained online or from and returned to:

- Continuing Education Students - Continuing Education Office
- Day Students - Student Administrative Services (SAS)
- Culinary Students - Student Administrative Services (SAS)
- The graduation fee (\$150) must be paid at the time the application-for-degree form is submitted.
- A student is held responsible for determining that he or she has earned all necessary credits for graduation. Students who have any questions should refer them to their advisors. If further clarification is needed, the student should contact the Office of the Registrar.
- Prior to participating in graduation ceremonies and receiving a degree, student obligations to the university, such as library fines, tuition, dues and fees, must be met; all athletic equipment must be returned.
- No caps and gowns will be released unless all account charges are paid.
- All students are expected to attend the graduation ceremonies.

### Residency Requirements

To graduate from Southern New Hampshire University, students must complete 30 credits in residence at SNHU, including 12 credits from their major field, excluding the core, for a bachelor's degree and nine credits from their major field for an associate degree. No exceptions will be made regarding residency requirements given in this paragraph.

The final 24 credits of a degree program must be completed at Southern New Hampshire University. Exceptions to the residency requirement given in this paragraph must be requested in advance to the appropriate school dean, who will decide if the request will be granted. (Active-duty military personnel are exempted from the final 24-credit residency requirement.)

Residence credits cannot be used simultaneously to satisfy the requirements of more than one program. It is not permissible, therefore, for a student to receive two degrees from Southern New Hampshire University at the same time.

Credits earned for completing SNHU cooperative education programs and for courses earned in the university's England program and any approved Southern New Hampshire University student exchange program are considered to be residence credits. Credits earned through institutional exams are considered as residence credits, while those credits earned through the College Level Examination Program (CLEP) are not considered as residence credits.

## Participation in Graduation Ceremony

Students who do not expect to fulfill all graduation requirements by commencement may petition to participate in the graduation ceremony if they meet the following criteria:

1. Six credits or fewer of course work remain to be completed beyond those for which the student is enrolled as of March 15.
2. All graduation requirements can be completed by Aug. 31 following the May ceremony, and
3. As of the petition date, the student's cumulative grade point average is 2.0 or higher for undergraduate students, or 3.0 or higher for graduate students.

Students meeting the aforementioned criteria must submit a "petition to participate" form between March 1 and March 15. Diplomas are awarded only after all requirements have been met. The names of those students approved under this policy will not appear in the graduation program until the May ceremony following the official conferral date (Sept. 15 or Jan. 15).

### Doctoral Degree Candidates

All graduation requirements must be completed including dissertation defense no later than five (5) weeks prior to commencement.

**Appeal Procedure:** Exceptions to the policy are handled on a case-by-case basis by the university registrar.

## Graduation with Distinction

The degree of Bachelor of Science or Bachelor of Arts with certain distinctions will be conferred upon those members of the graduating class who have a minimum two-year residency requirement, including completion of 60 credit hours in a Bachelor of Science or Bachelor of Arts program, and who have met the following standards: students who have earned a minimum grade-point average of 3.80 – summa cum laude; 3.50 – magna cum laude; and 3.0 – cum laude.

The degree of associate in science, associate in applied science or associate in arts with certain distinctions will be conferred upon those members of the graduating class who have served a minimum one-year residency requirement, including completion of 30 credit hours, and who have met the following standards: students who have earned a minimum grade-point average of 3.80 – highest honors; 3.50 – high honors; 3.0 – honors.

## Academic Honors

### President's List and Dean's List

At the close of each semester at Southern New Hampshire University, the registrar publishes two lists of students who have achieved standards of academic excellence during the semester's work. Students who have earned a minimum grade-point average of 3.50 for the semester are named to the President's List. Students who have earned a minimum grade-point average of 3.0 but less than 3.50 for the semester are named to the Dean's List.

### Alpha Chi Honor Society

Alpha Chi Honor Society at Southern New Hampshire University recognizes the scholastic achievement of junior and senior liberal arts students. Alpha Chi is a national honor society that provides meaningful benefits for students who plan to pursue graduate or professional study or who plan to pursue a career. Membership is limited to liberal arts degree students who have completed at least half of the total credits required for a cumulative grade-point average of 3.8. Members must continue to maintain a 3.8 point average.

### Delta Mu Delta Honor Society

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

Students of good character enrolled in day or evening business-related majors and studying for bachelor's degrees are eligible for membership. A candidate must have completed at least one half of the credits required for his or her bachelor's degree (including a minimum of 24 credit hours, i.e., eight courses at Southern New Hampshire University) and have maintained an average qualitative grade of 3.25. Continuation in Delta Mu Delta requires the member to maintain a 3.25 grade-point average, be in the top 20 percent of their class and be in good standing.

### Eta Sigma Delta Honor Society

Eta Sigma Delta is the International Hospitality Management Society established in 1978 to recognize hospitality and tourism students for outstanding academic achievement, meritorious service and demonstrated professionalism. At that time, honor societies existed for other disciplines, but not for the field of study serving one of the world's largest industries. Today, there are over 60 active ESD chapters throughout the world, a testament to the dedication of both students and professionals in hospitality and tourism to the pursuit of academic, professional and personal excellence. The Southern New Hampshire University chapter provides an opportunity for outstanding students to distinguish them-

selves in the eyes of educators, recruiters and industry executives in an increasingly competitive industry. In addition, ESD provides a networking system through their chapters that allows for interaction and the exchange of information among students. Often, ESD meets for special events or functions at annual trade shows and serves as a means of uniting outstanding students for campus activities, fund-raisers and volunteer programs. Students must meet the following requirements to be eligible for membership to Eta Sigma Delta: be enrolled in the School of Hospitality, Tourism and Culinary Management, have completed 50% of their total academic credits, have a minimum cumulative GPA of 3.2, and agree to uphold the value of excellence, leadership, creativity, service and ethics of Eta Sigma Delta.

### **Phi Theta Kappa Honor Society**

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

Candidates must have completed at least 12 credit hours in courses that could be applied to an associate degree. Students must earn no less than a 3.5 grade-point average to be invited to accept membership in Phi Theta Kappa. Student Affairs

### **Psi Chi Honor Society**

Psi Chi is the National Honor Society in Psychology, founded in 1929. The purpose of Psi Chi is to encourage, stimulate and maintain excellence in scholarship and advance the science of psychology. Membership is open to both graduate and undergraduate students who are making the study of psychology a major interest. Minimum qualifications include the completion of at least five quarters of college course work, including nine semester hours in psychology. A minimum grade-point average of 3.0 overall and in psychology coursework is required.

Psi Chi is a member of the Association of College Honor Societies (ACHS) and is an affiliate of the American Psychological Association (APA) and the American Psychological Society (APS).

### **Gold Key**

Candidates for the Bachelor of Science or Bachelor of Arts degree may receive the Gold Key award. Graduates receiving the award must have attained a cumulative grade-point average of 3.50 and must have met the residency and credit-hour criteria for graduation with distinction.

### **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.



# The Division of Student Affairs

## Mission

The mission of the Student Affairs Division, in support of the educational mission of Southern New Hampshire University, is to foster opportunities for students to learn and to grow as socially and intellectually mature and culturally aware individuals. The division, in collaboration with the university and local community, provides programs and services which encourage and empower students to develop priorities, values, critical thinking and behaviors appropriate to positive personal and professional lives.

### Statement of Belief

- We believe that students come first.
- We, the staff members of the Division of Student Affairs, believe that the student is shaped by all campus activities in and out of the classroom. We need to empower students to be intellectually curious, socially involved and appreciative of differences in assisting them in becoming well-rounded human beings.
- We believe that as a staff we must collaborate, communicate and cooperate to provide the safest, most supportive environment for our students.
- We believe that our cultural and ethnic diversity is key to developing well-rounded, caring citizens of the world.
- We believe that our students' needs are most important and we strive to support them academically, physically, spiritually, psychologically and socially.
- We believe that the university should be a collaborative community.

## Important Student Handbook Information

<http://www.snhu.edu/2103.asp>

The Student Handbook is a critical document for SNHU students as it contains many of the institution's policies, expectations, and student rights and responsibilities, as well as important federal compliance information regarding the use of substances. Among the many topics, the handbook includes information on institutional departments and programs, student organizations, the Code of Conduct, the Alcohol and Other Drug Policy and Procedures, policies and procedures pertaining to living in residence, health and safety policies (e.g. sexual assault, sexual harassment, anti-violence, communicable diseases), financial aid, disability services and undergraduate academic programs. Students may access the handbook by going to the University's website ([www.snhu.edu](http://www.snhu.edu)) and proceeding to the section entitled "Student Life."

Students are urged to take the time to review the website and to familiarize themselves with the contents of this handbook. It is expected that as members of this university community, all students have taken the necessary time to review the handbook and to seek clarification of that information which is not clear to them.

Questions regarding a program or policy can be addressed to the Office of Student Affairs in the Student Center by calling (603) 645-9608. Thank you for your attention to this important information.

## Athletics

Southern New Hampshire University supports an active athletic program as an integral part of the educational process. Both intercollegiate and intramural competitions are offered to men and women of the university community. On the intercollegiate level, men's teams are fielded in baseball, basketball, cross-country, golf, ice hockey, lacrosse, soccer and tennis. Women's teams include basketball, cross-country, lacrosse, soccer, softball, tennis and volleyball. Southern New Hampshire University is a member of the National Collegiate Athletic Association, the Eastern College Athletic Conference and the Northeast-10 Conference.

The university sponsors a varied intramural program aimed at active student involvement in sports. Men's intramural sports are flag football, basketball, indoor soccer and racquetball. Women's intramural sports include indoor soccer, flag football, basketball and racquetball. Softball, tennis and volleyball are coeducational offerings. Mini-tournaments are sponsored in 3-on-3 basketball, whiffleball and miniature golf.

Recreational offerings available at Southern New Hampshire University include various cardio classes, weight training, wall climbing, swimming, cross country skiing, step-interval training and yoga.

## Athletic Facilities

The university has two gymnasiums. The field house has a wooden floor with a seating capacity of 1,900. The auxiliary gym has a multipurpose, synthetic surface and a stage to accommodate a variety of university activities. The Fitness Center includes state-of-the-art aerobic equipment and free weights. Other facilities are a 25-meter, six-lane, competition swimming pool, a racquetball court, an aerobics/exercise room, multiple locker rooms and a fully equipped training room. Outdoor facilities include four lighted tennis courts, baseball and softball diamonds, a lighted artificial turf varsity game field and several practice fields.

## **Campus Ministry**

The campus ministry program contributes to the goal of fostering the personal development of students addressing their religious needs and concerns. There is a Campus Ministry Student Association on campus (for Catholic, Jewish and Protestant students) and the Muslim Student Association. It is through these groups that students have an opportunity to come together to share and grow in their faith.

During the school year, a Roman Catholic Mass and a student led Bible Study are held on campus on Sunday evenings. A Protestant Prayer Service is also held on campus once a week. Students of other religious denominations may contact the Office of Campus Ministry for information concerning the location of a church or synagogue in Manchester. The Office of Campus Ministry provides personal and spiritual direction, religious instruction and sacramental preparation.

Our staff consists of a full-time Catholic chaplain/director of Campus Ministry, volunteer Jewish student advisor, and a volunteer Protestant Chaplain. Their hours are posted outside the Campus Ministry Office in the Student Center.

## **Campus Programming & Leadership**

The personal growth resulting from university activities is not easily measured. It is, however, directly related to each student's level of involvement and commitment in the community. The university provides opportunities for individual participation and for membership in clubs and organizations.

Student Affairs, through the Offices of Campus Programming & Leadership and Student Life, strive to support the academic tradition of the university. This is accomplished through upholding a minimum membership requirement for all active members in SNHU clubs and organizations. Each active member must maintain a cumulative grade point average of 2.0 to remain a part of campus organizations. In addition, many clubs and organizations prescribe a higher cumulative GPA to be a member of certain groups.

The Office of Campus Programming and Leadership helps organize new clubs and coordinates leadership development, helps with the management of major campus programs and manages the Student Center programs. The office advises the Inter-Greek Council (IGC), Senior Week, the Enterprise Yearbook, and the Coordinators for Activities and Programming Events (CAPE). It provides information and guidance on planning and presenting events and programs, prepares an activities calendar and keeps the roster of organizations. There are currently 50 clubs recognized on campus. Visit the SNHU website for a complete listing.

## **Student Government Association**

The Student Government Association (SGA) represents all full-time undergraduate and graduate Southern New Hampshire University students.

There are five representatives from each class. The association is made up of the Senate, House of Representatives, and the Executive Board. SGA supports the disbursement of the Student Activities Fees for all recognized clubs and organizations through the Budget & Finance Committee.

As the main voice for the student body at SNHU, SGA maintains an open line of communication between the administration, faculty, and students. Throughout the year SGA actively participates and has voting power on University standing committees to ensure that students' needs are addressed. The Board of Trustees, Academic Policy, Financial Aid, and Student Discipline Committees are just a few of the University committees with SGA representation. SGA encourages student input regarding University policies, facilities, and events. The Office of Student Life provides SGA with guidance and advice on the management of their organization.

## **Coordinators of Activities and Programming Events (CAPE)**

The Coordinators of Activities and Programming Events (CAPE) is a student run organization committed to enriching campus life at Southern New Hampshire University. CAPE provides on and off campus activities for all students by providing social, recreational, educational and cultural programming. Major events include: concerts, comedy shows and Fall, Winter and Spring week.

## **The Inter-Greek Council**

The Inter-Greek Council (IGC) is the coordinating board for the fraternal system at Southern New Hampshire University. Its purpose is to organize the rush program, develop pledging procedures, and provide a forum for discussion for any concerns that exist among the eight Greek chapters.

## **Fraternities and Sororities**

Through membership in social fraternities and sororities, students often make lifelong friendships based upon mutual interests and experiences outside the classroom. These organizations have a strong commitment to organizing campus and community service projects in an effort to promote themselves and Southern New Hampshire University.

Sororities: Kappa Lambda, Kappa Delta Phi NAS, Phi Omega Psi, Phi Delta Beta

Fraternities: Kappa Delta Phi, Phi Delta Psi, Phi Delta Theta

## Southern New Hampshire University Ambassadors

The Ambassadors is a student organization established in 1990. Southern New Hampshire University Ambassadors are selected student leaders who work for the betterment of the university. They develop meaningful communication between students, faculty, staff and alumni and work to enhance the relationships between Southern New Hampshire University and the community. Membership is open to full-time sophomores, juniors, seniors and graduate students who have maintained a 3.0 grade-point average.

## Commuter Student Council

The Commuter Student Council involves commuting students in the life and atmosphere of the university and serves as an information vehicle. It provides commuters with a voice to express their concerns and needs.

## Media Organizations

The Observer is the student newspaper, which is published entirely by students through SGA funding. The newspaper offers experience for writers, editors, photographers, artists and advertising sales people on campus.

The Enterprise is the SNHU yearbook, which is published annually through the efforts of the student body. It serves to chronicle the university years as a remembrance for all undergraduate students.

Radiosnhu.com is a student-run, Internet-based AM radio station. The radio station provides opportunities for students to be a part of promoting SNHU worldwide via cutting-edge technology.

## Center for International Exchange

The Center for International Exchange (CIE), located in Belknap Hall, assists and supports international students and scholars while they are at SNHU as non-immigrants. CIE provides orientation programs, immigration advising, travel documents, enrollment certification, information about applying for a Social Security number or a driver's license, practical training assistance and cross-cultural adjustment counseling. CIE offers the Thanksgiving Hosts and International Friendship programs to connect SNHU international students with local American families for occasional meals or activities.

An important aspect of the work of CIE is to foster understanding among our students, staff and faculty who come from all over the world; the annual International Education Week celebration and the Cousins program are two initiatives aimed at this. CIE staff also work with the student-led International Students' Association to sponsor such intercultural events as International Night, which features fashion, music, dance and skits from around the world.

The center also offers international student ID cards to domestic students planning to travel abroad.

## Public Safety

Southern New Hampshire University public safety officers are trained in crime prevention, security patrolling, first aid, and general services for the campus community, such as providing an escort service, roadside assistance, and issuing vehicle parking permits. On nights, weekends and holidays, public safety officers provide extra security by staffing a gatehouse on the western part of campus, from which all vehicular traffic and its passengers can be monitored. In addition, the Department conducts public safety education and awareness programs for students on such topics as personal safety awareness, DWI prevention, resident hall security, fire safety, sexual assault, winter driving workshop, and identity fraud.

Public safety officers are on duty 24 hours a day, seven days a week – in marked vehicles, on bicycles, segways, and on foot. Emphasis is placed on personal security of students and staff. A spirit of cooperation is maintained as the Department works hand-in-hand to keep the campus and the adjoining communities safe.

The Public Safety Department is located in Belknap Hall. In addition, there are nine Emergency Call Boxes located strategically around campus, as well as extensive video surveillance campus wide.

In compliance with the Campus Security Act of 1990 (CLERY Act), SNHU's safety, security and crime statistics are found on the university's web site and in brochure form.

## Residence Life

The residence life program supports the academic mission of the university by assuring that the students' education continues outside as well as within the classroom. Residence life provides an environment that allows for individual growth and provides facilities that are well-maintained and safe.

Campus living should be an exciting, educational experience. The university maintains an environment where students will find opportunities to grow, to learn, to accept adult responsibilities, to make informed choices, to develop friendships and to increase self-awareness.

The Office of Residence Life staff, located in Chocorua Hall, Suite 3, offers referral information on university services, sponsors programs and assists with physical accommodations.

The residence program consists of:

<b>Apartments</b>	<b>Townhouses</b>	<b>Residence Halls</b>
Conway	Attitash	Chocorua
Greeley	Cranmore	Hampton
Kearsarge	Hillsboro	Merrimack
Lincoln	Rockingham	New Castle
Spaulding	Sunapee	Washington
Whittier		Windsor
		Winnisquam
		Winnepesaukee
		Ossipee

All residence halls are furnished with desks, chairs, beds, drapes and wardrobes. Townhouses and apartments are furnished with desks, chairs, beds, drapes, wardrobes, living room and kitchen furniture, and a stove and refrigerator. Students must provide their own pots, pans, glasses, plates and silverware. Juniors and seniors usually reside in the apartments and townhouses; freshmen and sophomores are usually assigned to residence halls.

Each area is administered by a residence director (RD), who is a live-in, professional staff member. RDs supervise the student resident assistant staff, who develop, coordinate and encourage programming, investigate and adjudicate judicial matters, act as liaisons between residents and the facilities department, and refer students in need of personal assistance.

Resident assistants (RAs) are students who are selected and trained to assist the residence life office staff. They are assigned to each floor or suite in the residence halls and to each apartment and townhouse building. The RAs work with residents to build a climate conducive to academic success, individual growth and the development of appropriate community norms, such as mutual consideration and respect for others. With their residents, they plan social, recreational, educational and cultural activities for their areas. The RA is the first person to contact if a student is in need of advice, a referral to another office, or help concerning a roommate issue or a maintenance request.

The university requires students in the undergraduate day, Culinary Arts and CLE programs to reside in university housing for a minimum of two of their school's semesters or terms. Married students and students living with a parent or legal guardian are exempt from this policy. Graduate students are not required to reside in university housing; however, if they do request and are assigned a residence, they are committed for two terms.

Being admitted to the university is not a guarantee of a residence assignment. Students are assigned residence on an annual basis.

## **Wellness Housing**

The goal of wellness housing is to sustain a housing option for students who desire a substance-free residence area. These students are also provided with the opportunity of maintaining a lifestyle that supports positive life choices.

## **Service & Citizenship**

Through our programs and initiatives the Center for Service and Citizenship strives to develop a culture of active citizenship where members of the SNHU community embrace civic engagement, volunteerism and service. By creating partnerships with the Manchester and global communities we offer students, faculty and staff the opportunity to engage in action, change and education, and to foster active citizenship.

Working with students, faculty, staff and local agencies, the Center helps to connect individuals and groups with area needs that meet their interests. The Center supports several programs and initiatives which include: "Alternative Breaks" which provides opportunities for students to participate in a week-long service project; Service Learning, which provides the opportunity for students to engage in service directly related to their academic studies; the Community Service Work-Study program which encourages students who qualify for work-study to earn their award working at a community organization; bi-weekly volunteer opportunities, which provide the opportunity to serve at a variety of local organizations and at special interest events such as Service Day, Hunger and Homelessness Week and World Aids Day.

## **Student Life and the Student Center**

The Student Life and the Student Center Office is dedicated to supporting the growth and learning that occur in all facets of campus life. This department collaborates with many members of the SNHU community to provide innovative and planned campus programs, activities and services. Programs presented annually are the New Student Orientation programs, Family Weekend, and the University Convocation which includes the New Student Induction Ceremony. In addition to the programs that are supported by this area, the office works to provide an attractive and customer focused Student Center that promotes the "living area" of the campus. Finally, the office directly advises the Student Government Association and its related organizations, which include the House of Representatives, the Election Committee, and the Budget & Finance Committee.

## **New Student Orientation**

The Office of Student Life coordinates the SNHU Orientation programs, which are held three times during the year. Those programs are the Summer Orientation program held in June, the First Days program held at the opening of the fall term, and the Spring Orientation program held at the beginning of the Spring term in January. These programs are for all full-time, undergraduate students who are new to the university. The programs focus on social, academic, and personal integration and transition issues that all new students face when going to college.

## **Student Center**

The Student Center is the campus crossroads, where students, faculty, staff, alumni, and guests of the institution meet and socialize. It is known as the "living room" of the campus, and a showcase facility for student life. The facility houses the three student governing groups; CAPE (Coordinators of Activities & Programming Events), IGC (Inter-Greek Council), and SGA (Student Government Association). Several offices are also housed in the Student Center which offer numerous services, including the Campus Store/Bookstore, Campus Ministry, Campus Programming &

Leadership, the Center for Service & Citizenship, the Common Grounds Coffee Shop, Copies Plus (a student run copy center), Dining Services, the Last Chapter Pub, the Office of Student Affairs, and the Office of Student Life. Other services offered in the facility include a pool table, the Snack Bar, a 24 hour ATM, mailboxes, the Penmen cash machine, and large format TV's.

## Solicitation Policy

The Office of Student Life must approve all advertising by non-university organizations in order to be posted and/or distributed on campus. No solicitation is allowed except with the approval of the Office of Student Life.

Businesses are offered certain opportunities to promote their products by reserving a table in the Student Center area or through advertising in the student newspaper. Both of these services are offered on a fee basis. All requests will be considered as long as the service represents a benefit to our students and the institution and does not interfere with any contractual agreements the institution has entered into.

In the residence areas only student clubs and organizations are allowed to market door-to-door with prior written approval through the Office of Residence Life. If the student group is intending to conduct a fundraiser, the students need to receive approval from the Office of Student Life as well.

## Wellness

The mission of the Wellness Center is to utilize the wellness model to enhance each student's ability to resolve problems, improve relationships, attain optimum physical health and to achieve personal growth and academic success. Through education, medical treatment and counseling services we assist students to develop responsibility for their own well being and learn the skills to maintain a lifelong healthy lifestyle. Our vision is to assure that the wellness model is integrated into the decisions and operations of the institution and each individual's growth and development.

As a staff, we value prevention over treatment and try to reflect that in our services and programming efforts. We believe that change occurs at both individual and systematic levels, that college is an opportunity for growth in and out of the classroom and that learning occurs in a variety of contexts. Furthermore, our work is guided by the beliefs that actions speak louder than words, people are responsible for their own actions, asking for help and utilizing available resources is healthy and an educational institution is responsible for challenging students to become intellectually curious, socially responsible and emotionally healthy members of society.

## Counseling Services

Sometimes personal and emotional problems can negatively impact learning and living and interfere with a person's development. Even a student with many strengths and abilities can experience difficulties which can be effectively resolved through counseling. Some examples of such difficulties might be problems in interpersonal relationships, depression, loneliness, sexual concerns, poor grades, substance abuse or conflicts with one's family.

Personal concerns of any type may be discussed frankly and privately with a professional counselor. Counseling sessions are free and confidential and can be arranged by contacting the Wellness Center.

## Health Services

To be eligible for health services, students must submit a completed medical record, their immunization history including evidence of inoculation against measles, mumps and rubella and have completed a physical examination prior to admission. Foreign students cannot complete registration without these documents, as well as a chest X-ray report and a TB test. Any missing information will result in additional medical services and fees to the student upon arrival.

Health Services staff members handle most common health concerns and are knowledgeable in preventative medicine and alternative treatment strategies. The staff offers treatment of common acute problems (e.g., colds, flu, burns), personal health counseling, information on birth control, referral for sexually transmitted disease testing and allergy injections. Any problem the nurses cannot handle is referred to the university physician or another appropriate practitioner in the local community. Charges for health services in the community are usually sent directly to a student. It is the student's responsibility to submit any claim forms required for processing payment to the medical provider. Wellness Center staff members are available to assist students in processing claims covered by university-sponsored health insurance plans.

## Educational Services

Education is at the core of the Wellness Center's activities and services. The staff members firmly believe in the value of prevention in the development of a whole person. Educational services include classroom presentations on wellness topics; individual consulting with students; workshops and co-sponsorship of substance-free activities; training for student leaders, staff and faculty; and access to resource materials for classroom assignments or personal growth opportunities.

## Course Descriptions

The following undergraduate courses are listed in alphabetical order by the university's course listing prefix.

ACC	Accounting
BUS	Business Administration
ADV	Advertising
ATH	Anthropology
CED	Community Economic Development
COM	Communication
DEV	Child Development
ECO	Economics
EDU	Education
ENG	English
ENV	Environmental Studies
ESL	English as a Second Language
FAS	Fine Arts
FIN	Finance
FMK	Fashion Merchandising
GEO	Geography
GRA	Graphic Design
GST	Gender Studies
HIS	History
HON	Honors
HTM	Hospitality and Tourism Management
ICD	International Community Economic Development
INT	International Business
IT	Information Technology
JUS	Justice Studies
LAR	Language (Arabic)
LFR	Language (French)
LIT	Literature
LMN	Language (Mandarin)
LSP	Language (Spanish)
LSS	Life Strategies Seminar
MAS	Management Advisory Services
MAT	Mathematics
MKT	Marketing
OL	Organizational Leadership
PHL	Philosophy
POL	Political Science
PSY	Psychology
QSO	Quantitative Studies and Operations Management
RES	Resident Life
SCI	Science
SCS	Social Science
SNHU	First Year Seminar: Foundations of Critical Thinking
SOC	Sociology
SPED	Special Education
SPT	Sport Management
TCI	Culinary

## Humanities and Social Sciences

Courses at the 100- and 200-levels are appropriate for freshman and sophomore level students; 300- and 400-level courses are appropriate for junior- and senior-level students.

## Literature Electives

Only courses with the course prefix LIT may be used as literature electives.

## Special Topics Courses

Special topics courses may be offered on a one-time basis in any discipline during any semester or session. Special topics courses will be numbered 470 with the course listing prefix. Example: ACC 470.

## Global Marker Courses

ATH	111	Introduction to Cultural Anthropology
COM	222	An Introduction to Film History
ECO	322	International Economics
ENV	219	Environmental Issues
HIS	301	World History and Cultures
HIS	476A	History of the Middle East and Islam
HIS	479	History of the Middle East and Islam
HON	381	Model United Nations I
HON	382	Model United Nations II
HON	383	Model United Nations III
HON	384	Model United Nations IV
HTM	220	Geography of Global Cultures
HTM	402	Sustainable Tourism
LAR	111	Elementary Arabic Language and Culture I
LAR	112	Elementary Arabic Language and Culture II
LIT	201	World Literature: Foundations of Culture
LIT	345	Postcolonial Encounters
LMN	111	Elementary Mandarin Language and Culture I
LMN	112	Elementary Mandarin Language and Culture I
POL	203	Development and Underdevelopment
POL	211	International Relations
POL	213	Comparative Politics
POL	301	U.S. Foreign Policy in the 20th Century and Beyond
POL	302	Globalization and International Organizations
POL	303	International Security Studies
POL	310	Revolution and Social Change in Latin America
POL	315	Political Conflict and Social Change in the Caribbean
POL	381	Model United Nations I
POL	382	Model United Nations II
POL	383	Model United Nations III
POL	384	Model United Nations IV
SCI	219	Environmental Issues
SPT	465	Global Sport Business

## Writing Intensive Courses

ACC	322	Institutional Accounting
ACC	411	Auditing Principles
ADV	362	Advertising Account Executive Seminar
ADV	440	Advertising Media Planning
DEV	210	Psychosocial Development During Early Childhood
ECO	306	Money and Banking
EDU	200	Introduction to Education
EDU	361	Emerging and Early Literacy
ENG	340	The Context of Writing
ENV	304	Politics of Sustainable Development
ENV	400	Environmental Problem Solving Colloquium
FMK	202	Fashion Merchandising
HIS	109	Western Civilization I: Prehistory to Renaissance
HIS	110	Western Civilization II: Renaissance to the Present
HTM	314	Hospitality and Tourism Marketing
HTM	421	Services Management: A Strategic Approach
INT	422	International Strategic Management
INT	440	Emerging Trends in International Business
IT	210	Introduction to Systems Analysis and Design
IT	315	Object Oriented Analysis and Design
IT	415	Systems Seminar I
IT	431	Software Development in Distributed Systems
LIT	200	Introduction to Critical Reading: Text and Context
LIT	450	Seminar in American Literature
MKT	320	Sales Management
MKT	329	Principles of Advertising
MKT	432	Strategic Marketing Planning
MKT	442	Retail Management
OL	215	Principles of Management
OL	342	Organizational Behavior
OL	421	Strategic Management and Policy
PHL	314	Political Theory
POL	214	Political Theory
POL	349	Comparative Environmental Law and Sustainable Development
PSY	201	Educational Psychology
PSY	224	Research Methods
PSY	444	Senior Seminar in Psychology
SCI	335	Technology and Society
SCS	224	Research Methods
SCS	444	Senior Seminar in Social Science
SOC	335	Technology and Society
SPT	208	Sport Marketing
SPT	461	Seminar in Sport Management

## Accounting

### ACC 201 Financial Accounting (3 credits)

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.

### ACC 202 Managerial Accounting (3 credits)

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. Prerequisite: ACC 201.

### ACC 207 Cost Accounting (3 credits)

These courses examine 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 their 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. Prerequisite: ACC 202.

### ACC 303 Intermediate Accounting I (3 credits)

Two semesters. These courses extend a student's understanding of financial accounting practices. Students examine and analyze accounting theory for assets, liabilities and stockholders' equity that is essential for the development of accurate financial statements. Particular emphasis is placed on the study of APB and FASB opinions, as well as on problem solving. Prerequisite: ACC 202.

### ACC 304 Intermediate Accounting II (3 credits)

Two semesters. These courses extend a student's understanding of financial accounting practices. Students examine and analyze accounting theory for assets, liabilities and stockholders' equity that is essential for the development of accurate financial statements. Particular emphasis is placed on the study of APB and FASB opinions, as well as on problem solving. Prerequisite: ACC 303.

### ACC 312 International Managerial Accounting (3 credits)

The study of foreign currencies and exchange risk management, global organization and control, planning and performance evaluation in multinational enterprises, multi-national 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. Prerequisite: ACC 202.

**ACC 315 Accounting Systems Applications** (3 credits)

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. Prerequisites: ACC 202 and IT 100.

**ACC 322 Government and Non-Profit Accounting** (3 credits)

This course covers the accounting principles and procedures applicable to governmental and nonprofit institutions. Writing Intensive Course. Prerequisite: ACC 303.

**ACC 330 Federal Taxation I** (3 credits)

A detailed presentation is made of the theory and practice applicable to the preparation of federal income tax returns for individuals. Prerequisite: ACC 202.

**ACC 331 Federal Taxation II** (3 credits)

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. Prerequisite: ACC 330.

**ACC 335 Tax Factors For Business Decisions** (3 credits)

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, and computer online service research will be explored. Prerequisite: ACC 202.

**ACC 340 Controllershship** (3 credits)

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, operations 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. Prerequisite: ACC 303.

**ACC 350 Volunteer Income Tax Assistance (VITA) Course** (3 credits)

The I.R.S. mission, which is to provide America's taxpayers top quality service by helping them understand and meet their responsibilities and by applying the tax law with integrity and fairness to all, will be followed in this course.

The course will be the first step toward working for the I.R.S. in the Volunteer Income Tax Assistance Program. This entails becoming certified as a volunteer, setting up your own site and then marketing that site to the qualified general public. This program would include the student in the 93 million Americans who each year help make our world a better place to live by volunteering. This course will not entail the preparation of any complicated income tax returns. Prerequisite: Junior status.

**ACC 405 Advanced Accounting I** (3 credits)

Two semester class. 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. Prerequisite: ACC 304.

**ACC 406 Advanced Accounting II** (3 credits)

Two semesters. 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. Prerequisite: ACC 405.

**ACC 411 Auditing Principles** (3 credits)

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. Writing Intensive course. Prerequisite: ACC 304.

**ACC 421 Auditing and Forensic Accounting** (3 credits)

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. Prerequisite: ACC 304.

**ACC 480 Independent Study** (3 credits)

Independent study allows the student to investigate any accounting subject not incorporated into the curriculum or to do in-depth research in a specialized area of accounting. Permission of the instructor, program coordinator/department chair and school dean.

**ACC 480A Independent Study** (1 credit)

Independent study allows the student to investigate any accounting subject not incorporated into the curriculum or to do in-depth research in a specialized area of accounting. Permission of the instructor, program coordinator/department chair and school dean.

**ACC 490A Accounting Cooperative Education** (6 credits)

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience. Consent from the Career Development Center and approval by the program coordinator/department chair, with 3 credits given for 240 hours and 6 credits given for 480 hours.

**ACC 490B Accounting Cooperative Education** (6 credits)

This program provides an opportunity for a student to work in public, private or governmental accounting in a supervised and structured work experience. Consent from the Career Development Center and approval by the program coordinator/department chair, with 3 credits given for 240 hours and 6 credits given for 480 hours.

**ACC 491A Accounting/Finance Cooperative Education** (3 credits)

Request for credits made by the Career Development Center and approved by the program coordinator/department chair, with 3 credits given for 240 hours, 6 credits given for 480 hours and 12 credits given for 960 hours.

**ACC 491B Accounting/Finance Cooperative Education** (6 credits)

Request for credits made by the Career Development Center and approved by the program coordinator/department chair, with 3 credits given for 240 hours, 6 credits given for 480 hours and 12 credits given for 960 hours.

**ACC 491C Accounting/Finance Cooperative Education** (12 credits)

Request for credits made by the Career Development Center and approved by the program coordinator/department chair, with 3 credits given for 240 hours, 6 credits given for 480 hours and 12 credits given for 960 hours.

## Advertising

**ADV 263 Advertising Copy and Design** (3 credits)

This course focuses on the creative end of advertising, including the actual presentation of advertisements. Harmony, consistency and effective use of colors, headlines, sub-headlines, 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. Prerequisites: ADV/MKT 229 or COM 230.

**ADV 229 Principles of Advertising** (3 credits)

This course is designed to give students an understanding of advertising and of the role the media play in advertising strategy. This course focuses on the planning, research and creative skills needed to reach promotion objectives. This course is cross-listed with MKT 229. Prerequisites: MKT 113 and ENG 121.

**ADV 340 Advertising Media Planning** (3 credits)

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 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. Prerequisites: ADV/MKT 229 and MAT 220.

**ADV 428 Promotional Research and Media Management** (3 credits)

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.

**ADV 429 Advertising Campaigns** (3 credits)

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.

**ADV 462 Advertising Account Executive Seminar** (3 credits)

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 advertising program. Writing Intensive Course. Prerequisites: MKT 113 and ADV/MKT 229.

**ADV 480 Independent Study** (3 credits)

This course allows students to investigate any advertising subjects not incorporated into the curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair and school dean.

**ADV 490A Advertising Cooperative Education** (3 credits)

This closely supervised, on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Prerequisites: Open only to advertising majors with permission of the Career Development Center and the advertising program coordinator/department chair.

**ADV 490B Advertising Cooperative Education** (6 credits)

This closely supervised, on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Prerequisites: Open only to advertising majors with permission of the Career Development Center and the advertising program coordinator/department chair.

**ADV 490C Advertising Cooperative Education**

(12 credits)

This closely supervised, on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Prerequisites: Open only to advertising majors with permission of the Career Development Center and the advertising program coordinator/department chair.

## **Anthropology**

**ATH 111 Introduction to Cultural Anthropology**

(3 credits)

This course is the study of preliterate and changing societies that emphasizes social organization and cultural aspects. Global Marker.

**ATH 200 Native History and Culture** (3 credits)

This course presents the history and culture of Native Americans in their own voices, from the arrival of the Europeans in the 1500's to the present. Students will learn of Native American events, spirituality, art, folklore, governance, and status as separate nations.

## **Business Administration**

**BUS 206 Business Law I** (3 credits)

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. Prerequisite: Sophomore standing.

**BUS 307 Business Law II** (3 credits)

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. Prerequisite: BUS 206.

## **Communication**

**COM 126 Introduction to Communication** (3 credits)

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.

**COM 128 Language of Film and Television** (3 credits)

This is an introduction to the study of visual media literacy through film and television. The course examines the fundamental components and structure of moving image texts, then explores how dynamic relationships between those elements convey meaning. Production technology and terminology will be discussed enabling all students in the class to have a common language of image analysis. Readings and discussions on topics such as cinematography, narrative meaning, sound design, editing, Hollywood genres, animation, experimental work, documentary, music video, and US culture as seen through television will be included. This course will also look at the relationship between specific film and television programs and their social context. Classes will consist of lecture, discussion, in-class viewings for shorter films, and required weekly evening film screenings for longer films. Prerequisite: COM 126.

**COM 212 Public Speaking** (3 credits)

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.

**COM 222 Introduction to Film History** (3 credits)

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 including the cultural impact of film, the influence of film movements on filmmaking techniques worldwide, and the economic and cultural connectivity of filmmaking across the globe. Global Marker. Prerequisite: ENG 121.

**COM 227 Public Relations** (3 credits)

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. Prerequisite: ENG 121.

**COM 230 Graphics and Layout in Print Media** (3 credits)

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.

**COM 232 Desktop Publishing** (3 credits)

This course is an introduction to the software application QuarkXpress 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 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 QuarkXpress with other professional graphics and work-processing software such as Adobe Illustrator, Adobe Photoshop and Microsoft Word. Prerequisites: ENG 121 and COM 230, or permission of instructor.

**COM 235 Introduction to Journalism** (3 credits)

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.

**COM 237 Journalism Practicum** (maximum 6 credits)

The option for this practicum is print journalism. Students have the opportunity to publish the student newspaper, The Observer. Students interested in receiving credits for this practicum must present portfolios of their work. The newspapers' editorial board and faculty advisor assign credits.

**COM 244 Video Production** (3 credits)

This course introduces the student to video theory, aesthetics, and techniques, as well as to hands-on production experience. It provides students with theoretical and applied knowledge of non-broadcast video applications. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Skills covered in the class will include the fundamentals of all stages of production, use of the camera as a visual tool, audio, lighting, and editing. Video production will utilize MiniDV cameras and post-production will be in a digital non-linear editing (DNLE) environment on a Mac platform, using Final Cut Pro. Students attend lectures and technical demonstrations, viewing work of various video and film directors, complete production planning and coordination, and produce their own creative projects. Prerequisite: COM 128.

**COM 302 Environmental Communications** (3 credits)

Research in mass media and science communication reveals the need for professionals in various disciplines to acquire skills to inform and educate the public about environmental and other science issues via the media. Communication of environmental issues is essential for public awareness, information and action in an era of rapid population expansion and resource depletion. The general public receives most of its information from the mass media; professionals need to be adequately trained in media information dissemination styles and techniques. This class will cover the spectrum of

media available for conveying environmental and science information to the public and will teach writing and speaking skills for media and other communication channels. The course will also teach principles guiding action for an ecologically and economically sustainable future and how these principles can be effectively and persuasively communicated to people.

**COM 322 Advanced Public Speaking** (3 credits)

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. Prerequisite: COM 212.

**COM 341 Technical Writing** (3 credits)

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. Prerequisite: ENG 121.

**COM 342 Writing for the Computer Industry** (3 credits)

This course is designed to increase 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. Prerequisite: COM 341 or permission of the instructor.

**COM 344 Advanced Video Production** (3 credits)

Students will further their knowledge of video theory, aesthetics, and techniques, as well as gain additional hands-on production experience. Video will be approached as a creative visual communication tool for the exploration of abstract concepts, creative endeavors, and the human condition. Emphasis will be on lighting, sound design, directing, and production management. Video production will utilize MiniDV cameras and post-production will be in a digital non-linear editing (DNLE) environment on a Mac platform, using Final Cut Pro. Students will attend lectures and technical demonstrations, view work of various video and film directors, and produce their own creative projects individually and in groups. Prerequisite: COM 244.

**COM 421 Communication Theory and Research** (3 credits)

This course examines research approaches in communications fields and requires students to perform both primary and secondary research, to write critical essays, and to complete a research project. Prerequisite: senior standing in a communication major.

**COM 435 Feature Writing** (3 credits)

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.

**COM 448 Media Ethics and Law** (3 credits)

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.

**COM 452 Public Relations Campaign Planning Seminar** (3 credits)

This 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. Prerequisite: COM 227 or permission of the instructor.

**COM 454 Documentary Video** (3 credits)

This advanced-level course combines the study of the documentary genre with hands-on documentary video production. Through film viewings, readings, and discussions, students will explore the issues and obstacles that have faced documentary filmmakers through the years. They will then explore these issues through their own creative practice in the documentary genre. Students will write and defend documentary project proposals, and will work in groups and individually on documentary projects. Prerequisites: COM 344 or COM 244 and permission of the instructor/ program coordinator.

**COM 455 Commercial Video Production** (3 credits)

This advanced level, hands-on course provides additional technical training for non-broadcast video production, and assists the student in learning what is involved in setting up a video production business, or working in the commercial/corporate video production industry. Electronic field production (EFP), working with clients and talent, audience and market considerations, purchasing equipment, producing budgets, maintaining production records, gaining music rights, video graphics, video streaming and conferencing, and careers in the industry are all a part of this class. Video production will utilize MiniDV cameras and post-production will be in a digital non-linear editing (DNLE) environment on a Mac platform, using Apple's Final Cut Pro. Students will be attending lectures and technical demonstrations, viewing various productions, completing production planning and coordination, and producing commercial/corporate projects. Prerequisites: COM 344 or COM 244 and permission of instructor/program coordinator.

**COM 456 Narrative Video Production** (3 credits)

This advanced level, hands-on course provides additional video production training and the opportunity to produce narrative shorts for distribution and festival circuit runs. This course will be offered when narrative filmmaking opportunities arise in the surrounding community, or in conjunction with a scriptwriting class. Students will work on professional filmmaking opportunities, or on screenplays selected from

those written by students. Students will follow the narrative short production process through all phases of production from storyboarding and casting, through packaging and distribution. Working with actors, crews, location scouting, set design, directing, dramatic lighting, screen direction, foley work, and music rights are all areas of advanced production that will be experienced in the class. Production will utilize MiniDV cameras, and post-production will be in a digital non-linear editing (DNLE) environment on a Mac platform, using Apple's Final Cut Pro. Students will be attending lectures and technical demonstrations, viewing various productions, completing production planning and coordination, and producing narrative shorts. Prerequisites: COM 344 or COM 244 and permission of instructor/program coordinator.

**COM 480 Independent Study** (2 or 3 credits)

This course allows students to investigate any communication subject not incorporated in the curriculum. Prerequisites: Permission of the instructor, the program coordinator/ department chair and the school dean.

**COM 480A Independent Study** (1 credit)

This course allows a student to investigate any communication subject not in the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

**COM 490A Communication Cooperative Education**

(3, 6 or 12 credits)

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the cooperative education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation. Prerequisites: Permission of the program coordinator/department chair and the Career Development Center.

**COM 490B Communication Cooperative Education**

(3, 6 or 12 credits)

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the cooperative education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation. Prerequisites: Permission of the program coordinator/department chair and the Career Development Center.

**COM 490C Communication Cooperative Education**

(3, 6 or 12 credits)

Students may use three, six or 12 credit hours of free electives for placement in a supervised, career-related work experience. Students report on the experience as required by the cooperative education syllabus. The Career Development Center administers the experience and the program coordinator/department chair provides the academic evaluation. Prerequisites: Permission of the program coordinator/department chair and the Career Development Center.

## Child Development

*(All DEV and EDU courses may require students to complete off-campus field experience.)*

### **DEV 102 Child Development** (3 credits)

This course surveys the human growth and development from ages 3 to 12 of both typical and atypical children from diverse backgrounds. Theories pertinent to individual stages are provided and the sociological, cultural and psychological aspects of human growth and development are included. Students conduct observations and assessments of young children. This course is offered to education students who entered the University prior to 2003-2004.

### **DEV 103 Infant and Toddler** (3 credits)

This course focuses on human growth from conception to age 3. It includes methods of observation, planning and teaching infants and toddlers, both typical and atypical and from diverse backgrounds. Twenty hours of field experience is included. This course is offered to education students who enter the University prior to 2003-2004.

### **DEV 150 History and Philosophy of the Child Study Movement** (3 credits)

The student is exposed to the historical, cultural and philosophical foundations of child development theory and practice. The work of Rousseau, Freud, Froebel, Montessori, Pestalozzi, Dewey, and others are examined. The history of early childhood programming as a distinct field outside of formal educational institutions as well as the role of programming within formal education is covered. Tensions in educational philosophy and approach between the early childhood community and the larger educational community are examined in depth. Students begin to develop the necessary skills for a scientific and dynamic understanding of child development. Such skills will assist students in the formation of informed independent opinions and a well integrated perspective. Students have the opportunity to examine the nature of early childhood through field-based experiences. This course may require off-campus field experiences.

### **DEV 200 Developmental Research Methods** (3 credits)

Students in this course will focus on developmental research methods. The primary focus will be on qualitative research, but students will also gain an understanding of a variety of experimental techniques and interpretations. They will become aware of the strengths and weaknesses of each method and understand when each method and understand when each method is best used.

### **DEV 201 Integration in the Primary Grades** (3 credits)

This course emphasizes the design and implementation of integrated curriculum in Kindergarten through Grade Three. Students will use scientifically valid and developmentally appropriate instructional strategies to make logical connections across all curriculum areas including: literacy; communication; thinking skills; literature; arts; math; science; social studies; health and safety; music and physical education.

### **DEV 202 Pre-Primary School Integrated Curriculum**

(3 credits)

Students learn how to provide developmentally appropriate activities that encourage creativity and self-expression and how to use play as a vehicle for creativity and learning. They will work with both typical and atypical children through 20 hours of field experience. This course is offered to education students who entered the University prior to 2003-2004.

### **DEV 205 Role of Families** (3 credits)

Students learn about parenting as a developmental process. They also learn about varying family structures, sibling relationships, and familial and community relations, including communication and interaction with families from a variety of cultural and socio-economic backgrounds and families with special-needs children. This course is offered to education students who entered the University prior to 2003-2004.

### **DEV 210 Psychosocial Development During Early Childhood** (3 credits)

This course focuses on young children's emotional and social development from birth through age eight, stressing the interaction of biological, psychological, and social forces. Major themes include how young children experience themselves and others; the role of parents, families, caregivers, peers, and teachers in children's psychosocial development; and the socialization of young children to respond adaptively to the contexts and cultures they live in. Students are expected to acquire a working knowledge of the emotional and social domains of development through the integration of natural observation of infants, preschoolers, and school aged children with relevant theory and research. This course may require off-campus field experiences. Writing Intensive Course.

### **DEV 230 Behavior Theory and Practice** (3 credits)

This course is an introduction of the major theoretical approaches to classroom behavior and behavior change. Emphasis is placed on practical and ethical applications in the classroom environment. Students learn proactive and reactive strategies to teach responsibility and self-management to typical students and students with challenging behaviors. This course may require off-campus field experiences.

### **DEV 241 Cognitive Development of Infants and Young Children** (3 credits)

The purpose of this course is to provide students with an understanding and a working knowledge of both the content and processes of cognitive development in children from birth through eight years of age. The primary foci of the course are understanding (1) different theoretical frameworks for examining sequences and variations in the processes of cognitive change; (2) the interactive relationship between the child and the social context in the course of development; (3) the interrelationship of cognitive development with other aspects of development, particularly language development; and (4) the role of play in the development of cognition and language. Students learn how to conduct and report observations of children's thinking and learning. They also learn to

apply different theories of cognitive development and to recognize their implications for practice with children of differing needs and abilities in a range of programs in culturally diverse settings. This course may require off-campus field experiences.

**DEV 250 Adolescent Development** (3 credits)

This course explores the primary theories of adolescent development by Erikson, Blos, Freud and others. Adolescence as a time of identity development and consolidation are explored including in depth. New research on brain development during this phase will also be explored. Successful resolution of developmental tasks are viewed in light of the possible roles available to adolescents in a given culture, subculture or community.

**DEV 260 Family and Culture** (3 credits)

The transition from adolescence to adulthood is covered in this course. The role of parenting in adolescent and adults is viewed from a developmental perspective. Varying family structures, sibling relationships and familial and community relations, including communication and interaction with families from a variety of cultural and socio-economic backgrounds and families with children facing a variety of developmental challenges are covered. This course may require off-campus field experiences. Prerequisite: DEV 210 or waiver.

**DEV 301 Behavior Management and Legal Issues** (3 credits)

Students learn how to give positive guidance so that children, both typical and atypical, behave in acceptable ways. There is an emphasis on proactive behavioral systems. Legal issues are included. It is highly recommended that the student be taking the practicum or internship concurrently. This course is offered to education students who entered the University prior to 2003-2004. Prerequisites: DEV 102, EDU 200 and EDU 292.

**DEV 302 Foundations and Issues in Child Development** (3 credits)

The student is exposed to historical, sociological and philosophical foundations of child development programs. Students develop their personal philosophies of education, study topical issues and problems in the field and are encouraged to form independent opinions. Students examine the various models of programs in use today, including models of special-needs education. This course is offered to education students who entered the University prior to 2003-2004.

**DEV 303 Administration of Child Development Programs** (3 credits)

This course provides students with basic skills in supervising and administering child development programs. Basic competencies of administrators are reviewed, such as law, child care licensing, personnel, budgeting, and corporate structures. Students are also introduced to governmental and non-governmental structures, public funding, and grant writing. This course may require off-campus field experiences. Prerequisite: DEV 320.

**DEV 320 Precursors of Academic Skills** (3 credits)

This course focuses on the development of pre-academic skills in young children. Students explore how to apply developmental theory to foster cognitive, social, emotional, and language development in young children. The relationship between the development of pre-academic skills and emerging literacy will be emphasized. Promotion of emerging literacy skills through the identification of high quality children's literature is covered. Prerequisite: DEV 241.

**DEV 340 Theories of Play** (3 credits)

Students explore theories of play during early childhood. The role of play in promoting healthy development, learning and literacy are covered. The distinction between developmentally appropriate play and play which does not promote development is made. Play as a form of early intervention to assist children experiencing developmental challenges is covered in detail. Prerequisite: DEV 210.

**DEV 424 Assessment and Intervention During Early Childhood** (3 credits)

Students are introduced to qualitative and quantitative forms of developmental assessment used with children during the first eight years of life. The Denver-II, The OUNCE, Bailey, Brigance, HOME, HELP, Peabody, Transdisciplinary Play Based Assessment as well as other commonly used assessments within early childhood and public school settings are reviewed. Assessment will be discussed in relationship to developmental outcomes, interpretation and planning for intervention and curriculum. Prerequisite: DEV 340.

**DEV 460 Developmental Research Seminar** (3 credits)

Students in this course will work on their senior thesis. The course is designed to be a supportive and collaborative effort. Students will share their research, present, new, or alternative conceptualizations and help one another through the process of conducting a research project from conceptualization to completion. Prerequisite: Senior standing.

**DEV 499 Internship** (3 to 12 credits)

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.

## **Economics**

**ECO 101 Economics of Social Issues** (3 credits)

This course will introduce students to economics of social issues, focusing on today's most pressing social and economic problems from both a domestic and global perspective. First, students will trace the development of our economic society from the Middle Ages to the present in order to gain a perspective on why our present day economy is the way it is and where it may be headed. Next, participants will examine issues of, but not limited to, environment, healthcare, and the equity of income distribution using tools of macro and microeconomic analysis. Other areas of possible inquiry and analysis could include abortion, gay marriage, drug and alco-

hol use, assisted suicide, military draft, gun control, bribery, or any other area of inquiry which a student may choose. Students will be required to select a social and/or economic issue of their choice for a semester long study and will present the results of their work and recommendations for public or private action. Writing Intensive Course.

### **ECO 201 Microeconomics** (3 credits)

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. Prerequisite: MAT 120 or MAT 150.

### **ECO 202 Macroeconomics** (3 credits)

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 also is a major area of study. The impact of international transactions on the domestic economy also is discussed. Prerequisite: MAT 120 or MAT 150.

### **ECO 301 Managerial Economics** (3 credits)

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. Prerequisites: ACC 202, ECO 201, ECO 202 and MAT 220.

### **ECO 306 Money and Banking** (3 credits)

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. Prerequisites: ECO 201 and ECO 202.

### **ECO 314 Labor Economics** (3 credits)

This course develops and explores explanations of the operation of the labor market in the United States' capitalist economy. An eclectic approach is used to compare and contrast different views on such issues as the nature of the working class, the role of trade unions in the labor market, the impact of investments in labor power, the causes of poverty and unemployment, the influence of technological change on the labor market, and the role of the government in the labor market (i.e., minimum wage legislation, employment training programs, unemployment compensation, retirement and Social Security). Prerequisites: ECO 201 and ECO 202.

### **ECO 322 International Economics** (3 credits)

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. Global Marker. Prerequisites: ECO 201 and ECO 202.

### **ECO 325 Economics for Hospitality Students** (3 credits)

Topics in economics will be selected and designed for study by students in the bachelor of applied science in hospitality administration program. Open only to students in the BASHA program.

### **ECO 327 Economic Development** (3 credits)

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. Prerequisites: ECO 201 and ECO 202.

### **ECO 330 Public Finance** (3 credits)

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. Prerequisites: ECO 201 and ECO 202.

### **ECO 335 Urban and Regional Economics** (3 credits)

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. Prerequisites: ECO 201 and ECO 202.

### **ECO 345 History of Economic Thought** (3 credits)

This course analyzes the evolution of economic theory. Schools of thought covered include mercantilism, classical political economy, Marxist political economy, neo-classical and Keynesian economics and institutionalism. Through this survey, the course seeks to emphasize the historical origins of modern theories and debates. Prerequisites: ECO 201 and ECO 202.

### **ECO 360 The Rise of Modern Asia** (3 credits)

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. Prerequisites: ECO 201 and ECO 202.

**ECO 375 The Economics of Professional Sports in the United States** (3 credits)

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance and labor economics. This course is cross-listed with SPT 375. Prerequisite: ECO 201.

**ECO 402 Business Cycles and Forecasting** (3 credits)

This course emphasizes the underlying theory of business cycles and the application of this theoretical structure to forecasting business conditions and economic activity. Advanced concepts in macroeconomics provide the basic economic models. The forecasting aspect of the course encompasses classical regression, time-series analysis and some contemporary methods. Computer implementation of some of these techniques will be an integral part of the course. Prerequisites: ECO 201, ECO 202, ECO 301 and MAT 220.

**ECO 480 Independent Study** (3 credits)

**ECO 480A Independent Study** (4-6 credits)

This course allows the student to investigate any economic or finance subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean, ECO 201, ECO 202 and MAT 220.

**ECO 490A Economics and Finance Cooperative Education** (3 credits)

The economics/finance cooperative education 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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**ECO 490B Economics and Finance Cooperative Education** (6 credits)

The economics/finance cooperative education 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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**ECO 490C Economics and Finance Cooperative Education** (12 credits)

The economics/finance cooperative education 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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**Teacher Education**

*(All DEV and EDU courses may require students to complete off-campus field experience.)*

**EDU 200 Introduction to Education** (3 credits)

This course gives students an overview of American education through the analysis of its historical and philosophical roots. Social and cultural foundations of education are also emphasized, as are contemporary issues in American education. Non-education students may use this course as a social science elective. Writing Intensive Course.

**EDU 220 Middle Level Education** (3 credits)

This course provides students with innovative and authentic learning experiences about middle-level education. Topics include team teaching, advising, integrating curriculum, active learning, cooperative learning, trackless classes, block scheduling, community service programs, health education, and full exploratory and concentrated curriculum. This course is only offered to education students who entered the University prior to 2003-2004. Prerequisites: PSY 211 and PSY 230.

**EDU 235 Learning with Technology** (3 credits)

This course develops students' knowledge and skill with technology with the ultimate aim of using technology to enhance student learning and achievement. This course also introduces students to learning targets (standards/outcomes) and a general model of curriculum development, implementation and assessment.

**EDU 243 Learning Theory and Instruction** (3 credits)

This course studies the principles and theories of learning as they relate to the developmental levels of children and adolescents in the elementary through high school years. Scientifically based instructional strategies are derived from what we know about how children learn. Students will understand how to apply scientifically based instructional strategies to promote learning.

**EDU 245 Literature for Children and Young Adolescents** (3 credits)

This course offers an interpretive and critical study of literature that is appropriate for children from preschool through the elementary school years. The course will focus on the various literary genres, elements of fiction, authors and illustrators. Prerequisite: EDU 200 and EDU 243

**EDU 270 Foundations of Teaching and Learning** (3 credits)

This course will introduce students to classroom structures that support differentiated instruction and other research-based approaches for effective teaching. Topics include lesson planning and reflection, state standards and grade level expectations, small group and whole group instruction, and assessment tools and strategies. Prerequisites: EDU 200 and EDU 245.

**EDU 300 Principles of Business and Vocational Education** (3 credits)

This course focuses on business education and studies the field's curriculum, levels, facilities, materials, research and issues. Current practices in business education are emphasized. Cooperative education is studied in depth. Prerequisites: EDU 200 and acceptance into TCP or permission of the program director.

**EDU 303 Math and Science for Grades 1-3** (3 credits)

Students learn techniques of teaching mathematics and science in an integrated way. This course prepares students for teaching grades 1-3 in an elementary school classroom. Practicum must be taken concurrently. In order to receive credit for this course, students must pass a math proficiency test. This course is offered to education students who entered the University prior to 2003-2004.

**EDU 305 Science and Cognition** (3 credits)

The relationship among the sciences and cognitive development are examined in this course. Science as a process of categorization transmitted from culture to individual provides the primary organizational framework for the course. Various methods for conceptualizing science from both Western and Non-Western perspectives are studied. Scientific concepts among indigenous cultures, ethnic minorities, and specific subcultures are seen as creating conflict among competing world views and institutions, such as home and school. The interrelationships among the historical, cultural and institutional are examined in relation to how thinking about the world in a scientific manner develops in children from divergent backgrounds. The role of cultural institutions, such as schools, in providing young children the necessary tools for understanding science from multiple perspectives is examined in depth. This course meets national and state Science standards and aligns with the NECAP. Prerequisite: Acceptance into TCP or permission of the dean.

**EDU 308 Assessment, Accountability and Teaching in the Classroom** (3 credits)

This basic course for classroom teachers explores various techniques necessary for designing and implementing authentic measures to assess successful student learning. This course is offered to education students who entered the University prior to 2003-2004.

**EDU 310 Methods of Teaching Keyboarding and Office Technology** (3 credits)

Students will study methods of instruction, skill-building techniques, selection and preparation of instructional materials, standards of achievement, and the evaluation and measurement of pupil progress in keyboarding, word processing and office procedures. Prerequisites: IT 100 and acceptance into TCP or permission of the program director.

**EDU 313 Methods of Teaching Accounting and General Business** (3 credits)

This course studies the methods of instruction, selection and preparation of instructional materials; standards of achieve-

ment; and evaluation and measurement of pupil progress in bookkeeping, accounting, information processing and basic business courses. Prerequisites: ACC 202 and acceptance into TCP, or permission of the program director.

**EDU 314 IEP: Consultation & Collaboration** (3 credits)

This course is an examination of the collaborative/consultative model and skills. It also focuses on the state, federal and local laws regarding the education of students with special needs. This course also includes the skills necessary for IEP and team development. Prerequisites: SPED 260 and acceptance into TCP.

**EDU 315 Methods of Teaching Marketing Education** (3 credits)

The methods of instruction, selection and preparation of materials and evaluation of student progress in the area of marketing education are covered. Prerequisites: At least two courses in marketing, and acceptance into TCP or permission of the program director.

**EDU 318 Methods of Teaching Secondary Education** (3 credits)

This introductory course is designed to prepare prospective teachers who will engage in teaching at the secondary level. It is intended to provide them with an understanding of teaching strategies as well as provide them with content knowledge that uses standards based learning. It also provides a framework to assist prospective teachers in generating and implementing lesson plans, unit plans, and how to assess these plans in the classroom with students. This course requires extensive field experience with local school districts. Prerequisites: EDU 200, 12 credits in major content and acceptance into TCP.

**EDU 320 Methods of Teaching English I** (3 credits)

This course prepares students to teach reading and literature in grades 5-12. The course will cover textbook analysis, vocabulary development, study skills and reading theory, including "reading to learn." Students will learn how to teach literature, prepare lesson plans, and design and evaluate essay questions. Adolescent literature, English as a second language and instructional resources also will be covered. May be taken before or after EDU 321. This course may require off-campus field experiences. Students should take this course prior to student teaching and should have taken at least four courses in language and literature above the freshman level. Prerequisites: 12 Literature credit and acceptance into TCP.

**EDU 324 Mild Learning Disabilities, Inclusion and Curriculum Adaptations** (3 credits)

In this course, students will become familiar with a wide variety of obstacles to learning and will learn practical strategies to facilitate inclusion and instruction at the elementary, middle and secondary school levels. The nature of learning disabilities will be presented in conjunction with reasonable classroom modifications. Prerequisites: EDU 361, EDU 362 and PSY 230, and acceptance into TCP.

**EDU 326 Methods of Teaching Social Studies** (3 credits)

This course prepares students to teach history, civics, government and other social sciences in grades 5-12. The course is designed to introduce students to major issues, teaching strategies and resources pertaining to teaching history and social studies in middle and secondary school. The course emphasizes teaching through the development of actual lesson plans and curricula. This course may require off-campus field experiences. Prerequisites: EDU 200, EDU 318, 12 credits in concentration, acceptance into TCP or permission of the dean.

**EDU 330 Math for Young Children** (3 credits)

This course covers the mathematical development of young children from birth to age eight as well as scientifically valid strategies for facilitating development in various areas, including, but not limited to: mathematical terminology, symbols, and representations; number properties and number; standard arithmetical operations; number operations and computational techniques; patterns, relations, and functions; types and properties of geometric figures; basic geometric concepts; relationship between standard algorithms and fundamental concepts of algebra and geometry; measurement instruments, units, and procedures for problems involving length, area, angles, volume, mass and temperature; collection, organization, and analysis of data; and the application of mathematical reasoning to analyze and solve problems. This course covers both normative and non-normative development of mathematical skills. This course aligns with national and state standards and with NECAP. Prerequisite: Acceptance into TCP or permission of the dean.

**EDU 335 Concepts and Skills in Mathematics** (3 credits)

This course is a study of mathematics taught in grades K-6 and the current methods for teaching this content. Extensive experience with manipulative materials is provided. Field experiences are required. This course may require off-campus field experiences. Prerequisites: Six credits of college math with a grade of "C" or better, EDU 200, completion of 60 credits, and acceptance into TCP.

**EDU 341 Technology Applications for Educators-Advanced Level** (3 credits)

This course provides education students with an overview of and practical experience with the use of all types of technology in today's classrooms. Macintosh computers, multimedia and all types of audio-visual equipment will be highlighted. Classroom methodologies and management will be discussed. Students will develop lessons and goals for classroom implementation. This advanced course is for those students who are comfortable working with computers. (If a student has had some word processing, database, spreadsheet and/or software experience, this class is for him or her.) Prerequisite: Acceptance into TCP is required. Offered as needed only for students who entered the University prior to 2003-2004.

**EDU 342 Reading and Language Arts I** (3 credits)

This course will examine the development of oral language and listening skills in the elementary classroom. It presents research-based instruction in reading, listening and speaking; strategies for responding to reading. Children's literature is used as a vehicle for language arts instruction. 20 hours of field experience are required. Prerequisites: ENG 240 taken prior to or concurrently with EDU 342 and acceptance into TCP. This course is offered to education students who entered the University prior to 2003-2004.

**EDU 343 Reading and Language Arts II** (3 credits)

This course focuses on the reading/writing connection through the writing process and research-based strategies for subskills instruction- grammar, usage, mechanics of writing, handwriting and spelling. Content-area reading and study strategies, development of literature-based thematic units, and reading and language arts assessment strategies are examined. This course is offered to education students who entered the University prior to 2003-2004. Prerequisites: EDU 342 and acceptance into TCP.

**EDU 344 Integrated Curriculum Methods** (3 credits)

This course is a multidisciplinary, multisensory, hands-on experience in which students work with mentors in a classroom setting. Students will observe, teach, self-evaluate and develop an integrated unit. Content areas will include science and social studies. On-site participation is required. This course is offered to education students who entered the University prior to 2003-2004. Prerequisites: EDU 335, EDU 342 and EDU 343; acceptance into TCP.

**EDU 350 Special Education Assessment** (3 credits)

This course focuses on educational assessment through formal tests, observations and informal tasks. Students each conduct an in-depth study of one pupil and write a report summarizing the findings. Emphasis is placed on learning assessment terminology, the administration of various devices, understanding results and educational implications. This course may require off-campus field experiences. Prerequisite: Acceptance into TCP or the conversion program.

**EDU 361 Emerging and Early Literacy: Developing Reading and Writing in Grades K-4** (3 credits)

The course will examine several major theoretical perspectives on literacy development from K through 4th grade. Students will learn how to create literacy environments that encourage the development of reading, writing, listening and speaking in the early elementary classroom. Students will also learn a variety of effective strategies for the instruction and assessment of reading and writing in the early elementary classroom. Differentiating instruction to meet the needs of students from diverse backgrounds will be integrated into the course content. This course may require off-campus field experiences. Writing Intensive Course. Prerequisites: EDU 200 or DEV 150 and DEV 320 or LIT 340, and acceptance into TCP.

**EDU 362 Literacy in the Content Areas Grades 5-12**

(3 credits)

In this course, students will study effective practices to support the development of reading and language arts for students from middle through secondary school. The course will focus on the reading and writing of literature and expository text as a foundation for learning with an emphasis on reading comprehension, research and study skills, and vocabulary development. Students will examine ways to address the needs of students with diverse cultural, language, and learning requirements. Prerequisites: EDU 200 and EDU 361 and acceptance into TCP.

**EDU 363 Reading Facilitation for all Learners** (3 credits)

This course focuses on the attributes of struggling readers and in diagnosing reading difficulties and developing reading intervention plans. Students will do a case study by performing a reading diagnosis of one struggling reader, developing an intervention plan and beginning its implementation. Prerequisites: EDU 361, EDU 362, and acceptance into TCP.

**EDU 371 Curriculum, Instruction & Assessment (K-4)**

(3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades K-4. Using science education as a context, this course investigates learning from a developmental perspective and examines the role of manipulatives and hands-on experiences in learning and curriculum integration in grades K-4. Prerequisite: EDU 361, and acceptance into TCP.

**EDU 420 Curriculum, Instruction & Assessment (4-8)**

(3 credits)

This course is an introduction to curriculum, instruction and assessment for teaching content in grades 4-8. Using social studies education as a context, this course investigates learning from a developmental perspective. The course will also examine the learning needs of middle school students and methods of curriculum integration in grades 4-8. Prerequisite: EDU 362.

**EDU 440 Differentiating Instruction** (3 credits)

This course will examine processes for differentiating instruction to maximize learning by creating different learning experiences in response to students' varied needs. Special Education, English Language Learners, and cultural and linguistic diversity will be covered. This course may require off-campus field experiences. Prerequisites: EDU 335, EDU 371 and EDU 420 (may be taken concurrently).

**EDU 490 Student Teaching and Seminar** (12 credits)

All teacher education majors seeking certification will participate in 16 weeks of full-time practice teaching at nearby schools. During the 16 weeks, the student teacher receives close and continuous supervision and guidance from teaching personnel at the school and by a member of the Southern New Hampshire University faculty. This course also includes a weekly seminar at the university. Prerequisites: Students shall be registered for this course upon: 1. acceptance into

Student Teaching, and 2. completion of all degree coursework (except EDU 490). Applications to student teach are due one year in advance (December 15 for the following fall term and April 15 for the following spring term).

**EDU 491 Special Education Practicum** (6 credits)

Teacher education students seeking an additional certification in general special education (K-12) will complete eight weeks of full-time practice teaching in a SPED placement. During these eight weeks, practicum students will receive close and continuous supervision from a teacher certified in general special education and supervisor from the university. Prerequisites: DEV 230, EDU 314, EDU 350 and certification in early childhood, elementary or secondary education.

**English****ENG 070 Research and Academic Skills** (3 credits)

This course focuses on the basic research skills required of an undergraduate student, including the following: choosing an appropriate topic for research, conducting preliminary research, writing a research proposal, and drafting and revising a research paper. Instruction in library research methods (conducting paper, database, and internet searches, as well as evaluating internet sources) is a major focus of this course. Also included are the academic skills of summarizing, paraphrasing, quoting, and documenting sources. This course is offered in conjunction with ENG 071 and ENG 072.

**ENG 071 Process Writing** (3 credits)

This course focuses on the basic writing skills required of an undergraduate student. It includes the following processes: invention strategies (brainstorming, clustering/mapping, freewriting, outlining), drafting, peer review, revising, and editing. This course also emphasizes the concepts of organization, development, unity and coherence in writing paragraphs and essays. This course is offered in conjunction with ENG 070 and ENG 072.

**ENG 072 Grammar Workshop** (3 credits)

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) and to categorize their errors to better understand their specific needs for further study. 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.

**ENG 101 Fundamentals of Writing** (3 credits)

ENG 101 is a basic writing course designed to help students acquire the composition skills they need to succeed in ENG 120. Students will be engaged in preparing essays that respond to written texts, thereby combining reading skills with writing strategies. In addition, ENG 101 provides a systematic introduction to/review of grammar, mechanics and other college-writing conventions. One major objective of

ENG 101 is to teach students to prepare essays that review and evaluate the ideas and issues found in the writings of others. All ENG 101 students must pass the Basic Competency Examination before being admitted into ENG 120. A common-course grammar/mechanics test is given during the final week of the semester. Classroom instructors confirm placement in ENG 101 during the first two weeks of instruction. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement. Classes are kept intentionally small, typically 15 students per section, to assure maximum benefit.

**ENG 101I Fundamentals of Writing for International Students** (3 credits)

ENG 101I is specifically designed for students whose primary language is not English and who consequently have special linguistic requirements. The major objective of ENG 101I is to prepare students for success in ENG 120 through a basic and programmed approach to the acquisition of reading skills, writing conventions and fluency in English grammar/mechanics. Students must pass the Basic Competency Examination, which is issued during finals week, before they may be admitted into ENG 120. Students also are required to take a grammar/mechanics test during the last week of instruction. ENG 101I meets four times a week. Enrollment is kept intentionally small, typically 12 students per section, to assure maximum benefit. Placement is determined by the staff of the Center for Language Education and verified by the freshman writing coordinator/department chair. Credits awarded for this course are counted in addition to the 120-credit minimum degree requirement.

**ENG 120 College Composition I** (3 credits)

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. Prerequisite: Completion of ENG 101 or placement by the Director of the Writing Program.

**ENG 121 College Composition II** (3 credits)

ENG 121 is the sequel to ENG 120. This course concentrates on argumentative writing and requires students to prepare a major research report, one that reveals fluency with argumentative strategies and rhetorical conventions. In addition, students are introduced to analytical reading techniques, critical research methods and current documentation procedures. Although other kinds of writing are commonly assigned in ENG 121, argumentation remains the major focus of study. Enrollment is kept intentionally small, typically 15 students per section, to assure maximum benefit. Prerequisite: ENG 120.

**ENG 220 Business Communication** (3 credits)

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. Prerequisite: ENG 121.

**ENG 327 Play Writing Workshop** (3 credits)

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. Writing Intensive Course. Prerequisite: ENG 120. May not be used as a literature elective.

**ENG 328 Poetry Writing Workshop** (3 credits)

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. Prerequisite: ENG 120. May not be used as a literature elective.

**ENG 329 Fiction Writing Workshop** (3 credits)

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. Prerequisite: ENG 120. May not be used as a literature elective.

**ENG 330 Nonfiction Writing Workshop** (3 credits)

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.

**ENG 333 The English Language** (3 credits)

This course is an introduction to the following topics in English linguistics: history of English, etymology, vocabulary “morphology”; phonology, dictionaries, syntax, semantics, dialects, discourse analysis, and child language acquisition. The course is designed for students who want to learn about the English language as preparation for teaching, or 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 of propaganda. Prerequisite: ENG 121.

**ENG 431 Advanced Creative Writing** (3 credits)

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 non-fiction) 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. Prerequisites: ENG 121 and the 300-level workshop in the genre to be studied. Non-majors must have both the above prerequisites and permission of the instructor.

**ENG 480 Independent Study** (3 credits)

This course allows the student to investigate any English subject not incorporated into the curriculum. Prerequisite: Permission of the instructor, the program coordinator or the school dean.

**ENG 485: Senior Thesis in Creative Writing** (6 credits)

For creative writing majors only. Over two semesters, mentored by a creative writing faculty member, the student will write a collection of stories or poems, a novella, a play/screenplay or a major portion of a novel. CW faculty will set the deadlines for proposal, outline, revision drafts and finished product. Final evaluation will include at least one other CD faculty member. The final result will be a creative artifact of substantial length in the student's chosen genre: a book of poems, a short play, a novella, a collection of short stories, or a short novel. Prerequisite: B+ average in all creative writing courses taken to date and ENG 431 or permission of instructor.

## Environmental Courses

**ENV 219 Environmental Issues** (3 credits)

Students in this course examine major environmental problems to make them aware of current and potential environmental issues from the perspectives of society, business, and the individual. This course is cross-listed as SCI 219. Global Marker. Prerequisite: Enrollment in the Environment, Ethics, and Public Policy (B.A.) major or permission of the instructor.

**ENV 300 Energy and Society** (3 credits)

This course surveys various forms of energy that are available in an industrial society. The environmental impact and the continued availability of each form of energy will be discussed. Conservation of energy sources and the development of alternative energy sources in the home and industry will be emphasized. This course is cross-listed as SCI 220. Prerequisites: ENG 121 and either ENV 219 or SCI 219, or permission of the instructor.

**ENV 309 Ecology and Human Societies** (3 credits)

This course introduces students to the principles of ecology, with an emphasis on the insights that ecology can provide into the environmental impacts of human activities. Students will explore the ecological roles of individual organisms; the dynamics of populations, biotic communities, and ecosystems; energy flows and biogeochemical cycles; and the concept of environmental sustainability. This course is cross-listed as SCI 309. Prerequisite: ENV 219 or SCI 219, or permission of the instructor.

**ENV 310 Environmental Chemistry** (3 credits)

Students in this course examine environmental problems with an emphasis on the scientific evidence from a chemistry perspective. Scientific concepts will be reinforced by the use of virtual labs. This course is cross-listed as SCI 310. Prerequisites: ENG 120 and either ENV 219 or SCI 219, or permission of the instructor.

**ENV 318 Sustainable Communities** (3 credits)

This course addresses the need to create "a society fit for living." Global warming, pandemic disease, depletion of resources, migration, and inequality call the future into question. Concepts of community, culture, infrastructure, and behavioral patterns of production and consumption are explored in relation to theories and practices of sustainability. Prerequisite: ENV 219 or SCI 219, or permission of the instructor.

**ENV 319 U.S. Environmental Law and Politics** (3 credits)

This course explores the requirements of the most important environmental laws in the United States, and the political process that produces them. Students learn how to spot the facts that trigger the requirements of these laws, and both how to predict and how to influence policy outcomes in the environmental law-making process. This course is cross-listed as POL 319. Prerequisite: ENV 219 or SCI 219, or permission of the instructor.

**ENV 322 Development and the Environment** (3 credits)

This course examines alternative perspectives on the link between economic development and environmental quality in developed and less developed countries. Students explore the environmental effects of industrialization, and the impact of Western models of development on communities and cultures in a global context. This course is cross-listed as POL 322. Prerequisite: ENV 219 or SCI 219, or permission of the instructor.

**ENV 325 Industrial Ecology and Public Policy** (3 credits)

The field of industrial ecology aims to minimize the environmental costs of industrial activity by applying lessons learned from ecosystems, in which all wastes are consumed as raw materials by other parts of the system. This course explores the implications of industrial ecology for national economies, the global economy, economic sectors, and firms, and suggests how public policy can be used to reform modern economies along ecologically responsible lines. Prerequisite: ENV 219 or SCI 219, or permission of the instructor.

**ENV 329 International Environmental Law and Negotiation** (3 credits)

This course explores the dynamics of the international environmental negotiation process, and the content of the most important multilateral agreements that it has produced. Students spend the last few weeks of the course playing and critiquing their own performance in a web-based international communications and negotiation (ICONS) simulation. They assume the roles of member-states of the International Whaling Commission and negotiate the fate of a controversial proposal to end the international ban on commercial whaling. This course is cross-listed as POL 329. Prerequisite: ENV 219 or SCI 219, or permission of the instructor.

**ENV 332 The Nature Writers** (3 credits)

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. This course is cross-listed as LIT 332. Prerequisites: ENG 120 and either ENV 219 or SCI 219.

**ENV 349 Comparative Environmental Law and Sustainable Development** (3 credits)

This course examines the formation, implementation, and content of environmental law in China, India, Russia, and the European Union as examples of the diverse approaches to environmental sustainability taken by countries around the world. Students spend the last third of the course playing and critiquing their own performance in Stratagem, a computer-assisted simulation game used as a training tool for government and international aid officials. Players assume the roles of government ministers in a less developed country and try to chart a course of environmentally sustainable development for that country over a period of 60 years. This course is cross-listed as POL 349. Writing Intensive Course. Prerequisite: ENG 121 and either ENV 219 or SCI 219, or permission of the instructor.

**ENV 363 Environmental Ethics** (3 credits)

This course applies the insights of ethical theory to solve practical environmental problems. Students explore the strengths and weaknesses of different traditions in environmental ethics and their relevance to contemporary environmental concerns. This course is cross-listed as PHL 363. Writing Intensive Course. Prerequisite: ENG 121 and either ENV 219 or SCI 219, or permission of the instructor.

**ENV 404 Environmental Sustainability Field Experience I** (3 credits)

**ENV 405 Environmental Sustainability Field Experience II** (3 credits)

These courses offer students an opportunity to undertake an experiential learning project that promotes the environmental sustainability of human societies. Students work with a supervising faculty member to design a field experience appropriate to their educational and career goals. Prerequisites: ENV 319 or ENV 329 or ENV 349; at least junior standing; and permission of the department chair.

**ENV 410A Semester in Washington, D.C.:**

**Environmental Policy Field Experience** (12 credits)

This course is the vehicle through which students receive ENV course credit for participation in the supervised internship and Leadership Forum of SNHU's Semester in Washington, D.C. The program promotes learning through civic engagement. The Washington Center for Internships and Academic Seminars, which hosts the program, provides students with housing and places them in internships appropriate to their interests. For more information, see The Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the department chair. This course is taken concurrently with POL 410B. Prerequisites: ENV 319 or ENV 329 or ENV 349; at least junior standing; and permission of the department chair.

**ENV 410B Semester in Washington, D.C.:**

**Environmental Studies Seminar** (3 credits)

This seminar provides a common academic course for the SNHU Semester in Washington, D.C., which is hosted by The Washington Center for Internships and Academic Seminars. For more information, see The Washington Center's web site ([www.twc.edu](http://www.twc.edu)) and the department chair. This course is taken concurrently with ENV 410A. Prerequisites: ENV 319 or ENV 329 or ENV 349; at least junior standing; and permission of the department chair.

**ENV 480 Independent Study** (3 credits)

This course offers students an opportunity to study any environmental topic not covered in any course listed in the catalog, under the supervision of an environmental faculty member. Prerequisites: Permission of the instructor, the department chair, and the school dean.

## **English as a Second Language**

**ESL 121 Introduction to ESL Listening** (1/2 credit)

This course is a high beginning level listening course. It introduces both social and academic oral communication skills. The focus is on introducing listening strategies, understanding reduced forms, recognizing idioms and phrasal verbs, and listening for the general topic, main idea and details to aid in overall comprehension.

**ESL 122 Introduction to ESL Reading** (1/2 credit)

This course is a high beginning level reading course. It introduces general reading skills. The focus is on the basic principles of phonics and decoding, the reading strategies of finding the main idea and support, scanning and skimming, identifying details to aid in comprehension, using the context to guess new vocabulary, recognizing grammatical functions and forms, and acquiring dictionary skills. A basic vocabulary inventory is also developed.

**ESL 123 Fundamentals of English Grammar I** (1/2 credit)

This course is a high beginning level grammar course. The focus is on introducing the simple, progressive, and perfect verb tenses; noun and pronoun forms; modals; and capitalization and punctuation rules. This course is intended to improve the usage of accurate grammar in speaking and supplement ESL 125: Introduction to ESL Writing.

**ESL 124 Introduction to ESL Speaking** (1/2 credit)

This course is a high beginning level speaking course. It introduces both social and academic oral communication skills. The focus is on pronunciation, stress and intonation patterns, idioms and phrasal verbs, appropriate usage of social exchanges and rejoinders, and sustaining a conversation/discussion on a general topic.

**ESL 125 Introduction to ESL Writing** (1/2 credit)

This course is a high beginning level writing course. It introduces basic sentence structures, word order, and the basic mechanical rules of capitalization and punctuation. Compound and complex sentences are also mentioned. The organization and development of a paragraph (topic sentence with support) are also introduced.

**ESL 126 Comparative Cultures I** (1/2 credit)

This course is a high beginning level culture course. It introduces and explores American culture through selected topics of interest. This analysis helps develop an understanding of American culture and a sense of comfort for newly arrived international students. Cross-cultural awareness is emphasized. While all language skills are required for participation in this course, the focus is on reading and speaking skills.

**ESL 131 Development of ESL Listening** (1/2 credit)

This course offers extensive conversation and listening practice at the intermediate level through a variety of learning techniques presented within a context of realistic and familiar topics. Students learn to use specific listening attack strategies and are taught to develop an ongoing pattern of predicting, negotiating, and renegotiating. The course not only helps students direct their attention to main ideas while listening, but also how to grasp specific details.

**ESL 132 Development of ESL Reading** (1/2 credit)

This course helps the student improve reading ability at the intermediate level by developing practical reading strategies and vocabulary building skills. Strategies include previewing, predicting, skimming, scanning, guessing meaning from context, finding the main idea, recognizing supporting details, and developing reading fluency. The students will also become familiar with text structure and organization.

**ESL 133 Fundamentals of English Grammar II**

(1/2 credit)

This course helps students develop written and spoken English grammar skills by participating in formal oral exercises, asking and responding to questions, and writing. The course begins with an overview of the basic verb forms and a review of present and past perfect forms, modals, and forming questions in English. The students are given extensive and varied practice in many areas of English grammar including connecting ideas, comparisons, and gerunds and infinitives. They are introduced to the passive form, adjective clauses, and noun clauses.

**ESL 134 Development of ESL Speaking** (1/2 credit)

This course helps the student improve speaking skills at the intermediate level, with the use of audio and video tapes, class discussion, and pair/small group problem solving and

interaction. Students ask and answer questions; communicate cultural knowledge; and describe people, places, and experiences using correct intonation and stress. They also engage in authentic conversations practicing specific structures in order to improve communicative output.

**ESL 135 Development of ESL Writing** (1/2 credit)

Intermediate level writing skills will initially be developed through improved basic sentence structure, specific grammar points, and paragraph foundation. Paragraph organization and cohesion are a main focus as the students learn to develop topic sentences and supporting details. Students are taught to develop process writing skills and to become familiar with common methods of organizing ideas. Much of the class will focus on writing short compositions.

**ESL 136 Comparative Cultures II** (1/2 credit)

The emphasis of the class is the improvement of Basic English communication skills such as listening and speaking while learning about cross-cultural behaviors and interactions. The class work includes information from many cultures so that students can compare their own ideas and traditions with those of other countries. A variety of high-interest topics will enable students to take part in discussions, present short talks, solve problems, and interact with each other.

**ESL 141 Introduction to Academic Listening** (1/2 credit)

This course trains high intermediate English language students to develop listening skills to comprehend spoken English. Through audio and video tapes, students are exposed to conversations, lectures, and presentations on subjects relevant to them and that model how to function formally and informally in an English language context. Ability to look and listen for paralinguistic cues that enable decoding of messages is an important aspect of the course. Note taking and annotation skills are also addressed.

**ESL 142 Introduction to Academic Reading** (1/2 credit)

This course uses topics of interest to high intermediate English language learners to help improve reading skill. Students are introduced to authentic academic reading in order to develop their vocabulary; their understanding of structure, syntax, and main ideas; and their ability to interpret graphs and charts. Emphasis is placed on excerpting information in order to paraphrase and summarize when writing essays and term papers.

**ESL 143 Understanding English Grammar I** (1/2 credit)

This course is specifically designed to improve the grammar skills of high intermediate English language learners through the study of, and practice with, prescriptive grammar rules. Rules will be examined according to form and discourse usage. The specific focus of the class is determined by the results of a diagnostic grammar test, which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of passive voice, modals, infinitives, and gerunds and introduces/improves the student's understanding and use of subordination. This course is intended to supplement the writing needs of students in ESL 145, Introduction to Essay Writing.

#### **ESL 144 Introduction to Oral Communication**

(1/2 credit)

This course is designed to help high intermediate English language students develop speaking ability in a variety of situations both formal and informal, including role-plays, telephone conversations, interviews, class discussion, and presentations. Speaking opportunities will be both spontaneous and planned. Emphasis is placed on the oral production of complete sentences. Voice, pronunciation, and posture are also studied.

#### **ESL 145 Introduction to Essay Writing** (1/2 credit)

This course is specifically designed to improve the academic writing skills of high intermediate English language learners. In this course, students initially review writing complex sentences and paragraphs, including the construction of a solid topic sentence and several support sentences. Next, the components of a five-paragraph essay, including the thesis statement, appropriate title, and concluding sentences, are introduced. Students also study and implement the principles of unity and coherence in paragraph and essay construction. The course uses the stages of process writing as students practice and perfect the requirements of the classification, comparison/contrast, cause/effect, and argumentation essays.

#### **ESL 146 Comparative Cultures III** (1/2 credit)

This course is designed to expose high intermediate English language students to a number of issues and functions where expectations may differ depending upon culture. Differing cultural norms are discussed and their perspectives explained through the study of plays, short stories, TV series, and films. Students engage in drama activities such as improvisations and play rehearsals in order to explore and model North American cultural behavior.

#### **ESL 151 Development of Academic Listening** (1/2 credit)

This course develops discriminative listening skills such as the ability to extract meaning from natural spoken English while paying attention to grammatical relationships; to comprehend lectures and media presentations and to develop note-taking skills; to increase student understanding and use of academic vocabulary and idiomatic expressions; and to discuss issues raised by a variety of topics.

#### **ESL 152 Development of Academic Reading** (1/2 credit)

This course addresses the difficulties that pre-university ESL students generally experience when reading authentic material. Emphasis is placed on the following skills: skimming and scanning; identifying main ideas and supporting details; differentiating fact from opinion; defining words in context and by word analysis; understanding literal meanings and interpreting connotative meanings; identifying cultural references and figurative language in context; identifying an author's audience, purpose, bias, viewpoint, and tone; and increasing reading speed with acceptable comprehension.

#### **ESL 153 Understanding English Grammar II** (1/2 credit)

This course is specifically designed to improve the grammar skills of advanced English language learners through the study of, and practice with, rules of grammar, which will be examined according to form and discourse usage. The specific focus of the class is determined by the results of a diagnostic grammar test, which is administered the first class of the semester. However, the class typically perfects the student's understanding and use of subordination. In addition, it improves the student's understanding and use of coordinating conjunctions; connectives expressing cause and effect, contrast, and condition; and conditional sentences and wishes. This course is intended to supplement ESL 155: Development of Essay Writing.

#### **ESL 154 Development of Oral Communication**

(1/2 credit)

This course focuses on the inclusion of academic and idiomatic vocabulary in team discussions and brief individual presentations to support an argument, as well as formal presentations of projects using technology. Students will learn to demonstrate formal public speaking ability on an academic topic; to organize ideas logically; to support opinions on a controversial abstract or theoretical topic; to use library or internet sources; to use a variety of communicative strategies to compensate for a lack of fluency or vocabulary; to express principal points, nuances, and inferences; and to use well-modulated volume and intonation patterns.

#### **ESL 155 Development of Essay Writing** (1/2 credit)

This course addresses the difficulties that pre-university ESL students generally experience in academic English writing. Students learn to apply process writing; recognize and employ logical patterns and methods of organization; write a thesis statement; differentiate fact from opinion; express a viewpoint on a controversial issue, with the purpose of persuading the reader to agree, by supporting that viewpoint with facts based on cited references; take notes in English from extensive readings and lectures using formal and informal outline forms; and acquire integrated research and writing skills for academic purposes. Students also receive instruction in library and online research techniques as well as basic study skills.

#### **ESL 156 Comparative Culture Studies** (1/2 credit)

This course will help students to become more knowledgeable about American culture and how it differs from the cultures represented in the class. Students expand and enrich their cross-cultural communication skills by discussing various aspects of cultural experiences in small groups. They learn to observe, describe, interpret, discuss, and then evaluate this information. In addition, students research, read, and evaluate materials from a variety of sources. They learn how to organize their materials, deliver oral presentations, and work on individual and team projects using technology.

**ESL 161 Advanced Academic Listening** (1/2 credit)

This course continues to develop the academic listening skills needed for undergraduate and graduate coursework. The course uses commentaries from National Public Radio and other authentic sources to train students to identify main ideas, supporting information and more discreet details. The course also uses simulated lectures to develop extended listening skills and note-taking abilities.

**ESL 162 Advanced Academic Reading** (1/2 credit)

This course prepares advanced English language learners for the rigors of university reading. Students are introduced to authentic readings selected from a variety of current periodicals, journals, books and short stories to develop their ability to locate main ideas and supporting details, to recognize the author's purpose and meaning, and to separate fact from opinion. The course shows how to recognize content clues to better understand vocabulary, to interpret inferences, and to increase reading speed without sacrificing comprehension.

**ESL 163 Understanding English Grammar III** (1/2 credit)

This course is the final course in the series of advanced grammar courses. The intent is to prepare the students for the grammatical forms and discourse usage they will encounter in oral and written university coursework. The focus includes, but is not limited to, active and passive verbs, phrasal verbs, coordination and subordination, participial adjectives, adverb/adjective/noun clauses, and reduction of adverb and adjective clauses.

**ESL 164 Advanced Oral Communication** (1/2 credit)

This course focuses on increasing and improving the academic vocabulary, pronunciation, and communication skills necessary to succeed in university coursework. Students are required to discuss academic topics presented in class or from out of class assignments, to ask and answer questions, participate in individual, team and group projects, deliver individual presentations, and complete guided speaking exercises.

**ESL 165 Essay Writing for Academic Purposes**

(1/2 credit)

This course focuses on the continued development of academic writing skills for international students. It guides the student to plan, organize, and write subjective and objective, coherent and cohesive paragraphs and essays. The course shows students how to take notes from a lecture and researched material; and to outline, paraphrase, summarize, and cite material while avoiding plagiarism.

**ESL 166 Comparative Cultures V** (1/2 credit)

This course increases the student's knowledge of American culture and the other cultures represented in the class. A number of issues and functions where expectations may differ are discussed. All four language skills will be called upon in this course.

**Fine Arts****FAS 110 Introductory Drawing** (3 credits)

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-faced experiences in the creation of composition. Class meets 60 hours per term. Prerequisite: FAS 201 or FAS 202,

**FAS 131 Chorus I** (0 credits)

Must take Chorus I and Chorus II to receive 3 credits.

**FAS 132 Chorus II** (3 credits)

Must take both Chorus I and Chorus II to receive 3 credits. In addition to rehearsing and performing a repertoire representing various periods and styles of choral music, credit seeking students will receive instruction in solfege, theory and music appreciation related to the repertoire they sing. Participation in the chorus is also open to the entire university community on a non-credit basis. Prerequisite: FAS 131.

**FAS 201 Introduction to the Humanities I: Greece through the Renaissance** (3 credits)

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.

**FAS 202 Introduction to the Humanities II: Baroque through Modern** (3 credits)

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.

**FAS 223 Appreciation and History of Music** (3 credits)

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.

**FAS 225 Useful Photography** (3 credits)

This course reviews the various kinds of still cameras and the ways in which students can employ the use of light, visual impact and optical effects. Students are encouraged to take photographs during the term and to apply the knowledge to practical situations. Offered only in the Division of Continuing Education.

**FAS 226 Digital Photography** (3 credits)

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 both film and non-film digital cameras to capture, process, and print a portfolio of several original photographic images. Students have the opportunity to output photo prints on state-of-the-art digital printers and plotters ranging from small to large scale on a variety of art papers. Lectures on pictorial composition, subject matter choice, and methods of presentation display will accompany hands-on technical exercises. Prerequisite: FAS 201 or 202.

**FAS 231 Chorus III** (0 credits)

Must take Chorus III and Chorus IV to earn 3 credits  
Prerequisite: FAS 132.

**FAS 232 Chorus IV** (3 credits)

Must take both Chorus III and Chorus IV to earn 3 credits. Students continue studying choral singing by extending their credit-bearing participation in the chorus. Solfege, theory and music appreciation will be individualized in consultation with the chorus director. Prerequisite: FAS 231.

**FAS 260 Architecture: Introduction and History**  
(3 credits)

The aim of this course is to stimulate the appreciation of architecture in students who have had little or no exposure to the subject. The course is organized by historical periods, from ancient Egypt through the end of the 20th century. It considers architectural aims, materials, methods, structural principles, major works and styles. It makes connections between individual buildings and the cultural contexts from which they were derived. Field trips are required.

**FAS 310 Illustration** (3 credits)

This course builds upon skills and concepts learned in FAS 110 (Introductory Drawing) with the focus shifting to the 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. Class meets 60 hours per term. Prerequisite: FAS 110.

**FAS 320 History of Design** (3 credits)

This course introduces the major movements in the history of design, linking them to a broader cultural context. While attention will be paid to medieval manuscripts, the impact of the printing press, Renaissance design theories and neoclassical style, the main thrust of the course will be develop-

ments from the Industrial Revolution to the present time. Special attention will be given to Expressionist, Art Nouveau, Cubist, Constructivist, Bauhaus, and Art Deco design, followed by an exploration of more contemporary trends such as iconographic simplification, post-painterly abstraction, and Postmodernism. Students will be encouraged to apply their learning to practical design exercises. Prerequisite: FAS 201 or FAS 202.

**FAS 340 Modern Art** (3 credits)

This course presents an introduction to the major artists, works and stylistic periods of modern art and relates them to historical and cultural contexts of the 20th century. It aims to stimulate the appreciation of art in students who have had little or no exposure to the subject.

**FAS 370 American Art** (3 credits)

This is a course about art appreciation and art history that will introduce students to essential concepts of aesthetics, media and the cultural meanings of art. Students will learn about the development of American art from Puritan times to World War II. Special attention will be paid to the cultural relevance of art, including what American art can teach us about America and what is uniquely American about American art.

**FAS 380 Art and Gender** (3 credits)

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. Prerequisites: FAS 201 and FAS 202.

## Finance

**FIN 250 Personal Financial Planning** (3 credits)

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. Prerequisite: Sophomore standing.

**FIN 260 Risk Management and Insurance** (3 credits)

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. Prerequisites: Sophomore Standing.

**FIN 320 Principles of Finance** (3 credits)

This course is designed to provide students with a balanced introduction to the theory and practice of Finance by presenting an overview of the central issues and topics in finance currently relevant to business decision-making and to provide students with the finance tools necessary to develop skills, knowledge, and wisdom in current demand by employers. This includes preparing students regardless of their business discipline, to make basic financial decisions and to understand as well as be able to critique decisions made by others. This course seeks to prepare students to excel in careers such as corporate managers, financial analysts, investment analysts, and business practitioners. Note: Students majoring the B.S. in Economic/Finance or the B.S. in Accounting/Finance degree programs, it is strongly recommended, following consultation with an academic advisor that FIN 320 be taken in the spring semester of the sophomore year. Prerequisites: ACC 202, ECO 201 and MAT 220. Hospitality Students only: substitute HTM 320 for ACC 202.

**FIN 330 Corporate Finance** (3 credits)

This course is a corporate finance elective intended to extend and further develop the long-term investment and financing topics introduced in Fin 320 Principles 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. Prerequisite: FIN 320.

**FIN 336 Multinational Corporate Finance** (3 credits)

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. This course is cross-listed with INT 366. Prerequisites: FIN 320 and junior or senior standing or permission of the instructor.

**FIN 340 Fundamentals of Investments** (3 credits)

This course introduces and examines various investment vehicles, including stocks, bonds, mutual funds and commodities. The course emphasizes the decision-making process that underlies all investment decisions. Prerequisite: FIN 320.

**FIN 345 Student Managed Investment Fund** (3 credits)

The Student Managed Investment Fund course is an undergraduate elective intended to provide rigorous academic training in money management, portfolio selection and risk

management concepts. The course will also provide students with the opportunity to manage a small portion of the SNHU endowment fund. The SMIF course will require students to establish an investment philosophy and investment policy guidelines, preparation of an investment process statement and to understand the administrative aspects of the fund's brokerage account (i.e., trading authorizations, fiduciary issues and so forth). Students will also be responsible for researching potential stock investments, presenting recommendations to the class for consideration, executing trades, monitoring positions and writing fund reports. Prerequisite: FIN 320.

**FIN 426 Contemporary Issues in Finance** (3 credits)

This course offers an opportunity for students to examine advanced issues in corporate finance. This includes coverage of issues in capital and money markets, including derivative securities. Students will examine in detail these advanced topics in finance, their investment characteristics, various valuation approaches and portfolio strategies for using them. Prerequisite: FIN 330 and FIN 340.

**FIN 440 Investment Analysis** (3 credits)

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. Prerequisites: FIN 320 and FIN 340.

**FIN 445 Investment Analysis – NASD Series 7** (6 credits)

FIN 445 is a specialty finance course designed for students with a strong interest in the financial services industry. The course will prepare students to write the NASD Series 7 examination, an important credential and requirement to work as a registered representative at a broker-dealer. The course will cover topics related to the investment brokerage field, including securities investments, securities rules and regulations, customer accounts and investment companies. Prerequisite: FIN320 or permission of instructor.

**Fashion Merchandising****FMK 101 Basic Design and Color Theory** (3 credits)

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.

**FMK 202 Fashion Merchandising** (3 credits)

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. A field trip to New York City's market district is a possibility. Writing Intensive Course. Prerequisites: MKT 113 and MKT 222 or permission of the instructor.

**FMK 203 Retail Sales Promotion** (3 credits)

This course focuses on four areas of sales promotion: advertising layout and design, visual merchandising, personal selling and special events planning. Developing a comprehensive plan for a fashion show is a part of this course. Prerequisites: MKT 113 and MKT 222 or permission of the instructor.

**FMK 204 Textiles** (3 credits)

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.

**FMK 290A Fashion Merchandising Cooperative Education** (3 credits)

Students shall have the option of completing a cooperative education experience anywhere in the United States or abroad during the summer between the first and second years, or working part-time in the Manchester area during the first semester of the second year. A minimum of 120 hours will be required. Prerequisites: Consent of the Career Development Center and permission of the program coordinator.

## Geography

**GEO 201 World Geography** (3 credits)

This course emphasizes the importance of global location and topography to the people who inhabit the various continents and regions of the earth. Students will be involved in projects designed to familiarize them with their planet and make them aware of its many features and the ways the features influence human lives.

## Graphic Design

**GRA 101 Basic Design and Color Theory** (3 credits)

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 FMK 101.

**GRA 310 Digital Graphic Design** (3 credits)

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for commercial applications on the World Wide Web on a variety of platforms and Internet appliances. Each student will develop a professional portfolio consisting of printed and CD-ROM material. Students also will develop working Web sites to display their graphic design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. This course is cross-listed with IT 375. Prerequisite: IT 100 (may be taken concurrently).

**GRA 320 Introduction to Digital Imaging** (3 credits)

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 pre-existing 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 the digital image. Prerequisite: GRA 310/IT 375 or permission of the instructor.

**GRA 410 Advanced Digital Graphic Design** (3 credits)

This course prepares the upper-level design student to handle a variety of techniques in layout and image creation with professional software packages geared for multimedia, Web/Internet and print production. Exercises and projects provide challenging design problem-solving experience valuable for internship and job portfolio preparation. 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 layout/site mapping techniques applied in print, motion graphics, Web, and CD-ROM/DVD-ROM development, as well as digital video design, production and delivery. Students are introduced to animation and interactive communication techniques using software such as Flash MX, Director, Dreamweaver, Fireworks, Premiere, Imovie, After Effects, Photoshop and Corel Painter. Students are also introduced to basic 3-D modeling techniques through software such as Amorphium, Cinema 4d and Adobe Dimensions. Project themes involve self-promotion and client-based work. All projects rely on previously mastered techniques in Photoshop, Illustrator, Quark, Dreamweaver and Fireworks. Prerequisite: GRA 310/IT 375.

**GRA 420 Advanced Digital Imaging** (3 credits)

This hands-on computer graphics course introduces the student to advanced digital composition concepts and techniques. Imaging software is integrated in the creative process. The student has the opportunity to produce a professional portfolio of digital images to use in design and fine art. Topics such as transparency scanning, channel and layer manipulation, large format printing and proofing, digital camera use, complex montage, type and filter effects 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, Web and CD/DVD distribution. Students will also be introduced to assorted projects involving self-promotion and

client-based needs. Students will have the opportunity to output images in large digital format in the graphics lab and at area service bureaus for dramatic public presentation. At the conclusion of this course, students will have assembled a portfolio presentation for public viewing. Prerequisite: GRA 320.

### **GRA 430 3D Modeling and Animation** (3 credits)

In this course students are introduced to a multitude of techniques in 3D graphics and animation as they master the many tools of 3D Studio Max. This hands-on computer course includes modifying primitives (simple, predefined geometry) and modeling new geometry with splines and mesh editing. Topics include creating and applying textures with ray tracing (reflections) and bump maps to 3D geometry. In addition, students learn how to animate geometry and textures. Virtual lights and cameras will be created by students to increase the realism and style of the created models. Students will learn how to add 3D animations and images to web pages, videos, and printed documents; students will also learn how to create virtual objects and figures for use in 3D games. Prerequisite: COM 230 or permission of the instructor.

## **Gender Studies**

### **GST 200 Introduction to Gender Studies** (3 credits)

This course explores how we define femininity and masculinity, and what political purposes do those definitions serve. Beginning with nineteenth-century essays on women's rights, this course will explore recurrent questions in the interdisciplinary field of gender studies: definitions of sex, gender, and oppression; gender roles in marriage, motherhood and fatherhood; work and domestic arrangements; the impact of race on gender definitions; gender and sexualities. We will read essays about these issues within the United States, and later in the semester, we will read about how gender matters within other cultures. Prerequisite: ENG 120.

## **History**

### **HIS 109 Western Civilization I: Prehistory to Renaissance** (3 credits)

This course offers an overview of the major developments in Western history, from antiquity to the discovery of the New World. Students will examine the ancient world, Greece, Rome, the European medieval period and the Italian Renaissance. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

### **HIS 110 Western Civilization II: Renaissance to the Present** (3 credits)

This course traces the growth of Western history from the 16th century and the rise of the nation-state through the modern era. The ideologies and political developments that shaped modern Europe receive careful study. Required for majors in history and social studies education with a concentration in history. Writing Intensive Course.

### **HIS 113 United States History I: 1607 to 1865** (3 credits)

The first half of the United States history survey course 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.

### **HIS 114 United States History II: 1865 to Present** (3 credits)

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 world leadership are closely examined. Required for majors in History and Social Studies Education with a concentration in History.

### **HIS 215 American Intellectual History I: 1607 to 1865** (3 credits)

This course examines the intellectual developments from the discovery and first settlements at Jamestown, Plymouth and Boston through the Revolutionary War to the onset of the American Civil War. Prerequisite: HIS 113 or permission of the instructor.

### **HIS 216 American Intellectual History II: 1865 to Present** (3 credits)

The second half of the American Intellectual History begins with the American Civil War and carries the story into the modern era. Prerequisite: HIS 114, HIS 215 or permission of the instructor.

### **HIS 218 United States Diplomatic History** (3 credits)

This course examines the development and implementation of United States foreign policy from 1900 to the present. Considerable time is spent analyzing the conflict between ideals and national self-interest in American diplomatic policies. Prerequisite: HIS 113, HIS 114, HIS 215 or HIS 216.

### **HIS 220 Modern European History: 1890 to Present** (3 credits)

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.

### **HIS 241 World War II** (3 credits)

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 that contributed to the outbreak of World War II.

### **HIS 245 United States History Since 1945** (3 credits)

This course is a study of the Cold War period, including the Korean and Vietnam wars. Close attention is given to the Truman, Eisenhower, Kennedy and Johnson administrations, though the course also includes more recent presidential administrations. Also considered are the New Frontier, the Great Society and the civil rights movement of the 1960's.

**HIS 256 Historical Myth and Mythical History: Epic Myths and Their Influence in History** (3 credits)

This course draws on Greek, Roman, Teutonic, and Near Eastern mythology, to introduce the student to theories and uses of myth in politics and history. The course will begin with a focus on the theories of myth through such thinkers as Claude Levi-Strauss, Ernst Cassirer, and Mircea Eliade. Students will then study a variety of mythological systems and apply the theoretical frameworks to working myths.

**HIS 301 World History and Culture** (3 credits)

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. Global Marker. Prerequisites: HIS 109 or HIS 110 and GEO 201 or permission of the instructor.

**HIS 310 History of Tourism** (3 credits)

HIS 310 develops an understanding of the history of travel as a recreational pastime, beginning with the ancient Greeks and ending with 19th-century England. Students will explore changes in attitude toward confronting the “other” and the peculiarly Western impetus to leave home through the examination of journals of travelers and explorers, guide books both ancient and modern, pilgrimage records, histories and travel advice across the centuries. Tourism students will be required to build a ‘tour-guide notebook’ and research the history of a New England tourist destination. Required for all history majors with a tourism concentration. Open to other interested students. This course is cross-listed with HTM 310. Prerequisite: HIS 109, HIS 110, HIS 114 or permission of the instructor.

**HIS 312 Traditions of Civility and Manners** (3 credits)

This course explores what it means to be civil through an exploration of the traditions defining how we are to treat people in the public arena. It is a study of the history of public behavior and the social codes necessary to navigate successfully in society. The course will examine American customs as well as those from around the world and inform students of accepted behaviors both in the United States and internationally. Required of history majors with a tourism concentration. Open to other interested students. Prerequisite: HIS 109, HIS 110, HIS 113, HIS 114 or permission of the instructor.

**HIS 314 European Conquest of the New World** (3 credits)

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. Student work will focus on three areas: cultural exchange, economic exchange and hostility/conquest. Prerequisite: HIS 109, HIS 110, HIS 113, HIS 114 or permission of the instructor. Required for majors in social studies education with concentration in history.

**HIS 315 Russian/Soviet Society in the 20th Century** (3 credits)

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. Prerequisites: Junior standing and completion of core course in political science, sociology or history.

**HIS 319 African-American History Since the Civil War** (3 credits)

This course traces the changes in the 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. Prerequisite: HIS 113 or permission of the instructor.

**HIS 321 The Ancient World of Greece and Rome** (3 credits)

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. Prerequisite: HIS 109. Required for majors in social studies education with a concentration in history.

**HIS 322 Rise of Christianity in the West** (3 credits)

This course traces the historical development of Roman Christianity in the West through texts produced by early Christians or their adversaries, and a study of the historical basis for the development of Roman Catholicism. Students will examine the influences and ideas that shaped the understanding of these authors. Lectures will take a broader perspective and raise historical questions. This is not a course in theology; it focuses on the historical influences the Christian religion has had on Western culture. Prerequisite: HIS 109 or permission of the instructor.

**HIS 330 Civil War and Reconstruction** (3 credits)

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. Prerequisite: HIS 113 or permission of the instructor.

**HIS 332 Colonial New England** (3 credits)

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. Prerequisite: HIS 113 or permission of the instructor.

**HIS 338 Republicanism, Democracy, and Expansion**

(3 credits)

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. Students should come away from the course with an understanding of the contested definitions of American republican ideology, the growth and limits of American democracy, the construction and issues of the first two American party systems, the importance of the market revolution to the spread of the fledgling republic, the increasing influence of slavery on American politics and society, and the centrality of Manifest Destiny as a concept.

**HIS 340 Historical Methods** (3 credits)

Students will learn skills that are essential to understanding the historical perspective. Topics include critical reading of historical literature, written and oral analysis of historical materials and use of library and archival resources. An intensive study of books and documents from varying historical fields and periods will be included. Required of all history majors. Open to other interested students. (Class limit: 15 students). Prerequisite: HIS 109, HIS 110, HIS 113, HIS 114 or permission of the instructor.

**HIS 353 Southern Politics & Society through Reconstruction** (3 credits)

This course examines the history of the American South through 1877. Particular attention is given to the region's colonial development, dependence on slavery, antebellum political thought, economic contributions, and social system. Exposure will also be given to the debate over whether the history of the American South makes it mainstream or unique in world history. Prerequisite: HIS 113 or permission of the instructor.

**HIS 357 African American History through the Civil War** (3 credits)

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.

**HIS 460 History Colloquium** (3 credits)

Selected topics in American or European history (alternate years) taught in a seminar format. Students are expected to do original research and produce a paper. Required of all history majors. (Class limit: 15 students), Prerequisite: HIS 340.

**HIS 362 The American Presidency** (3 credits)

This course examines the historical evolution of the American presidency from the Constitutional Convention through the current administration. Emphasis is placed on the constitutional development of the presidency, from Washington's role as the reluctant "citizen-soldier" to the current reasoning that the American president will set the agenda not only for the United States but also for the world. The presidency's changing relationships with Congress, the Supreme Court, state governments, and "the people" are also examined, as is the important role campaigns play in shaping the expectations surrounding a presidential administration. Students should expect to spend ten to fifteen hours per week volunteering with a presidential campaign. Prerequisite: POL 210

**HIS 374 The Renaissance and the Reformation** (3 credits)

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.

**HIS 377 The Beginning and End of the World: Genesis and Revelation in History** (3 credits)

This course will offer students a greater understanding of the Bible and its role in shaping the thought of the West through a close study of the books of Genesis and Revelation. We will use a non-doctrinal, historical, literary approach to the material introducing students to both Christian and non-Christian interpretations. Students will explore biblical views of history and time, creation of humankind and the human condition, and the divine/human relationship as seen in the Bible. After close readings of the texts, students will examine how particular interpretations of biblical themes have influenced art and architecture, literature, science, history and culture. This course will be advantageous for students in English, Literature, history and humanities as well as for individuals who want a non-doctrinal reading of selections from arguably the most influential literary work in the West.

**HIS 379 The Middle East and Islam** (3 credits)

A history of the Middle East from the ancient world through the rise of Islam and the Crusades, into the modern era. Geographical areas will include the traditional Middle East, northeast Africa, Iran and Afghanistan. Students will pay special attention to the Arab-Israeli conflicts and the recent wars in Iraq and Afghanistan. Global Marker. Prerequisites: HIS 109, HIS 301, or permission of the instructor.

**HIS 480 Independent Study** (3 credits)

Prerequisites: Permission of instructor, the program coordinator and the school dean.

## **Honors**

### **HON 201 Interdisciplinary Studies—Great Books I**

(3 credits)

Students in this two-semester seminar (must be taken with HON 202) are guided by the instructor in their reading, experiences and presentations to the class. The course introduces students to some of the key texts of Classical Literature. The Honors student must complete both semesters to receive credit in the Honors Program. (Class limit 15 students). Prerequisites: Admission to the Honors Program, sophomore standing and permission of the director of the Honors Program. Required for Honors graduation.

### **HON 202 Interdisciplinary Studies—Great Books II**

(3 credits)

This is the second half of the required two-semester course. It emphasizes texts from the Enlightenment. (Class limit 15 students) Prerequisite: HON 201. Required for Honors graduation.

### **HON 314 Seminar in Research Methods** (3 credits)

This course builds on the assumption that research is an act of selecting and interpreting information. The course provides students who are interested in pursuing an undergraduate thesis/project, a review of theories, concepts, and methodologies in basic and applied research. Various approaches to research are evaluated. The guidelines for developing, conducting, and presenting cross-discipline research projects are reviewed and discussed. The course is designed to provide an environment in which students will explore and proceed in the development and formulation of their areas of research interests. Open to students outside the Honors Program. Offered as needed.

### **HON 381-384 Model United Nations I-IV** (3 credits)

This year-long course, in which students meet once per week and earn three credits per year, offers mature, self-motivated students a unique opportunity to develop strategic thinking and negotiations skills; to acquire a broad understanding of international relations principles and concepts and of the culture and internal politics of a foreign country; and to interact with more than 3000 other college students from around the world as delegates to the Model United Nations in New York City. The Model United Nations program assigns each participating college or university a UN-member country to represent at its annual week-long session in New York. Parts of this session are held in the UN General Assembly chamber at the UN complex in Manhattan. During the session, the delegations negotiate with each other in an effort to draft and adopt by majority vote a series of mock UN resolutions on topics of current international concern. In the past, many of these resolutions have been adopted later by the real UN General Assembly. Students spend the fall semester of the course exploring relevant international relations principles and concepts and negotiations strategies, and in putting their knowledge to work in mock international negotiations settings. Students spend the first several weeks of the spring semester examining the culture and internal politics of their assigned country, and in developing strategies for achieving that country's goals in the Model United Nations. After attending the

Model United Nations in New York, students spend the rest of the semester critiquing their own performance in a series of debriefing sessions. Because part of the learning experience provided by this course is a function of the experiences of students who have participated in the Model United Nations before, students are encouraged to enroll in the course for multiple years in a row. In many cases, it will be possible for students to take the course in each of their four years at SNHU. First-time participants register for POL 381 in both fall and spring semesters, second-time participants for POL 382, and so on. Prerequisites: POL 211 or permission of the instructor. Students who seek to be admitted to the course using permission of the instructor as a prerequisite must submit to the instructor a recent college transcript (or, in the case of incoming freshmen, a recent high school transcript) and an essay describing the student's reasons for wanting to enroll in the course. Preference for admission will be given to POL majors and minors, students in the Honors Program, and to students committed to enrolling in the course for multiple years in a row. These courses are cross-listed with POL 381-384. Offered for S/U credit only. Global Marker.

### **HON 401 Independent Honors Thesis** (3 credits)

This year-long individual research project allows each student in the Honors Program to follow their educational interests by studying a selected topic in depth. The student, working with a faculty mentor, develops a written thesis and presents their results to the Honors Colloquium during the spring semester. Prerequisites: Senior standing as an Honors student, approval of the proposal and permission of the director of the Honors Program. Required for Honors graduation.

## **Hospitality and Tourism Management**

### **HTM 109 Quantity Food Purchasing** (3 credits)

This course uses student research, lectures and guest speakers to examine the various grades, types and varieties of fresh and processed fruits, vegetables, meats, fish, shellfish, poultry, dairy products and various sundry items and the methodology of purchasing food in large quantities. This course integrates student research with applied learning activities conducted through the Hospitality Center receiving department and Hospitality Center special events. Students will acquire in-depth knowledge of centralized procurement, writing specifications, product identification, packaging and pricing. Prerequisite: HTM 116.

### **HTM 112 Introduction to the Hospitality and Tourism Industry** (3 credits)

This is an introductory course. The history, development, profile and present state of the hospitality and tourism industry will be discussed and analyzed to facilitate its scope by identifying and addressing the characteristics of service with an emphasis on providing high-quality service to the patrons. The different segments of the hospitality and tourism industry, specifically the lodging, food service and travel and tourism industries, will be studied so as to understand their organizational structures, functions and terminology in the broader concept of "service." Students will need to complete 15 service hours as a part of the class requirement.

**HTM 126 Managing Sanitation and Safety** (3 credits)

This course examines the fundamentals of hospitality sanitation, safety and security operations. Techniques of proper sanitation, safety and security practices will be demonstrated and practiced. Students will become familiar with HACCP, federal, state and local sanitation, safety and security requirements. Topics studied include importance of proper; sanitation procedures, purchasing and receiving of safe food. Emphasis is placed on the elimination of; cross-contamination and harmful pathogens. Management strategies implore the importance of; the integration of pest management, employee sanitation and safety training and proper safety and security measures. National Restaurant Association (NRA) Serve Safe Sanitation exam, a degree requirement, is administered during the course.

**HTM 201 Cruise Line Management** (3 credits)

This course offers an in-depth look at the growth, direction, organization, structure and marketing concepts of the cruise industry. This is an industry that has tripled in size every 10 years for the last two decades and is the fastest-growing segment of the American leisure market. This course will reference all aspects of the cruise industry, including philosophy, management, staffing, operations, and marketing strategies. A cruise familiarization trip (cruise) will be at a cost to the student.

**HTM 204 Leisure and Recreation Management**

(3 credits)

Leisure and recreation continues to be a major force in the economic and social lives of Americans. Americans spend more than \$400 billion per year in their pursuits of pleasure, which includes expenditures for vacation trips, ocean cruises, tennis and golf matches and other recreational opportunities. Students will study the leisure and recreation industry, its interrelationship with American lifestyles and its implication for the hospitality industry. This course will prepare future practitioners to design programs and services to meet the needs of people and to explore the nuances of management.

**HTM 210 Introduction to Commercial Food Preparation**

(3 credits)

This introductory course about the theory and preparation of commercial foods includes a three-hour lab and a one-hour lecture. Students will prepare stocks, soups, sauces, vegetables, starches, meats, poultry, fish, shellfish, salads and salad dressings. The application of sanitation and safety principles and the proper use of commercial kitchen equipment are emphasized. Prerequisite: HTM 116. Knife kit and full kitchen uniform are required.

**HTM 211 Advanced Commercial Food Production Management** (3 credits)

Students will be introduced to healthy methods of preparing international and classical cuisines in this course, which includes a three-hour lab and a one-hour lecture. The integration of nutritional concerns for the 21st century is addressed by raising awareness of today's populations and lifestyles. The main purpose of the course is to plan, organize, implement, control and critique several function service

periods utilizing preparation methods for innovative and nutritionally sound menus. Students will integrate applied learning of time management and production scheduling and will learn about the capabilities of commercial equipment. Prerequisite: HTM 210.

**HTM 219 Travel Industry Operations and Technology** (3 credits)

This course acquaints students with the trends, operations, management procedures and practices of travel agencies through substantial hands-on work utilizing programs and tools currently in use in the travel industry. In addition, studies of the interrelationships between other aspects of the travel and tourism industries are examined through simulations and guest lecturers.

**HTM 220 Geography of Global Cultures** (3 credits)

This course is designed to provide students with a cultural understanding and working knowledge of world geography as it relates to tourism. Students will analyze U.S. and world travel centers and various attractions, customs and traditions. Students will study location geography and destination appeal, including accessibility, infrastructure, political and economic situations; cultural geography, including ethnic makeup, politics, history, language, religion, art and social customs; and physical geography, including topography and climate and their influences on travel decisions. Students will learn about culture by experiencing it and talking and visiting with those who live by its rules. Field trips are required, as students will explore cultures via food and destination visits. Some evening attendance is required. Global Marker. Prerequisite: HTM 112.

**HTM 228 Human Resource Management in Hospitality and Tourism** (3 credits)

This course is designed to provide students with the theories and practical applications of leadership they need to manage in the hospitality and tourism industry. The leadership challenges of human resources, organizational behavior and organizational change are explored from a human capital perspective. Students are expected to understand the role of leadership for hospitality and tourism professionals and the distinction between leaders and managers and apply team-building, coaching and conflict management skills to enhance leadership potential. Prerequisites: HTM 112 and PSY 108 or SOC 112.

**HTM 290 Hotel/Restaurant Practicum** (3 credits)

This practicum provides baccalaureate students with a structured practical training experience in hotel operations to introduce them to the industry and provides the host property with a captive audience familiar with operating policies and procedures. Prerequisites: HTM 112 and permission of the department chair.

**HTM 306 Tour Management and Operations** (3 credits)

This course is designed for students planning careers in tour guiding or tour operations. Topics include tour operations, components of a tour and tour management positions of professional tour guides. Some evening attendance for field trips is required.

**HTM 310 History of Tourism** (3 credits)

This course is devoted to developing students' understanding of the history of travel as a recreational pastime, beginning with the ancient Greeks and ending with 19th-century England. Students will examine the journals of travelers and explorers, ancient and modern guidebooks, pilgrimage records and travel advice. The primary goal of this course will be to explore changes in attitude about confronting the "other" and the peculiarly Western impetus to leave home and see the world. Students will be required to compose a tour-guide notebook and to research the history of a New England tourist destination to be agreed upon by each student and the instructor. May not be used as historical elective to satisfy core requirements. This course is cross-listed with HIS 310. Prerequisite: HIS 109, HIS 110, HIS 113, HIS 114 or permission of the instructor.

**HTM 311 Tourism Planning and Policy Development** (3 credits)

This course analyzes travel patterns and market forces and their economic, environmental, social and political impact. This provides the framework for an in-depth investigation of public policy and the interrelationships between community and recreational development. Local, national and international cases will be explored. Prerequisite: HTM 112

**HTM 312 Travel and Transportation Services: Land Air, and Sea** (3 credits)

This course examines the fundamentals and principles of airline industry management. It presents the essential elements of airline economics, business, finance, marketing, regulation and management. Students will understand historical and statistical data and review the past and future of commercial aviation. Students also will use a strategic management simulation to design a commuter/regional airline. Prerequisite: Junior or senior standing.

**HTM 314 Hospitality and Tourism Marketing** (3 credits)

This course provides an overview of marketing theories, principles and concepts as applied to the hospitality industry. It will include, but will not be limited to, attributes and concepts of services marketing, such as consumer behavior, consumer orientation, market segmentation, target marketing, planning, research and analysis. It will be based on the established dimensions of the marketing mix: product, price, place and promotion. Writing Intensive Course. Prerequisites: ACC 202, ENG 220, HTM 220, MAT 220, and MKT 113

**HTM 315 Rooms Division Management** (3 credits)

This course takes an operations approach to room management, including front office, revenue management (reservations), uniformed services, housekeeping and engineering. Emphasis is placed upon the management function, coordination and communication within and between departments.

**HTM 320 Hospitality Managerial Accounting** (3 credits)

This course emphasizes the methods and procedures of internal controls and the generation and analysis of quantitative information for management of hospitality organizations. Hospitality management accounting tools for interpreting and analyzing data that contribute to more effective decision-making also are examined. Prerequisites: ACC 201.

**HTM 327 Food and Beverage Operations Management** (3 credits)

This course is designed to provide instructions about managing a variety of food and beverage operations. Included are the history and development of restaurants; food production and menus; the size, scope and classification of restaurants; principles of American, French, Russian and English services; principles of menu-making; layout and design of restaurants; marketing and sales promotion; management of personnel and human relations; and food and beverage control procedures. Students will apply the management theories learned while supervising in the front- and back-of-the-house areas of the Hospitality Center restaurant and while managing special events during the semester. An optional exam by the National Restaurant Association is scheduled.

**HTM 337 Kitchen Management** (3 credits)

This course will introduce the student to the practice of managing a kitchen in a food service operation. The content will include basic theories of management and human relation skills and how they can be applied to the kitchen environment. Students will investigate the concept of Total Quality Management (TQM) and how this practice could be applied in the modern kitchen. This will be a lecture and practical course. Prerequisite: Associate degree in culinary arts or equivalent.

**HTM 340 Special Events Management** (3 credits)

This course is designed to give students experience in developing an event, trade show or exhibition with emphasis on pre-planning, budget preparation, advertising and/or public relations. Students will be prepared with the tools to work in an industry, which represents a major economic gain for the communities and facilities where special events are held. Topics include planning, set up, managing exhibits, crowd control, special effects, lighting, decorations, sound and protocol. Students are involved in the planning of two community events. (Nights and evenings attendance is required.)

**HTM 350 Chamber of Commerce Management** (3 credits)

This course is based on a core curriculum developed by the American Chamber of Commerce Executives (ACCE). Core areas of competent chamber management are outlined in the ACCE's Body of Knowledge for Chamber Executives and address leadership, planning, development, finance and administration. The American Chamber of Commerce Executives is the only national, professional association for chamber executives. Prerequisite: Junior or senior standing.

**HTM 364 Private Club Management (3 credits)**

This course is an exploration of the world of private clubs, club leadership and the administration of private club operations. Topics covered include club organization, service excellence and quality management, strategic management, marketing clubs, human resource management, financial management, food and beverage operations, golf operations and recreational operations. This course is cross-listed with SPT 364. Prerequisite: Junior or senior standing.

**HTM 400 Economic Impact of Tourism (3 credits)**

This course measures the economic impact of the tourism industry upon destinations and is designed to provide students with insights into the practical application of tools for gathering and analyzing information. Topics include the asset theory of tourism, cost-benefit analysis, tax policy impacts and other economic and statistical aspects of tourism. These tools can be used in understanding tourism phenomena, as knowledge of economic trends and conditions is fundamental to strategic planning and project development in the tourism industry. Students will examine both quantitative and qualitative research efforts. Prerequisites: ECO 201, ECO 202 and senior standing.

**HTM 401 Convention Sales and Group Planning**

(3 credits)

The objective of this course is to acquaint students with the methods and accoutrements used in successful meeting and convention management. Students are required to develop and present a major project detailing the planning and administration of a conference from conception to fulfillment.

**HTM 402 Sustainable Tourism (3 credits)**

The rapid growth in the movement of people in the tourism industry, both domestically and internationally, has brought about an industry of vast proportions and diversity. This course focuses on the development of students' global perspective of the impact of other countries and people on society, within the context of sustainable tourism planning, development and management. Sustainable tourism is based upon three core principles: quality, continuity and balance. Sustainable tourism provides a quality experience for visitors while improving the quality of life of the host community and protecting the quality of the environment. It ensures the continuity of the natural resources upon which it is based and the continuity of the culture of the host community and requires continuity of visitor interest. Sustainable tourism balances the need of hosts, guests and the environment. This course is offered to Hospitality and Tourism juniors and seniors only. This requires a mandatory field trip to an international location and has additional lab fees. Global Marker. Prerequisites: HTM 311 and Senior Standing.

**HTM 415 Hotel Administration (3 credits)**

The course considers the analysis of theories, principles and techniques of hotel management. Subjects include the principles of organizing, the formulation of goals and objectives, decision-making processes, staffing, employee/guest relations and labor management negotiations. The problems and issues management encounters are emphasized. Prerequisite: HTM 315 and junior or senior standing.

**HTM 416 Legal Issues in the Hospitality and Tourism**

**Industry (3 credits)**

This course examines the common and statutory law of the hospitality and tourism industry in the United States. Included are discussions of the duties and responsibilities of hospitality and tourism businesses to guests, including duties to maintain property, receive travelers and assume various liabilities for guests' property. The legal environment and issues of the hotel, restaurant and travel industry will be discussed and analyzed. Ways of preventing and responding to legal situations as an executive in the hospitality and tourism industry will be identified and evaluated. Prerequisites: HTM 116, HTM 220, HTM 228 or TCI 250 and junior or senior standing.

**HTM 418 Hospitality Facilities Management (3 credits)**

This course provides students with an understanding of the fundamental principles of facilities planning, management and maintenance in all segments of the hospitality industry. Decision-making processes regarding planning, using facility management systems and taking cost-cutting measures in operations are studied. The interaction of management, engineering and maintenance also are explored.

**HTM 420 Financial Management in the Hospitality**

**Industry (3 credits)**

This course is designed to integrate the fundamental concepts of accounting and financial reporting, hospitality managerial accounting and introductory business finance with the concepts and tools of financial management in hospitality and tourism organizations. The course will emphasize value creation and risk, revenue and expense tracking, cash flow, valuation and return rates, capitalization analysis, raising and managing capital, leasing, franchising and management contracts, valuation of real estate and taxes. Prerequisites: FIN 320, HTM 112, HTM 320 and MAT 220.

**HTM 421 Strategic Management in Hospitality and**

**Tourism (3 credits)**

This is a capstone course in which all previous course material and industry experience culminates in a challenge of the student's ability to apply the acquired knowledge and skills to understand, develop and apply entrepreneurial, strategic, management and policy principles to the hospitality and tourism industry. The course provides a strategic and entrepreneurial approach to the decision-making process in the hospitality and tourism industry. This course emphasizes the dynamic, often unpredictable and uncertain "Open Systems" nature of the hospitality and tourism business. It stresses to the student that strategic management and entrepreneurship are interdisciplinary, ongoing and creative processes that are conducted at all levels of successful organizations. Students will be able to draw on their knowledge and industry experiences to understand various business challenges using case studies and other strategic analysis. Writing Intensive Course. Prerequisites: Senior standing.

**HTM 422 Beverage Management and Control** (3 credits)

This course covers the operation and management of cocktail lounges and bars. Methods of distilled spirit production and beer brewing are detailed to help students understand the varying qualities of beverages. Students will learn through a semester project of designing a lounge that includes the layout and design of the facility, the equipment used to operate it, control procedures, customer relations, staffing, marketing, sanitation procedures and regulations affecting operations. An optional National Restaurant Association exam about responsible alcohol service is administered. Field trips are scheduled. Prerequisite: Junior or senior standing.

**HTM 424 Managing Merchandising and Service of Wines** (3 credits)

Students in this course research wine as they travel around the globe learning each country's wine climate, terrain, varieties of grapes and styles of wine produced. The laws regarding wine labels, distribution and appellation vary from country to country. Learning about the history and development of wines from ancient times to modern times will give future managers a solid perspective on the wine industry. The purpose of tasting wines is to educate one's palette, plan food and wine pairings and determine the depth and variety of a wine list. Attendance in professional business dress is required. Student must be of legal drinking age.

**HTM 426 The American Work Experience** (3 credits)

This is a practical career course that is intended to help students understand and prepare for employment in the American hospitality industry. This course is open only to Bachelor of Applied Science in Hospitality Administration (BASHA) students or to others who obtain the permission of the instructor.

**HTM 428 Resort Development** (3 credits)

Resort development is becoming an increasingly important part of the hospitality industry. This course familiarizes students with the process of developing a full-scale resort complex from conception to management of the completed project. Various types of resort complexes are studied, including amusement resort complexes, sport resorts of various types and health resorts. The course also looks at the history and evolution of resorts, land use and development, target markets for resorts, feasibility and investment analysis and financial analysis of a project. Computer simulations and formal case studies are utilized. Prerequisite: HTM 315 and junior or senior standing.

**HTM 430 Casino and Gaming Operations** (3 credits)

This course analyzes gaming as a discipline and introduces students to gaming as an integral part of the hospitality industry. Students will study gaming development, casino organization and operation, the mathematics of casino games, and the importance and integration of gaming in hospitality management. Prerequisites: Junior or senior standing and must be of legal age. This course requires a mandatory field trip and requires additional lab fees.

**HTM 451 Nutrition** (3 credits)

Changes in consumers' dining habits mandate an awareness of the importance of proper nutrition in menu offerings. Students in this course examine food requirements for the aged, those with special diets and health-conscious groups. Specific topics include balanced diets, vitamin and mineral needs, low-cholesterol menu items, low-sodium menu items and special-needs diets. These are discussed in conjunction with the need for appetizing menu items and tasteful foods. Prerequisite: HTM 211.

**HTM 480 Independent Study** (1-3 credits)

This course allows a student to independently study a subject not included in the curriculum or one that is in the curriculum but not offered. Students study under the tutelage of the instructor. Prerequisites: Permission of the instructor, department chair and the school dean.

**HTM 490A Hospitality and Tourism Management Cooperative Education** (3 credits)

Students may use three, six or 12 credit hours for a guided cooperative education work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a predetermined length of time with specified start and end dates. Three credits are given for a minimum of 240 hours, six credits are given for 480 hours and 12 credits are given for 960 hours. Minimum hours are in addition to the 1,000-hour graduation requirement. Note: Students are required to earn 1,000 hours of hospitality and tourism industry experience, with a minimum of 200 hours in customer contact service, in order to graduate. This course is offered to Hospitality, Management baccalaureate students only. Prerequisites: Consent of the Career Development Center and permission of the school dean.

**HTM 490B Hospitality and Tourism Management Cooperative Education** (6 credits)

Students may use three, six or 12 credit hours for a guided cooperative education work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a predetermined length of time with specified start and end dates. Three credits are given for a minimum of 240 hours, six credits are given for 480 hours and 12 credits are given for 960 hours. Minimum hours are in addition to the 1,000-hour graduation requirement. Note: Students are required to earn 1,000 hours of hospitality and tourism industry experience, with a minimum of 200 hours in customer contact service, in order to graduate. Prerequisites: Consent of the Career Development Center and permission of the school dean. Open to Hospitality, Management baccalaureate students only.

**HTM 490C Hospitality and Tourism Management Cooperative Education** (12 credits)

Students may use three, six or 12 credit hours for a guided cooperative education work experience that integrates study and experience. Students are contracted to maintain employment at an approved hospitality/tourism location for a pre-

determined length of time with specified start and end dates. Three credits are given for a minimum of 240 hours, six credits are given for 480 hours and 12 credits are given for 960 hours. Minimum hours are in addition to the 1,000-hour graduation requirement. Note: Students are required to earn 1,000 hours of hospitality and tourism industry experience, with a minimum of 200 hours in customer contact service, in order to graduate. This course is offered to Hospitality Management baccalaureate students only. Prerequisites: Consent of the Career Development Center and permission of the school dean.

## International Business

### INT 113 Introduction to International Business

(3 credits)

This course is designed to provide students with an initial examination of the differences between business in a domestic context and business in an international context. It also will include some exposure to basic concepts that are deemed important in understanding how international business works. These concepts include importing; exporting; political, cultural and social environment considerations; trade theory; government influence on trade; and global management strategy. Freshmen and sophomores only.

### INT 301 East-Central European Economies - Business in Transition

(3 credits)

The primary focus of this course is to explore the transformation of Eastern and Central European economies as they move from centrally planned economic systems toward market-driven (private enterprise) systems. Attention is given to the opportunities and difficulties that foreign investors are likely to encounter if they choose to establish operations in these emerging market locations.

### INT 309 Legal Environment of International Business

(3 credits)

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 Convention on International Sale of Goods will be given particular attention. Prerequisite: INT 113.

### INT 311 International Human Resource Management

(3 credits)

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. Prerequisite: OL 125.

### INT 315 International Management (3 credits)

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. Prerequisite: INT 113.

### INT 316 The Cultural and Political Environment of International Business (3 credits)

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. Prerequisites: INT 113 and OL 125.

### INT 322 International Retailing (3 credits)

This course compares and contrasts retail institutions in selected foreign countries with those in the United States. An examination of the social, economic and political influences on the development of retailers in foreign countries is conducted. A look at how retailing trends spread from culture to culture is considered. Examinations of the similarities and differences in merchandising, sales promotion, pricing and personal selling policies of retailers around the globe are examined. This course is cross-listed with MKT 322. Prerequisite: MKT 222 or permission of the instructor.

### INT 335 Importing and Exporting in International Trade (3 credits)

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. Prerequisite: INT 113.

### INT 336 Multinational Corporate Finance (3 credits)

This course emphasizes aspects of financial planning for corporations with overseas operations. The sources and uses of corporate funds abroad are evaluated and the criteria for choosing among alternative foreign investments are analyzed. The effects of international corporate financial planning are examined, with attention paid to such factors as the characteristics of foreign money and capital markets, international financial institutions, exchange rate changes, currency restrictions, tax regulations and accounting practices. This course is cross-listed with FIN 336. Prerequisites: FIN 320 and junior standing or higher or permission of the instructor.

**INT 410 International Entrepreneurship** (3 credits)

This course provides a hands-on perspective of creating an international enterprise from an entrepreneur's viewpoint. The course provides a comprehensive process that covers four stages of global entrepreneurship: (1) pre-global decision-making; (2) strategy formulation; (3) the mechanics of going global; and (4) sustaining global success. This course provides students with the foundation for taking the North American Small Business International Trade Educators (NASBITE) Certification Global Business Professional (CGBP) exam. Prerequisite: INT 113.

**INT 421 Global Financial System** (3 credits)

The objective of this course is to familiarize students with global financial architecture and the modus operandi of global financial markets and multinational financial institutions, with 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 range of international financial functions, operations and products. Prerequisite: INT 113.

**INT 422 International Strategic Management** (3 credits)

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. Prerequisites: OL 215, FIN 320, INT 113, MKT 113 and junior standing.

**INT 433 Multinational Marketing** (3 credits)

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. This course is cross-listed with MKT 433. Prerequisites: ECO 202 and MKT 113 or permission of the instructor.

**INT 440 Emerging Trends in International Business** (3 credits)

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. Prerequisite: INT 113.

**INT 441 Licensing and Negotiations in the International Arena** (3 credits)

This is an overview course surveying the licensing of intellectual property with a special focus on the international arena. Emphasis will be placed on the nature of intellectual property, licensing theory and practice, licensing negotiation, license drafting, and license implementation and administration after the completed agreement. Prerequisites: OL 125 and INT 113.

**INT 480 Independent Study** (3–6 credits)

Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

**INT 490A International Business Cooperative Education** (3 credits)

International Business Cooperative Education.

**INT 490B International Business Cooperative Education** (6 credits)

International Business Cooperative Education.

**INT 490C International Business Cooperative Education** (12 credits)

Prerequisite: Consent of the Career Development Center and the department chair.

## Information Technology

**IT 100 Introduction to Information Technology** (3 credits)

This is the fundamental computer fluency course required for all Southern New Hampshire University students. 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 as 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.

**IT 135 Interactive 3-D Virtual Environments** (3 credits)

This course will introduce you to the underlying concepts in manipulating a three dimensional virtual reality using a high level development environment. The 'objects' in this world are both recognizable (dinosaur, tree, airplane) and also proper "objects" as the term is used in computer science. Students will work in teams animating to specific objectives, with a significant project deliverable at the end of the term.

Implementations of interactive advertising or 'educational' games are potential project areas. Topics include: Virtual reality concepts (objects, point of view, lighting); object oriented concepts: properties, methods, events; and animation control concepts: collision detection, decision implementation, and iteration. Prerequisite: IT 100.

#### **IT 145 Introduction to Software Development (3 credits)**

This course provides a comprehensive introduction to the object-oriented programming paradigm. The course uses the Java platform which includes an object-oriented language, and the Java development environment to demonstrate the principles of object-oriented programming. Other languages, including Smalltalk, may be used for comparison. The course covers the Java language and the Java development environment, including the Java Software Development Kit (SDK) and Integrated Development Environment (IDE) tools. 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. This is a programming course. Prerequisites: IT 100 and MAT 120.

#### **IT 201 Computer Platform Technologies (3 credits)**

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. Prerequisite: IT 100.

#### **IT 205 Digital Music (3 credits)**

This course introduces students to information technology and the music business. The primary theme of the course is to understand how information technology has transformed the music industry in the last five years. The course is part lecture and part lab work. During lectures, students will learn about topics such as waveform audio, data compression and sampling, digital signal processors and soundcards, audio file formats, MIDI, e-collaboration, and e-business. During lab work, students will learn how to use software packages to compose, record, and mix music, to put music on a CD, to design a CD package, and to use the Internet to market and distribute music CD's. The course includes a project which will culminate in the creation of a professional CD suitable for distribution. The course is designed for students who have an interest in music and IT, e.g. sound engineering, song-writing, or executive leadership in the music industry. An ability to play an instrument is not required. Prerequisite: IT 100.

#### **IT 207 Information Technology and Digital Games (3 credits)**

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-collab-

oration, 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. Prerequisite: IT 100

#### **IT 210 Business Systems Analysis and Design (3 credits)**

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. Writing Intensive Course. Prerequisite: IT 100

#### **IT 225 Software Development with Visual Basic.NET (3 credits)**

This course introduces students to Visual Basic, an object-oriented, event-driven programming language. Emphasis is on programming for the .NET framework and the use of industry standards. Sequential access and random access files and the creation of graphical use interface (GUI) front ends for client-server applications using ADO.NET connections to Microsoft Access databases are covered. This is a programming course. Prerequisites: IT 135 or IT 145 and MAT 230.

#### **IT 230 Software Development with C#.NET (3 credits)**

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. Prerequisites: IT 135 or IT 145 and MAT 230.

#### **IT 232 Software Development with C++.NET (3 credits)**

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. Prerequisites: IT 100, IT 135 or IT 145, IT 230, MAT 120 and MAT 230.

**IT 242 Introduction to Geographic Information Systems** (3 credits)

This course is designed to introduce the student into the exciting new world of mapping software. Mapping software has found many uses throughout government, academia, and business, as well as in the public policy arena. Maps are used to show patterns in rainfall, population composition and density, crop patterns, traffic patterns, residential expansion, and land use. Changing weather patterns and global warming patterns are two other very important applications. In business, there is widespread use of GIS software in sales and marketing, location studies, business and real estate development, and in transportation and urban planning. In I.T. mapping professionals also work as database administrators, project managers and systems administrators. Prerequisite: IT 100.

**IT 251 Introduction to the UNIX/LINUX Operating System** (3 credits)

This course provides an introduction to the structure and functioning of the UNIX/LINUX operating system. It is designed to give students a solid foundation in the design and organization of the operating system and to teach the basic set of UNIX/LINUX commands. Prerequisites: IT 100, IT 201 and a programming course.

**IT 270 Web Site Design** (3 credits)

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. Prerequisites: IT 100, IT 135 or IT 145 and MAT 120.

**IT 305 Digital Game Development** (3 credits)

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. Prerequisites: IT 207 or permission of instructor.

**IT 315 Object Oriented Analysis and Design** (3 credits)

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. Writing Intensive Course.

Prerequisites: IT 100, IT 210 and a programming course. Specialized Systems Development Computer Laboratory intensive and open laboratory intensive.

**IT 325 Advanced IT Business Applications** (3 credits)

This course reviews and expands the work of IT 225 in the creation of object classes and the use of object variables and programming database access. It also addresses serial communications, accessing the Internet, the creation and use of Active X Controls, use of the OLE container control, use of the Windows API and an introduction to the deployment wizard. This is a programming course. Prerequisite: IT 225.

**IT 330 Database Design and Management** (3 credits)

This course covers the design and implementation of information systems within a database management system environment. Students will demonstrate their mastery of the design process acquired in earlier courses by designing and constructing a physical system using database software to implement the logical design. Topics include data models and modeling tools and techniques; approaches to structured and object design; models for databases (relational, hierarchical, networked and object-oriented designs); CASE tools; data dictionaries, repositories and warehouses; Windows/GUI coding and/or implementation; code and application generation; client-server planning, testing and installation; system conversion; end-user training and integration and post-implementation review. The focus is on the relational database architecture. The course combines a lecture format to emphasize database concepts and theories and structured laboratory sessions to reinforce database skills. Prerequisites: Two software development courses.

**IT 340 Network and Telecommunication Management** (3 credits)

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). Prerequisites: IT 201 and IT 210.

**IT 360 Software and Operating Systems** (3 credits)

This course provides a fundamental understanding of operating systems concepts, structure and mechanism. Topics such as multithreading, symmetric multiprocessing, microkernels and clusters are addressed in the context of the Windows, UNIX and Solaris operating systems. Prerequisites: IT 315 and a programming course.

**IT 370 Web Server Design** (3 credits)

This course is a follow-up to IT 270 and extends the concept of interactive Web pages to the server. Building on the students' knowledge of Web page elements and Visual Basic,

this course introduces Active Server Pages (ASP) as the vehicle for manipulating and creating content from a Web server. The course progresses through the fundamentals of client server interaction to e-commerce considerations, XML, and database connection/manipulation from a Web server using SQL, the Structured Query Language for relational databases. Prerequisites: IT 225, IT 270 and IT 330.

### **IT 375 Digital Graphics Design (3 credits)**

This course presents digital graphic theory and develops skills that meet the design and technical requirements of professionally created digital images for World Wide Web commercial applications on a variety of platforms and Internet appliances. Each student develops a professional portfolio consisting of printed as well as CD-ROM material. Students also develop working Web sites that display their graphics design projects. Topics include design strategies, Web authoring environments, color calibration and aesthetics, special HTML tags, image mapping, style sheets, digital cameras and scanners, GIF animation and an introduction to Dynamic HTML. This course is cross-listed with GRA 310. Prerequisite: IT 100 (may be taken concurrently).

### **IT 415 Advanced Information Systems Design (3 credits)**

This is the first of a two-part capstone course for IT majors. Students working in groups select a systems project to analyze and design using the knowledge and skills learned in their previous courses. There is a heavy emphasis placed on project management. The instructor and students critique all projects weekly. Writing Intensive Course. Prerequisite: IT 315, Senior standing or permission of the instructor.

### **IT 420 Advanced Information Systems Implementation (3 credits)**

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. Prerequisite: IT 415.

### **IT 431 Software Development in Distributed Systems (3 credits)**

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. Prerequisites: IT 210 and one programming class.

### **IT 450 Artificial Intelligence (3 credits)**

This course explores contemporary tools and principles of artificial intelligence that focus on Web commerce applications, gaming 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. Prerequisites: IT 135 or IT 145.

### **IT 465 Digital Multimedia Development (3 credits)**

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. Prerequisite: IT 375/GRA 310.

### **IT 467 Digital Commerce and eBusiness (3 credits)**

This course is a comprehensive survey of the principles, techniques and implications of digital commerce and e-business. It covers the entire spectrum of Web-centric forms of communication and trade amongst commercial, industrial, institutional, governmental, employee and consumer participants and partners. Topics include: e-business models, security, privacy, ethics, major Internet tools and architectures behind digital commerce. Students use a Web development tool to build and post a site. Prerequisites: IT 100 and permission of the instructor.

### **IT 480 Independent Study (3-6 credits)**

This course allows students to investigate any information technology subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

### **IT 485 Information Technology Strategy and Management (3 credits)**

This course presents the principles and concepts involved in the management of organizational information technology resources. It includes CIO functions, information technology planning, project management, legal and professional issues and the strategic impact of information technology systems. Writing Intensive Course. Prerequisite: IT 415.

### **IT 490A Information Technology Cooperative Education (3 credits)**

Consent of the department chair, the school dean and the Career Development Center.

### **IT 490C Guided Cooperative Education Work Experience for Integrating Study and Experience (12 credits)**

Students in this course will spend 25 to 40 hours per week for a minimum of 14 weeks (40 hours per week required for 12 credits) with one organization in a computer information systems position. Students receive IT elective credits for successful completion of the cooperative education experience. Success is determined by the student's work supervisor, the Career Development Center and the program coordinator/department chair. Prerequisites: Consent of the program coordinator/department chair, the school dean and the Career Development Center.

## Justice Studies

### **JUS 101 Introduction to Criminal Justice** (3 credits)

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.

### **JUS 102 American Policing** (3 credits)

This course offers 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.

### **JUS 103 Correctional Systems** (3 credits)

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.

### **JUS 104 Introduction to Security** (3 credits)

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.

### **JUS 201 Criminal Investigation** (3 credits)

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.

### **JUS 202 Industrial and Retail Security** (3 credits)

This course covers a wide array of issues relevant to the protection of industrial, retail and commercial interests, including administrative and managerial aspects of the security

field in both the public and private sector; consideration of unique security management problems arising from labor disputes; demonstration, civil disorders, and riots; white collar and organized crime; and industrial espionage. Management issues peculiar to organizations which operate under constraints imposed by federal and state regulatory agencies is also dealt with. Tactical steps and strategies to combat the various forms of criminality in the commercial marketplace will be analyzed and discussed.

### **JUS 211 Organized Crime**(3 credits)

A complete examination of the dynamic referred to as 'organized crime' commencing with its historical underpinnings. Specific crimes, like racketeering, extortion, bribery, official corruption, graft, drugs, prostitution and other illicit trafficking will be analyzed. Investigative techniques and prosecutorial strategies that relate to the identification and elimination of organized crime are a major component of the course content.

### **JUS 215 The Victim and the Justice System** (3 credits)

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.

### **JUS 305 International Criminal Justice** (3 credits)

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 or treaty or other regulation.

### **JUS 309 White Collar Crime** (3 credits)

This course considers crime committed by corporations as well as white collar criminals: how such crimes are defined; who commits or is victimized by it; which moral, ethical, legal and social contexts promote it and how society responds. Procedural and policy considerations in the investigation and enforcement of relevant statutes will also be covered, including the concept of legal privilege, the role of the grand jury and other pre-trial processes, evidentiary questions, litigation strategies, and potential sanctions and other punishments.

**JUS 325 Law, Justice and Family** (3 credits)

This course is 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.

**JUS 331 Juvenile Justice System** (3 credits)

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.

**JUS 335 Private Security Law** (3 credits)

A focused examination familiarizes students with the origins and development of private security, with an emphasis on defining security's role in the administration of justice, its historical underpinnings, types of security services in the American marketplace, and the legal aspects of private sector justice. Further considerations are regulation, licensing, the civil and criminal liability of security personnel, and the ongoing constitutional debate that surrounds private security enforcement. Exactly how private sector justice operatives are legally liable for their conduct, as compared with the public justice official, is a major feature of the course design.

**JUS 345 Probation and Parole** (3 credits)

This course examines the theory and practices of probation and parole with juvenile and adult offenders including release philosophy, bail and petition, hearings on grant, revocation or denial, alternative community based corrections and legal issues that emerge in award revocation or imposition of probation and parole.

**JUS 351 Civil Liability of Criminal Justice Personnel** (3 credits)

This course has a comprehensive examination of civil law issues, often witnessed in a justice agency, brought about by justice personnel in the performance of their duties. Examples include civil rights violations; consequences of excessive force, assault and other tortuous conduct; negligent hiring, retention and entrustment; defamation and slander; and dereliction of duty. Course employs a series of actual litigations involving civil liability in police departments, tracing the original infliction of harm through the jury verdict. Defense strategies to citizen actions are provided.

**JUS 361 Judicial Administration** (3 credits)

This course offers 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.

**JUS 375 Criminal Law** (3 credits)

This course is 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 matter includes parties to crimes including principals/accessories, criminal capacity, criminal elements, e.g. mens rea and actus reus, and the specific crimes against person, property, and public order. Lastly, the course captures criminal law from the defendant's perspective by reviewing the accused's mental states, potential defenses and uses of mitigation.

**JUS 376 Criminal Procedure** (3 credits)

A procedural law course which includes a review of the law of arrests, search, and seizure, the making of bail, adjudication, pre- and post-trial activities and the nature of plea bargaining. Substantial emphasis is given the constitutional protections afforded through the Bill of Rights, particularly the 1st, 4th, 5th, 6th, 8th, and 14th. The course deals extensively with case law applications of these principles and the role of judge and jurist in the crafting of criminal process standards.

**JUS 394 Problems in Policing** (3 credits)

This course involves discussion and study of specific problems of law enforcement and policing in contemporary American society. It emphasizes the development, nature and function of law enforcement as it relates to public criminal justice rather than private sector justice. Topical coverage consists of ethics, corruption, deadly force, and civil liabilities and other dilemmas commonly faced in the modern police system.

**JUS 395 The Death Penalty** (3 credits)

This course is An examination of death penalty policies in the American justice system from a legal, ethical and jurisprudential perspective. An analysis of case and statutory law, the principles of due process and appellate rights are included.

**JUS 400 Foreign Study in Criminal Justice** (3 credits)

A semester or summer based experience in a foreign nation, e.g. Ireland, Hungary, London, or Germany, by enrolling in actual classes at a foreign host institution for purposes of credit. Class instruction relates to the study of law and justice and affords a comparative critique of foreign justice models. The experience consists of not only study, but also visitations to justice agencies, research, travel to historical and cultural locations and social activities. Credits awarded will vary according to course offerings, time and length of experience.

**JUS 429 Terrorism** (3 credits)

This course examines current terrorism, its origins and ideological bases, with particular attention to its relation to political institutions and the criminal justice process. Specific attention is given methods and means of the terrorist, motivations and modus operandi trends and predictability and law enforcement's multi-faceted reactions to its many devious forms. Legislative efforts to curb the scourge of terrorism are also highlighted.

**JUS 455 Legal Traditions** (3 credits)

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?

**JUS 465 Police Organization and Management** (3 credits)

This course is about the study of command-level problems and trends in police organizations and management. Principles of organization, control, planning and leadership relating to police agencies are freely assessed. Topics consist of personnel, budget, policy making, crime response tactics and measurements of some.

**JUS 466 Homeland Security** (3 credits)

The goal of this course is to provide students with a thorough understanding of the strategic, political, legal, and organizational challenges associated with the defense of the U.S. homeland, the efforts that are under way to meet these challenges, and possible policy options. The course starts by examining the range of potential threats to the U.S. homeland, focusing on potential terrorist acts. The course then examines strategies and means for addressing these threats, including both military and non-military options. The course goes on to analyze organizational issues and impediments to effective policy coordination. Finally, the course addresses the implications of homeland security challenges and policies for constitutional rights, legal protections, and civil liberties.

**JUS 468 Crimes Against Children** (3 credits)

This is a course that examines criminal activity targeted against children. The course will focus on the physical and sexual abuse, neglect, kidnapping, and sexual exploitation of children. Students will explore methods of identifying victims, investigating offenders, and court presentation of criminal cases. Special attention is focused on the dynamics of the relationship between victims and offenders and how that is a factor in the investigation and prosecution of criminal acts.

**JUS 480 Independent Study in Law and Justice** (3 credits)

This course is independent in design, allowing students to act and engage in mature thought and academic review of topics of interest. The course requires a scholarly, yet practical completion of a large research project in conjunction with a faculty mentor. Projects must be approved in advance of registration and must be concerned with significant intellectual subject matter that involves the administration of law and justice.

**JUS 485 Forensic Law** (3 credits)

An interdisciplinary course covering law, criminal justice, science, and technological issues in the evidentiary arena. Coverage in the course provides a broad-based assessment of expert witnesses, microanalysis, pathological evidence, admissibility and investigatory practice, ballistics, fingerprints, vascar/radar, and photographic techniques. Contrasted with criminalistics, subject matter of this course is primarily evidentiary. More particularly, the course will delve into the rules of evidence, which guide the admissibility of forensic evidence in a court of law. Examination includes threshold tests for reliability and admissibility, qualification of witnesses competent to testify, scientific rigor required for admission and case law determinations on the use and abuse of scientific evidence.

**JUS 495 Legal and Justice Research Methods** (3 credits)

A criminal justice exploration of the specialized methods and sources of legal and justice research in these areas: Justice publications and resources, case collections, computer-assisted research, constitutional materials, legal history, legal periodicals, legislative history, practice and procedures, and social science materials related to law. Application of legal research strategies will be required.

**JUS 496 Administrative Law** (3 credits)

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.

**JUS 497 Law and Evidence** (3 credits)

A comprehensive review of evidentiary principles, both common law and statutory, and how evidentiary standards affect and govern both civil and criminal process. Topical coverage includes: Real and physical evidence, demonstrative substitution, hearsay and first-hand evidence, witness scope and qualification, as well as privilege principles. Both federal and state rules will be interpreted. Students will be required to advocate cases utilizing these evidentiary principles in a mock court environment and to research an area of emerging evidence law.

**JUS 498 Criminal Justice Internship** (3 credits)

An on-site, experiential learning experience where students work at a variety of justice agencies for academic credit is the central aim of the internship program. Intern locations have included government agencies, police departments, prisons, federal and state law enforcement, private security firms, judicial clerkships, legal offices and legal research concerns. Interns must complete a self-evaluation, perform a series of exercises and assignments, author a log diary and paper outlining the internship experience, work 45 hours per internship credit, and present an acceptable recommendation from the internship supervisor upon completion of the experience. Attendance at internship seminars for the department is required.

## Languages

**LAR 111 Elementary Arabic Language and Culture I**

(3 credits)

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Modern Standard Arabic (MSA), the standard language of the Arab world. Designed for students with no previous course work in Arabic, this course focuses on learning the alphabet, building vocabulary and sentence patterns in communicative contexts, and pronunciation. Students will also be introduced to simple survival conversations in Modern Standard Arabic, promoting the development of speaking and listening skills. Reading and writing will be introduced and acquired through different activities in conjunction with speaking and listening skills. Finally, awareness of the cultures, behaviors, and traditions of the Arabic-speaking world will also be emphasized. Global Marker.

**LAR 112 Elementary Arabic Language and Culture II**

(3 credits)

A continuation of LAR 111. Global Marker.

**LFR 111 Beginning French I** (3 credits)

Designed for students with no previous knowledge of French; acquisition of first-semester, first-year proficiency in speaking, understanding, reading and writing French with use of appropriate cultural and social contexts.

**LFR 112 Beginning French II** (3 credits)

Continuation of LFR 111. Prerequisite: LFR 111, by placement, or permission of instructor.

**LFR 211 Intermediate French I** (3 credits)

Emphasis on oral communication and development of reading and writing skills. Samples of French literature read and contemporary social issues discussed in French. Prerequisite: LFR 112, by placement or permission of the instructor.

**LFR 212 Intermediate French II** (3 credits)

Continuation of LFR 211. Prerequisite: LFR 211, by placement or permission of the instructor.

**LFR 311 French Civilization and Culture** (3 credits)

As a French language and intercultural and international competence course, French Civilization will open your mind to another important culture whose involvement in the world over the past two centuries has left a deep impression. It will encourage you to think more deeply of your own roots, enhancing your appreciation of both another culture and your own. The course is taught mostly in French, with readings in both French and English. Prerequisite: LFR 112 or permission of the instructor.

**LMN 111 Elementary Mandarin Language and Culture I**

(3 credits)

This beginning-level course introduces students to the speaking, listening, reading, and writing skills necessary for basic communication in Mandarin. Designed for students with no previous course work in Mandarin, this course focuses on reading and writing with the pinyin (phonetic) system; learning and practicing the radical simplified characters and related compounds; building vocabulary and practicing basic sentence patterns in communicative contexts; and pronunciation. Students will be expected to achieve approximately the novice-high level based on guidelines published by the American Council on the Teaching of Foreign Languages (ACTFL). Finally, awareness of the cultures, behaviors, and traditions of the Chinese-speaking world will also be emphasized. Class format will include a combination of lectures, demonstrations, tasks, and full class and small group discussions. Global Marker.

**LMN 112 Elementary Mandarin Language and Culture II**

(3 credits)

A continuation of LMN 111. Global Marker.

**LSP 111 Beginning Spanish I** (3 credits)

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. Prerequisite: None.

**LSP 112 Beginning Spanish II** (3 credits)

Continuation of LSP 111. Prerequisite: LSP 111, by placement or permission of instructor.

**LSP 124 Culinary Spanish** (3 credits)

Students learn to converse in elementary Spanish spoken by Spanish-speaking co-workers in the culinary arts field. Course focuses on practicing speaking and vocabulary in conversational situations about menu items, culinary tools and techniques. Spanish and Latin American dishes, condiments and dining customs are presented as part of the cultural background. Prerequisite: None.

**LSP 211 Intermediate Spanish I** (3 credits)

Emphasis on oral communication and development of reading and writing skills. Samples of Hispanic literatures read and contemporary social issues discussed in Spanish. Prerequisite: LSP 112, by placement or permission of the instructor.

**LSP 212 Intermediate Spanish II** (3 credits)

Continuation of LSP 211. Prerequisite: LSP 211, by placement or permission of the instructor.

**LSP 311 Hispanic Cultures** (3 credits)

In this course students will explore the cultural, social, political, and artistic phenomena that have created the civilization and culture of the Spanish speaking people, the fourth largest cultural group in the world. Major influences in the development of Hispanic cultures are highlighted. An emphasis is given to contemporary culture. Conducted in Spanish; readings in Spanish and English. Prerequisites: LSP 112 or permission of the instructor.

## Literature

**LIT 200 Introduction to Critical Reading: Text and Context** (3 credits)

This course introduces students to the study and appreciation of literature. It explores the literary genres of short story, poetry, drama and novel. 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. Prerequisite: ENG 120

**LIT 201 World Lit I: Foundations of Culture** (3 credits)

This course explores both early European (classical and medieval) culture as well as the great non-European cultures of Asia, Africa, and the Americas up to the Renaissance. Readings will focus on major themes such as the hero, the role of women, ethical values, views of nature within the genres of Greek tragedy, comedy, epic and lyric poetry. Students will read authors such as Homer, Sophocles, Dante, Virgil, Cervantes, and Ovid. Although all texts are in English, this course is designed to give students competency in ancient and medieval literature outside the English tradition. Global Marker. Prerequisite: ENG 120

**LIT 202 World Lit II: Renaissance to Modern** (3 credits)

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. Prerequisite: ENG 120

**LIT 203 Early American Literature** (3 credits)

This course begins before Columbus' arrival but focuses on the period from 1620-with the settlement of Plymouth Plantation-to the formation of American government in the late 18th century. Students will focus on literary texts of historical and cultural relevance and on authors who pursued

the American Dream of economic, religious, political, and artistic freedom. Authors may include Bradford, Williams, Bradstreet, Rowlandson, Taylor, Mather, Franklin, Paine, Jefferson, DeCrevecoeur, Equiano and Wheatley. Prerequisite: ENG 120

**LIT 205 The American Renaissance** (3 credits)

This course examines literature from the early 1800s to 1865, the conclusion of the Civil War. During this period, American literature developed a home-grown Romanticism influenced by European intellectual and aesthetic movements, as well as a new cultural sensibility of its own. Authors may include Irving, Poe, Hawthorne, Emerson, Thoreau, Melville, Douglass, Dickinson, and the latter-day transcendentalism of Whitman. Prerequisite: ENG 120

**LIT 207 American Realism and Naturalism** (3 credits)

This survey of American literature begins after the Civil War and ends early in the 20th century. The course will focus on the progression of American literature from Romanticism to Realism and Naturalism and towards Modernism. Students will read literature by authors who were responding to radical shifts in America after the Civil War, including Reconstruction, the rise of industrialism, and new theories of evolution. Authors may include Twain, James, Chesnut, London, Dreiser, Wharton, Cather, and Anderson, as well as poets of the early twentieth century. Prerequisite: ENG 120

**LIT 210 American Literature: 20th Century and Beyond** (3 credits)

This course will explore major novels, short stories, poetry, and plays from modern period to the present, with emphasis on literature after 1924 (WWI). Students will read texts that tackled the political, cultural, and literary issues dominating this period in history, including the World Wars, the Cold War, the Beat movement, the Civil Rights movement, the Vietnam War, and contemporary post-9/11 ideas of trauma, terrorism, and empire. Authors may include Hemingway, Faulkner, Pynchon, DeLillo, Morrison, as well as major poets and dramatists. Prerequisite: ENG 120

**LIT 217 Introduction to Poetry** (3 credits)

This course is an introduction to the study and appreciation of poetry from ancient times to the modern period, though the focus is on the work of English and American poets, both traditional and modern. The course will explore the nature and variety of poetry, the means of reading it with appreciative understanding, and ideas for evaluating it. Prerequisite: ENG 120

**LIT 218 Introduction to Drama** (3 credits)

This course traces the roots of Western theatre and introduces students to ancient Greek and Roman drama, Elizabethan theatre, and European, British, and American drama of the 16th through 19th centuries. The works taught will vary by instructor, but students can expect to read Sophocles, Shakespeare, Moliere, Chekhov, Ibsen, Shaw, and Wilde, among others. The course will explore the conventions of drama, techniques for reading and watching it, and ideas for evaluating it. Prerequisite: ENG 120

**LIT 228 Medieval Literature** (3 credits)

This course focuses on literature written in England during the Old and Middle English periods, from about 500 to 1485. Approximately half the course will focus on Old English literature, especially Beowulf, and half will focus on Middle English literature, especially Chaucer. Students will read modern translations of the former and some translations and original versions of the latter. Prerequisite: ENG 120

**LIT 230 British Literature: Renaissance to Restoration** (3 credits)

This course surveys British Literature from the eras of Shakespeare to that of Milton, Pope Swift, and others. Renaissance drama, epic poetry, the sonnet, satirical essays, diaries, biography and journalism are among the genres studied. Students will encounter a period of English literature renowned for the variety and originality of its writers—including Spenser, Marlowe, Donne, Milton, Pope, and Fielding—which left a lasting mark on subsequent English literature. Prerequisite: ENG 120

**LIT 234 British Romantic and Victorian Writers** (3 credits)

19th-century Britain witnessed an array of tumultuous developments, including the rise of industrialization, the growth of Britain's overseas empire, widespread agitation for women's and worker's rights, the birth of evolutionary theory, and the emergence of modern terrorism and state responses to it. This course will survey major nineteenth-century British works of prose, drama, short fiction, and poetry with particular emphasis on the cultural context in which these works were produced. Students will read authors such as Wordsworth, Austen, Dickens, the Brontës, Conrad and Keats. Prerequisite: ENG 120

**LIT 236 British Modernism** (3 credits)

This course will explore the modernist movement in 20th-century British fiction, poetry, and drama. Writers and artists of the modern era responded in their work to political alienation and despair over the World Wars, as well as to the intellectual paradigm shifts wrought by the works of Darwin, Marx, and Freud; the modernists' literary experiments continue to influence contemporary writing and thought. Authors may include Joyce, Woolf, Forster, Ford, Yeats, Auden, and others. Prerequisite: ENG 120

**LIT 245 Modern European Literature** (3 credits)

This course will trace the development of modern European literature during the nineteenth and twentieth centuries. We will discuss aspects such as genre, narrative technique, time, characterization, as well as the cultural and political implications of its development on the European consciousness. This course will pay particular attention to close contextual and thematic readings of several representative works of European literature during the modern age. Readings may include such authors as: Balzac, Flaubert, Tolstoy, Mann, Gide, Proust, Kafka, Pirandello, Nabokov, Hess, and Camus. All texts are in English translation. Prerequisite: ENG 120

**LIT 270 Studies in American Literature** (3 credits)

This course explores novels, short stories, poetry, drama, and/or non-fiction by American writers, spanning at least two literary periods or historical eras (i.e. American Colonialism, Renaissance, Realism, Modernism, Postmodernism) or focusing on one theme (i.e. violence, race, war, business, law, love and marriage, identity). The topic of the course will vary, depending on the instructor. Readings, films, and lectures on cultural and historical contexts may supplement the literary material. Offered each year in the spring semester. Prerequisite: ENG 120

**LIT 275 Studies in British Literature** (3 credits)

This course examines novels, short stories, poetry, drama, and essays produced by British writers, spanning at least two literary periods or historical eras (Renaissance, Romantic, Postmodern, etc.) or focusing on one theme (violence, race, war, business, law, love and marriage, identity). The topic of the course will vary, depending on the instructor. Readings, lectures, and films on cultural and historical contexts may supplement the literary material. Offered each year in the fall semester. Prerequisite: ENG 120

**LIT 300 Literary Theory** (3 credits)

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. Prerequisite: ENG 120

**LIT 305 Popular Fiction** (3 credits)

This course will analyze today's popular fiction in America. What makes a book a "best seller"? Writers who strike it rich generally write books that are fast-paced and easy to read, follow a set of conventions that readers recognize, and touch a nerve within their society. This course will introduce students to a variety of literary sub-genres (true crime, memoir, road novel, detective fiction, western, mystery, etc.) and to the media culture that hypes and sells these books. Prerequisite: ENG 120

**LIT 316 Modern Drama** (3 credits)

This course explores modern, 20th and 21st-century plays from American, British, Russian, and world literature. The works taught will vary by instructor, but students may read O'Neill, Williams, Miller, Mamet, Pinter, Ionesco, Synge, Soyinka, and Beckett, among others. Prerequisite: ENG 120

**LIT 319 Shakespeare** (3 credits)

Students will study selected Shakesperian comedies, tragedies and chronicle plays. The course also provides the students with a general overview of the Elizabethan era and the world in which Shakespeare lived and worked. Prerequisite: ENG 120.

**LIT 320 Hemingway's Paris Years** (3 credits)

Perhaps more than any other twentieth century American writer, Ernest Hemingway continues to be studied and celebrated throughout the world. This course is designed to explore the man behind the myth. Through reading, writing, discussing, and a trip to Paris - the place where it all truly started - students in this course will gain insight into this complex world icon. Update your passport and come discover the larger picture that made a young Ernest Hemingway from Oak Park, Illinois, into a worldly author that all want to claim as their own. Currently offered only at Seacoast Center. Prerequisite: ENG 120

**LIT 328 Multi-Ethnic Literature** (3 credits)

Since the beginnings of American literature, writers have been concerned with defining and creating American identity. After the Civil Rights movement, many writers defined American identity in ethnic and racial terms, arguing for a revised, pluralistic idea of American identity. Students will read fiction, poetry, and essays by twentieth-century American authors who identify with African American, Native American, Asian American, and Chicano heritages. In addition to race and ethnicity, students will discuss how class, native language, religion, gender, sexuality, and history figure into these writers' images of an American self and community. Prerequisite: ENG 120

**LIT 330 Gender and Text** (3 credits)

Focusing on literary works about women, women's roles, as well as masculinity and men's roles, students will analyze how gender, race, sexuality, class, and other factors influence various writers' representations of gender roles. The course also examines how definitions of gender roles change over time and across cultures. Students will read selections from feminist theory and gender studies that illuminate pervasive assumptions about women and men, past and present. Prerequisite: ENG 120

**LIT 332 The Nature Writers** (3 credits)

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. Students will read authors such as Emerson, Thoreau, Dickinson, Wordsworth, Leopold, and Abbey. This course is offered in the fall of odd years, and it also fulfills requirements for students in the Environmental Studies program. Prerequisite: ENG 120

**LIT 336 Thoreau and His Contemporaries** (3 credits)

This course considers the works of Henry David Thoreau as a transcendentalist, essayist, poet, naturalist and teacher. Other members of the Concord School, such as Emerson, the Alcotts, and Fuller, are also discussed. Prerequisite: ENG 120

**LIT 337 Modern Poetry** (3 credits)

This course immerses students in modernism and postmodernism via British and American poetry. Students will read Frost, Eliot, Pound, Stevens and other major modern and contemporary poets, as well as essays on poetry and artistic ambition in the twentieth century. Prerequisite: ENG 120

**LIT 344 Comedy and Satire** (3 credits)

This course introduces students to an important type of Western literature that is found in almost every genre, from drama (Aristophanes, Moliere, Wilde), to poetry (Horace, Pope, Frost), to stories and novels (Aesop, Chaucer, Voltaire, Gogol). These authors and many others have developed comedy and satire into effective literary tools for critiquing their society. Each instructor will focus on a major period or target of this literature--for example, the Eighteenth Century or contemporary times or the medical, religious, political profession. Prerequisite: ENG 120

**LIT 345 Postcolonial Encounters** (3 credits)

We will explore an array of regional and national literatures from the "third world," such as Africa, India, Latin America, and the Caribbean. In addition, we will also address questions of culture and knowledge production in those areas, the dialectic between first and third world, as well as the notions of the modern, civilized metropolitan center and the traditional primitive periphery. We will also take up questions concerning autonomy and authority, power and powerlessness, voice and silence, and the re-presentation of fundamental theoretical concepts like culture, identity, racism, immigration, and decolonization to name a few. Our task, then, is to carefully re-examine postcolonial literature from beyond the western metaphysical lens. Global Marker. Prerequisite: ENG 120

**LIT 350 The Black Literary Tradition** (3 credits)

This course surveys African-American literature from its earliest roots, through the slave narratives, the Harlem Renaissance, the Black Arts movement, and into contemporary literature. Students will read works that illuminate both the history of African America and hotly debated ideas of racial identity. Course readings may include Washington, DuBois, Ellison, Brooks, Morrison, among many others. Prerequisite: ENG 120

**LIT 450 Seminar in American Literature** (3 credits)

This course uses a thematic approach to explore works by American writers. The specific selections and authors vary each term according to the theme. This is an upper-level course involving close reading, analysis and writing in a seminar format. Students will complete a seminar paper. Writing Intensive Course. Prerequisite: ENG 120

**451 Seminar in British Literature** (3 credits)

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. Students will complete a seminar paper. Writing Intensive Course. Prerequisite: ENG 120

**LIT 452 Seminar in Global Literature** (3 credits)

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 a seminar format. Students will complete a seminar paper. Writing Intensive Course. Prerequisite: ENG 120

**LIT 480 Independent Study** (3 credits)

This course allows the student to investigate any Literature subject not incorporated into the curriculum. Offered every semester. Prerequisite: ENG 120

**LIT 485 Senior Thesis in Literature** (6 credits)

This year-long 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. 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 of 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 two- to three-year research and writing project.

## Learning Strategies

**LSS 100 Learning Strategies Seminar** (3 credits)

The Learning Strategies Seminar is a non-credit full-semester course designed to assist students with learning skills that are essential for academic success in college. Students will be taught a variety of learning skills, styles and strategies that will enable them to experience success in college classes and beyond. This seminar will assist students in becoming more independent learners and in maximizing their educational experience.

## Management Advisory Services

**MAS 490A Management Advisory Services Cooperative Education** (3 credits)

Prerequisites: Consent of the program coordinator/department chair, the school dean and the Career Development Center.

## Mathematics

**MAT 050 Fundamentals of Algebra** (3 credits)

This course includes a review of basic arithmetic and an introduction to elementary algebra. Topics include signed numbers, linear equations, simple and compound interest, graphing linear equations, polynomials, quadratic equations and graphing quadratics. (Credits awarded for this course are in addition to the 120-credit minimum graduation requirement.)

**MAT 105 Merchandising Mathematics** (3 credits)

This course surveys the mathematics that are essential to the maintenance of the retail store operating statements, markup and markdown, average maintained markup, turnover, open-to-buy and other topics at the instructor's discretion.

(This course cannot be used as an elective by students who have already completed MAT 120 or MAT 150. A waiver of this restriction is awarded for four-year retailing majors.)

**MAT 112 Mathematics for Hospitality Administration** (3 credits)

This applied mathematics course includes a variety of quantitative skills required by professionals in the hospitality field. Open only to students enrolled in the Bachelor of Applied Science in Hospitality Administration (BASHA) program.

**MAT 120 Finite Mathematics** (3 credits)

This course serves to prepare students for other courses in the core curriculum and in their majors and to provide a basis for making decisions that they will encounter after graduation. Topics include solving equations; modeling with linear, quadratic, exponential and logarithmic functions; the mathematics of finance; and probability. Prerequisites: Competency in high school algebra. (Students who have successfully completed MAT 130 or MAT 150 may not register for MAT 120).

\*This course is no longer offered.

**MAT 121 Mathematical Concepts and Techniques for Business** (3 credits)

An anthology for business majors, this course enriches and augments the techniques developed in MAT 120. Special attention is given to developing the topics using business examples and employing graphing calculators and computer packages. Topics covered include matrices and their applications, an introduction to linear programming, and an introduction to calculus applied to polynomials. Prerequisite: MAT 120 or MAT 130. (Students who have successfully completed MAT 150 may not register for MAT 121.)

**MAT 130 Applied Finite Mathematics** (3 credits)

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, counting and probability, and descriptive statistics. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 130). Prerequisite: Students must demonstrate competency in high school algebra appropriate to MAT 130.

**MAT 150 Honors Applied Finite Mathematics** (3 credits)

A course designed for students who enter the university with a demonstrated proficiency in high school algebra I and algebra II. This course will contain all the topics from MAT130, but covered in more detail. In addition, this course will contain topics selected from matrices and linear programming. (Students who have successfully completed MAT 120 or MAT 130 may not register for MAT 150.) Prerequisite: Permission of the mathematics/science department chair.

**MAT 151 Honors Applied Calculus** (3 credits)

The course will examine functions that are non-linearly related. The fundamentals of differential and integral calculus will be developed and applied to a variety of business, life and social science settings. In the process of problem analysis, mathematical software and/or graphing calculators will enhance the course content. Prerequisite: MAT 150 or permission of the mathematics/science department chair.

**MAT 200 Mathematics for the Humanities** (3 credits)

This course is designed to stress the connection between mathematics and modern society. The course curriculum is designed in a manner which blends theory with application. Topics are selected from the following general areas: size, shape and scale, exponential growth and decay, Euclidian, elliptical, and hyperbolic geometry, symmetry and pattern, tiling and other related topics at the discretion of the instructor. Prerequisite: MAT 130

**MAT 210 Calculus I** (3 credits)

Offered as needed. Prerequisite: MAT 130.

**MAT 220 Statistics** (3 credits)

MAT 220 is a fundamental course in the application of statistics that includes descriptive statistics, probability distributions, hypothesis testing and basic linear regression. Students will gain experience using statistical software. (Students who have successfully completed MAT 240, MAT 245, or MAT 250 may not register for MAT 220.) Prerequisite: MAT 120 or MAT 150.

**MAT 230 Discrete Mathematics** (3 credits)

This course is designed to introduce students to mathematical topics which are related to the design, programming, and application of computers. Topics include propositional logic, number systems, mathematical induction, algorithms and pseudocode, encryption, matrix manipulation, combinatorics, graph theory, and finite state automata. Prerequisite: MAT 120, MAT 130 or MAT 150.

**MAT 240 Business Statistics** (3 credits)

A course designed for students in the School of Business. In this course, students will learn how to apply a number of statistical techniques to different business settings. Students will learn how to solve statistical problems by hand and through the use of Excel and SPSS. Topics will include probability distribution functions, sampling distributions, estimation, hypothesis testing, and linear regression. (Students who have successfully completed MAT 220, or MAT 250 may not register for MAT 240.) Prerequisite: MAT 130.

**MAT 245: Statistics for the Social Sciences** (3 credits)

This course is an entry level statistics course for students majoring in the social sciences. Research is an integral part of the social sciences, and statistics is a foundation for research. In this course, students will learn statistical techniques for applications in the social sciences. Topics include probability distributions, estimation, hypothesis testing, analysis of variance, and multiple regression. Prerequisite: MAT 130. (Students who have successfully completed MAT 120 or MAT 150 may not register for MAT 245.)

**MAT 250 Honors Statistics** (3 credits)

This course is designed for students who have completed MAT 150 with a grade of "B" or better. The topics explored in MAT 220 will be expanded and developed with more depth. (Students who have successfully completed MAT 220, MAT 240, or MAT 245 may not register for MAT 250.) Prerequisite: MAT 150 or permission of the mathematics/science program coordinator/department chair.

**MAT 300 Regression Analysis** (3 credits)

Beginning with a review of hypothesis testing, the course quickly moves into a study of regression analysis or residuals, multiple regression, polynomial regression, indicator variables and analysis of variance (an extension of regression). Students will gain experience using SPSS or other suitable software. Prerequisite: MAT 220 or MAT 250 or equivalent.

**MAT 480 Independent Study** (3 credits)

This course allows the student to investigate any mathematics subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator or department chair and the school dean.

## Marketing

**MKT 113 Introduction to Marketing** (3 credits)

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.

**MKT 222 Principles of Retailing** (3 credits)

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. Prerequisite: MKT 113.

**MKT 266 Services Marketing** (3 credits)

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. Prerequisite: MKT 113

**MKT 229 Principles of Advertising** (3 credits)

This course is designed to give students an understanding of advertising and the role the media play in advertising strategy. This course focuses on the planning, research and creative skills needed to reach promotion objectives. This course is cross-listed with ADV 229. Writing Intensive Course. Prerequisites: MKT 113 and ENG 121.

**MKT 320 Sales Management** (3 credits)

The course consists of a study of sales management competencies. It also introduces students to the effective managing of field sales forces with an emphasis on structural planning and operational control over recruitment, training, retention, supervision, motivation, compensation and performance evaluation of sales personnel. Prerequisites: MKT 113 and sophomore standing or permission of the marketing department chair. Writing Intensive Course.

**MKT 322 International Retailing** (3 credits)

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. Prerequisite: MKT 222 or permission of the coordinator of retailing program.

**MKT 327 Retail Site Selection** (3 credits)

This course emphasises store location research and begins with an analysis of urban and other areas - their functions, land-use patterns and spatial organization. Also featured in this course are trends in facility design and planning. Prerequisite: MKT 222.

**MKT 331 Business to Business Marketing** (3 credits)

This course explores how a business organization buys, how the market is evaluated, how the marketing mix is established, how marketing plans are developed, and how to sell to the private industrial, institutional and governmental markets. Prerequisite: MKT 113.

**MKT 335 Professional Selling** (3 credits)

Students in this course explore the building of quality partnerships by developing relationship, product, customer and sales presentation strategies. Students will study each step of the sales process which adds considerable value in many other areas of social and professional life. Prerequisite: MKT 113.

**MKT 337 Marketing Research** (3 credits)

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 basis research methods. It focuses primarily on the survey research process whereby students learn to properly gather, analyze and use information to aid in marketing decision making. Prerequisites: MKT 113 and MAT 220.

**MKT 345 Consumer Behavior** (3 credits)

This course explores the behavior that consumers display in searching, purchasing, using, evaluating and disposing of products. Prerequisites: MKT 113 and either PSY 108 or SOC 112.

**MKT 350 Ethical Issues in Marketing** (3 credits)

This course explores current ethical issues and problems in marketing. The emphasis is on exploring philosophical frameworks for analyzing ethics, identifying crucial ethical issues, exploring all possible viewpoints, and examining remedies in order to facilitate the development of students' positions on these issues. Prerequisite: MKT 113.

**MKT 360 Direct Marketing** (3 credits)

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, tele-marketing and electronic marketing as ways to reach the consumer will be explored. Prerequisites: MKT 113 and one other 200- or 300-level MKT course.

**MKT 378 Brand Communications** (3 credits)

A strong brand brings a competitive advantage to a company, and building and maintaining a brand is a critical task for marketers. Identifying potential for 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. Prerequisite: MKT 113.

**MKT 432 Strategic Marketing Planning** (3 credits)

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 strategies in order to evaluate and implement strategic plans to solve specific company problems. Topics include a diversity of product, market and industry environments. Writing Intensive Course. Prerequisites: MKT 113 and MKT 337; the completion of three of the following courses: MKT 222, MKT 320, MKT 229/ADV 229, MKT 331, MKT 345, MKT 350, MKT 433 or MKT 442; and senior standing.

**MKT 433 Multinational Marketing** (3 credits)

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. This course is cross-listed with INT 433. Prerequisites: ECO 202 and MKT 113 or permission of the instructor.

**MKT 442 Retail Management** (3 credits)

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. Prerequisites: MKT 222 and junior or senior standing,

**MKT 480 Independent Study** (3 credits)

Independent study allows the student to investigate any marketing subject not incorporated into the curriculum or to do in-depth study or research in a specialized area of marketing. Prerequisites: Permission of the marketing department chair and the school dean.

**MKT 490A Marketing Cooperative Education** (3 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Open to marketing majors only with permission of the Career Development Center and the marketing program coordinator/department chair.

**MKT 490B Marketing Cooperative Education** (6 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Open to marketing majors only with permission of the Career Development Center and the marketing program coordinator/department chair.

**MKT 490C Marketing Cooperative Education**  
(12 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where marketing principles and practices can be learned firsthand. Open to marketing majors only with permission of the Career Development Center and the marketing department chair.

**MKT 491A Retailing Cooperative Education** (3 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand. Open to retailing majors only with permission of the Career Development Center and the marketing program coordinator/department chair.

**MKT 491B Retailing Cooperative Education** (6 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand. Open to retailing majors only with permission of the Career Development Center and the marketing program coordinator/department chair.

**MKT 491C Retailing Cooperative Education** (12 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where retailing principles and practices can be learned firsthand. Open to retailing majors only with permission of the Career Development Center and the retailing program coordinator/department chair.

## **Organizational Leadership**

**OL 110 Introduction to Business** (3 credits)

This course introduces basic business functions and how businesses are owned, managed and controlled. Elements of a business are integrated to reflect how each interacts with the others to provide the concept of a systems background. A broad background in business practices, principles and economic concepts is discussed and provides the basis for use in more advanced courses. This course includes an introduction to international business.

**OL 125 Human Relations in Administration** (3 credits)

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.

**OL 211 Human Resource Management** (3 credits)

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. Prerequisite: Sophomore standing.

**OL 215 Principles of Management** (3 credits)

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 also is covered. Writing Intensive Course. Prerequisites: OL 125 and ENG 120 or permission of the instructor.

**OL 301 Real Estate** (3 credits)

This comprehensive real estate course deals with all the aspects of real estate necessary to operate as a real estate salesperson or broker.

**OL 317 Small Business Management** (3 credits)

The problems involved in starting and operating a successful small business, selecting the location, determining how to borrow money, budgeting and credit are discussed. The development of a comprehensive business plan is emphasized. Prerequisites: ACC 201, ACC 202, OL 215 and MKT 113.

**OL 318 Labor Relations and Arbitration** (3 credits)

This course examines union-management relationships. Elements of a good union-management contract, the law and the role of the arbitrator are emphasized.

**OL 320 Entrepreneurship** (3 credits)

This course focuses on the factors that contribute to the personal success of entrepreneurs and affect successful entrepreneurship. Entrepreneurship itself is also studied. Case studies, contemporary readings and simulations are used. International considerations are included.

**OL 322 Managing Organizational Change** (3 credits)

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. Prerequisites: OL 215 and junior standing.

**OL 324 Managing Quality** (3 credits)

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, readings, cases, exercises and simulations. International considerations also are studied. Team Intensive Course. Prerequisites: OL 125 and junior standing.

**OL 325 Compensation and Benefit Administration** (3 credits)

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. Prerequisites: OL 211 and junior standing.

**OL 326 Social Environment of Business** (3 credits)

This course discusses in detail the interrelationships among business, government and society. Considerable time is spent discussing how these relationships change. The potency of change comes from forces in the business environment and from the actions of business. The impact of these changes affects the daily lives of all Americans. Through the use of readings, supplemental cases and class discussions, students will gain an understanding of the many significant issues facing the business community today.

**OL 328 Leadership** (3 credits)

This course examines leadership as an interpersonal 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. Prerequisites: OL 125 and junior standing.

**OL 342 Organizational Behavior** (3 credits)

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. Team Intensive Course. Writing Intensive Course. Prerequisites: OL 125 and junior standing.

**OL 394 Management Practicum** (3 credits)

This is an independent work program for upper-level students that provide a relevant link between classroom learning and “real-world” experience. The program is based on a student’s analysis and presentation of a proposal in consultation with the student’s employer and the university. This proposal must be approved in advance. Successful completion of the project is the basis for the 6-credit value. “This course is available only to students who are Bachelor of Science degree candidates in business administration, business studies or marketing and have either two business or free electives available on their worksheets.

**OL 421 Strategic Management and Policy** (3 credits)

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 nonprofit organizations. Text and case studies are used extensively. Team Intensive Course. Writing Intensive Course. Prerequisites: ACC 201, ACC 202, MKT 113 and senior standing. Experience with Microsoft Office or equivalent is required.

**OL 440 Human Resource Certification Course** (3 credits)

Students focus on strategic and policy issues in the field of human resource management. Students and the instructor will select topical areas within the field to conduct in-depth research. This course is cross-listed with OL 605. Prerequisites: OL 215, OL 211 and OL 325.

**OL 442 Human Resource Strategy and Development** (3 credits)

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. Prerequisite: OL 211 and OL 325.

**OL 460 Seminar in Organizational Behavior** (3 credits)

The content of this course varies from semester to semester. It focuses on contemporary and changing issues in the field and explores special topics in depth. Readings, research and case studies are used in the study of such topics as managing change, leadership in large corporations, management and productivity, managerial forecasting, the ethics of management, the responsible use of power, management of conflict, problems and emerging trends in international organizational behavior and research methods in business. Prerequisite: OL 342 or permission of the instructor.

**OL 480 Independent Study** (3 credits)

This course allows the student to investigate any economic or business subject not incorporated into the business administration curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair and school dean.

**OL 480A Independent Study** (1 credit)

This course allows the student to investigate any economic or business subject not incorporated into the business administration curriculum. Prerequisites: Permission of the instructor, program coordinator/department chair and school dean.

**OL 490A Business Administration Cooperative Education** (3 credits)

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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**OL 490B Business Administration Cooperative Education** (6 credits)

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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**OL 490C Business Administration Cooperative Education** (12 credits)

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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**OL 492A Business Studies Cooperative Education** (3 credits)

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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**OL 492B Business Studies Cooperative Education** (6 credits)

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. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**OL 492C Business Studies Cooperative Education**

(12 credits)

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. Offered every year. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

## **Philosophy**

**PHL 210 Introduction to Philosophy** (3 credits)

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.

**PHL 212 Introduction to Ethics** (3 credits)

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?

**PHL 214 Formal Logic** (3 credits)

This course is a study of the fundamental principles of deductive logic, and introduces students to proofs of the validity and invalidity of arguments.

**PHL 215 Moral Decision-Making: Theories and Challenges** (3 credits)

This ethics course addresses the ways people make judgments about right and wrong actions. Areas of consideration include theories of morality, moral development and decision-making; comparisons between morality and other areas of life, such as law and religion; and contemporary moral issues facing individuals and society.

**PHL 216 Business Ethics** (3 credits)

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.

**PHL 219 Philosophical Reflections on Education** (3 credits)

This course applies philosophical techniques to two questions: how do humans learn and what is the nature of knowledge. We will assess historically important answers from ancient, early modern and modern authors. Specific content may vary from term to term.

**PHL 230 Religions of the World** (3 credits)

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 five major religions: Hinduism, Buddhism, Judaism, Christianity and Islam.

**PHL 246 Understanding Non-Western Philosophy** (3 credits)

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.

**PHL 314 Political Theory** (3 credits)

This course explores the diversity of conceptions of the individual, the state, politics, and "the good life" that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Writing Intensive Course. Prerequisite: PHL 210, POL 109, or permission of instructor.

**PHL 363 Environmental Ethics** (3 credits)

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. This course is cross-listed with ENV 363. Prerequisite: A previous philosophy course, ENV 219, or permission of the instructor.

**PHL 480 Independent Study** (3 credits)

This course allows the student to investigate any philosophy subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator or department chair and the school dean.

**Political Science****POL 203 Wealth and Poverty** (3 credits)

This course asks why wealth and poverty continue to exist side by side throughout the world. Students explore how standards of living differ both within and between industrialized countries and the Third World, and seek the causes of these differences in the story of economic development as it has unfolded over the past 500 years. Global Marker.

**POL 210 American Politics** (3 credits)

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.

**POL 211 International Relations** (3 credits)

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. Global Marker.

**POL 213 Comparative Politics** (3 credits)

This course offers a broad, comparative introduction to the structure and function of national political systems, with an emphasis on the structural and functional attributes that distinguish democracies from non-democracies and that distinguish the different types of democracies and non-democracies from each other. The countries covered may vary from semester to semester. Global Marker.

**POL 214 Political Theory** (3 credits)

This course explores the diversity of conceptions of the individual, the state, politics, and "the good life" that animate contemporary societies and their critics, with an emphasis on the contributions of Western political theorists of both ancient and modern times to contemporary currents of political thought. This course places special emphasis on the social and cultural contexts in which these theorists lived and worked as factors that helped to shape their political ideas. The theorists covered may vary from semester to semester. Writing Intensive Course. Prerequisite: ENG 121.

**POL 301 U.S. Foreign Policy in the Twentieth Century and Beyond** (3 credits)

This course explores the nature and consequences of U.S. foreign policy during the "American Century," as the twentieth century has come to be called, and into the twenty-first century. The course will examine the development and limitations of U.S. foreign policy options in a period punctuated by two world wars, the Cold War and its aftermath, and the emergence and consolidation of the United States as a global superpower and a regional (neo)colonial power. Global Marker. Prerequisite: POL 211 or permission of the instructor.

**POL 302 Globalization and International Organizations** (3 credits)

This course explores the different meanings of globalization in the past and the present, and examines the role of international organizations in the globalization process. It places special emphasis on examining the effect of contemporary globalization on national economies from alternative viewpoints, and on critically evaluating the implications of globalization for the future of local economies and cultures. Global Marker. Prerequisites: POL 211 or both ECO 201 and ECO 202.

**POL 303 International Security Studies** (3 credits)

This course explores the current status and likely future prospects of selected national security strategies and international collective security regimes, with an emphasis on their effectiveness as responses to the increasingly complex threats to national security and international peace that have become fixtures of the post-Cold War world. This course places special emphasis on how changing conceptions of what it means to be secure, as well as the emergence of non-state actors as significant national security threats, have forced both states and the international community to reevaluate traditional approaches to preventing war, promoting peace, and preserving the sovereignty of states. Global Marker. Prerequisite: POL 211 or permission of the instructor.

**POL 305 State and Local Government** (3 credits)

This course explores the structure and function of state and local governments in the United States, with an emphasis on their roles as partners with the federal government in a system of cooperative federalism. This course places special emphasis on how the peculiar features of the American political system shape the ability of state and local governments to cope with issues of pressing public policy concern, such as educational quality, racial discrimination, poverty, criminal justice, and environmental protection. The issues covered may vary from semester to semester. Prerequisite: POL 210.

**POL 306 The American Legal and Judicial Systems** (3 credits)

This course offers a broad introduction to the structure and function of the American legal and judicial systems, including the structure and function of federal and state courts, the nature of legal reasoning, the structure and function of legal education and the legal profession and the politics of judicial selection. In the legal reasoning segment of the course, students read abbreviated versions of judicial opinions and learn how to write a predictive legal memorandum of the type that first-year law students learn how to write, in which they analyze a legal issue of concern to hypothetical clients by applying the reasoning and conclusions in the opinions to the facts of the clients' case. Prerequisite: POL 210.

**POL 307 Research Methods in Political Science** (3 credits)

This course offers a broad introduction to the diversity of research methods used by political scientists, including surveys, case studies, experiments and quasi-experiments. Students will develop the ability to spot design flaws in studies intended to generate scientifically sound conclusions about political phenomena, and to evaluate critically the interpretations of the results of those studies offered to the public by third-party observers, such as reporters in the mass media. Students will learn how to draft a research proposal that would satisfy the requirements of peer review within the community of professional political scientists. Prerequisite: POL 210, POL 211, or POL 213.

**POL 308 Latinos in the United States** (3 credits)

This course examines the historical development of Latino communities in the United States, as well as current sociopolitical developments. The course places special emphasis on the issues of migration, community formation, ethnic identity and political and legal empowerment among Latinos and Latinas in the United States. The major Latino groups (Mexicans, Puerto Ricans, and Cubans) will be covered, as well as others. Prerequisite: POL 210.

**POL 310 Revolution and Social Change in Latin America** (3 credits)

This course provides a comprehensive look at Latin America by closely examining the historical roots of its societies, as well as their current sociopolitical developments. The course places special emphasis on the historical trends that shaped today's Latin America, and on the particular political characteristics of the region through the analysis of selected country case studies, such as Mexico, Brazil, Chile, and Cuba. Global Marker. Prerequisite: POL 213 or permission of the instructor.

**POL 315 Political Conflict and Social Change in the Caribbean** (3 credits)

This course provides a comprehensive look at the Caribbean by closely examining the historical roots of its societies, as well as their current sociopolitical developments. The course places special emphasis on the historical trends that shaped today's Caribbean, and on the particular political characteristics of the region through the analysis of selected country case studies, such as Cuba, Haiti, the Dominican Republic, and Puerto Rico. Global Marker. Prerequisite: POL 213 or permission of the instructor.

**POL 316 Legal Reasoning and the Judicial Process**

(3 credits)

This course explores the reasoning process used by American courts in resolving legal disputes. It is modeled on a first-year law school course. The readings consist almost exclusively of abbreviated versions of U.S. Supreme Court opinions in constitutional cases. Students will learn how to write brief, formal summaries of these opinions of the type typically prepared by American law students and lawyers, and will be expected to participate actively in the type of in-class Socratic dialogues that are the standard method of instruction in American law schools. Prerequisite: POL 306 or permission of the instructor.

**POL 319 U.S. Environmental Law and Politics** (3 credits)

This course explores the requirements of the most important environmental laws in the United States, and the political process that produces them. Students learn how to spot the facts that trigger the requirements of these laws, and both how to predict and how to influence policy outcomes in the environmental law-making process. Prerequisite: POL 210.

**POL 322 Development and the Environment** (3 credits)

This course examines alternative perspectives on the link between economic development and environmental quality in developed and less developed countries. Students explore the relative contributions of developed and less developed countries to international environmental problems, the ethical and political implications of development and its environmental effects, and the impact of Western models of development on Third World communities and cultures. Prerequisite: POL 203 or POL 213.

**POL 324 Congress and the Legislative Process** (3 credits)

This course explores the structure and function of the Congress of the United States, with an emphasis on its role as a legislative body in a system of government characterized by the separation of powers and checks and balances. The topics covered include the congressional leadership structure, the committee system, major rules and procedures, legislative-executive relations, congressional elections, and representation, and may vary from semester to semester. Prerequisite: POL 210.

**POL 325 Industrial Ecology and Public Policy** (3 credits)

The field of industrial ecology aims to minimize the environmental costs of industrial activity by applying lessons learned from ecosystems, in which all wastes are consumed as raw materials by other parts of the system. This course explores the implications of industrial ecology for national economies, the global economy, economic sectors, and firms, and how public policy can be used to reform modern economies along industrially ecological lines. Prerequisite: POL 203.

**POL 329 International Environmental Law and Negotiation** (3 credits)

This course explores the dynamics of the international environmental negotiation process, and the content of the most important multilateral agreements that it has produced. Students spend the last few weeks of the course playing and critiquing their own performance in a web-based international communications and negotiation (ICONS) simulation, in which they assume the roles of member-states of the International Whaling Commission and negotiate the fate of a controversial proposal to end the international ban on commercial whaling. Prerequisite: POL 211.

**POL 344 Political Theory, Liberal Democracy, and the Constitutional State** (3 credits)

This course explores the challenges inherent in applying the insights of liberal political theory to the challenges of building a practical constitution. Particular emphasis will be placed on the conflict between the essentially particular commitments of many citizens in modern pluralistic states to their religions, ethnicities, or parties, and the neutral universality of liberal theory. In simple terms, this course seeks to answer in very sophisticated terms the simple question, "Why can't we all just get along?" Prerequisite: POL 214 or very rarely permission of the instructor.

**POL 349 Comparative Environmental Law and Sustainable Development** (3 credits)

This course examines the formation, implementation, and content of environmental law in India, Russia, China, and the European Union as examples of the diversity of approaches to environmental sustainability taken by developed, less developed, and economically transitional countries around the world. Students spend the last third of the course playing and critiquing their own performance in *Stratagem*, a computer-assisted simulation game used as a training tool for government and international aid officials, in which players assume the roles of government ministers in a less developed country and attempt to chart a course of environmentally sustainable development for that country over a period of 60 years. Writing Intensive Course. Prerequisite: POL 213 and ENG 121.

**POL 351 The American Presidency** (3 credits)

This course examines the historical evolution of the American presidency from the Constitutional Convention through the current administration. Emphasis is placed on the constitutional development of the presidency, from Washington's role as the reluctant "citizen-soldier" to the current reasoning that the American president will set the agenda not only for the United States but also for the world. The presidency's changing relationships with Congress, the Supreme Court, state governments, and "the people" are also examined, as is the important role campaigns play in shaping the expectations surrounding a presidential administration. Students should expect to spend ten to fifteen hours per week volunteering with a presidential campaign. Prerequisite: POL 210.

**POL 381-384 Model United Nations I-IV (3 credits)**

This year-long course, in which students meet once per week and earn three credits per year, offers mature, self-motivated students a unique opportunity to develop strategic thinking and negotiations skills; to acquire a broad understanding of international relations principles and concepts and of the culture and internal politics of a foreign country; and to interact with more than 3000 other college students from around the world as delegates to the Model United Nations in New York City. The Model United Nations program assigns each participating college or university a UN-member country to represent at its annual week-long session in New York. Parts of this session are held in the UN General Assembly chamber at the UN complex in Manhattan. During the session, the delegations negotiate with each other in an effort to draft and adopt by majority vote a series of mock UN resolutions on topics of current international concern. In the past, many of these resolutions have been adopted later by the real UN General Assembly. Students spend the fall semester of the course exploring relevant international relations principles and concepts and negotiations strategies, and in putting their knowledge to work in mock international negotiations settings. Students spend the first several weeks of the spring semester examining the culture and internal politics of their assigned country, and in developing strategies for achieving that country's goals in the Model United Nations. After attending the Model United Nations in New York, students spend the rest of the semester critiquing their own performance in a series of debriefing sessions. Because part of the learning experience provided by this course is a function of the experiences of students who have participated in the Model United Nations before, students are encouraged to enroll in the course for multiple years in a row. In many cases, it will be possible for students to take the course in each of their four years at SNHU. First-time participants register for POL 381 in both fall and spring semesters, second-time participants for POL 382, and so on. Prerequisites: POL 211 or permission of the instructor. Students who seek to be admitted to the course using permission of the instructor as a prerequisite must submit to the instructor a recent college transcript (or, in the case of incoming freshmen, a recent high school transcript) and an essay describing the student's reasons for wanting to enroll in the course. Preference for admission will be given to POL majors and minors, students in the Honors Program, and to students committed to enrolling in the course for multiple years in a row. These courses are cross-listed with HON 381-384. Offered for S/U credit only. Global Marker.

**POL 401 Semester in London, England: International Relations Focus (15 credits)**

**POL 402 Semester in London, England: Comparative Politics Focus (15 credits)**

These courses are vehicles for encouraging SNHU political science majors to spend a semester studying either international relations or comparative politics in London, England, through SNHU's unique partnership with Huron University

USA, an American-style university located in central London. SNHU's partnership with Huron entitles SNHU students to study at Huron for a semester and transfer all course credits back to SNHU. Huron's deep commitment to internationalism, extensive international relations and comparative politics course offerings, and exceptionally diverse student body -- with students from more than sixty countries -- offer SNHU political science majors a unique opportunity to broaden the scope of their undergraduate education in a thoroughly international and multi-cultural setting. Students enrolled in POL 401 or POL 402 must take at least fifteen credits of courses at Huron, at least nine credits of which must be Huron IRE courses in the field of international relations (for students enrolled in POL 401) or comparative politics (for students enrolled in POL 402) at the 200-level or above for which there are no substantive equivalents among SNHU's POL courses. Students may use the first nine credits of IRE courses that meet the criteria above to fulfill their political science elective requirements, and may count any additional credits of IRE courses that meet those criteria toward fulfillment of the requirements of the International Relations concentration (for students enrolled in POL 401), the Comparative Politics concentration (for students enrolled in POL 402), or as free electives. Political science majors may use any other courses taken at Huron to fulfill any major or other SNHU requirement that those courses otherwise could be used to fulfill. The credits awarded for POL 401 or POL 402 are the credits awarded for the individual courses that students take at Huron. Political science majors may spend a semester studying at Huron without enrolling in either POL 401 or POL 402, and may use the courses taken at Huron to fulfill any major or other SNHU requirement that those courses otherwise could be used to fulfill, but may not take advantage of the special credit allocation options available to students enrolled in POL 401 or POL 402. For more information about spending a semester studying at Huron, see the political science department chair and Huron University USA's web site ([www.huron.ac.uk](http://www.huron.ac.uk)). Prerequisites: Enrollment in the political science major and permission of the political science department chair.

**POL 410A Semester in Washington, D.C.: American Politics Field Experience (12 credits)**

**POL 411A Semester in Washington, D.C.: Comparative Politics Field Experience (12 credits)**

**POL 412A Semester in Washington, D.C.: International Relations Field Experience (12 credits)**

**POL 413A Semester in Washington, D.C.: Pre-Law Field Experience (12 credits)**

These courses are the vehicles through which students receive POL course credit for participation in the supervised internship and Washington Forum components of SNHU's Semester in Washington, D.C., program, with an American politics, comparative politics, international relations, or pre-law focus. The Semester in Washington, D.C., program promotes learning by doing among SNHU political science majors and other SNHU students through for-credit intern-

ships and academic seminars hosted by The Washington Center in Washington, D.C. The Washington Center is an independent, not-for-profit organization that since 1975 has provided internship programs and academic seminars to college students from throughout the United States and around the world, and is affiliated with more than 850 colleges and universities nationwide. The Washington Center provides students with housing and places them in internships appropriate to their interests. Nine of the twelve credits awarded for POL 410A, POL 411A, POL 412A, or POL 413A will be derived from the supervised internship component of The Washington Center's program. Students enrolled in POL 410A may choose from the internships available through any of the following Washington Center programs: (1) the Advocacy, Service, and Arts Program; (2) the Congressional Leadership Program; and (3) the Science and Policy Program. Students enrolled in POL 411A may choose from the internships available through any of the following Washington Center programs: (1) the Americas Leaders Program; (2) the International Affairs Program; and (3) the NAFTA Leaders Program. Students enrolled in POL 412A may choose from the internships available through any of the following Washington Center programs: (1) the Advocacy, Service, and Arts Program; (2) the Americas Leaders Program; (3) the Science and Policy Program; (4) the International Affairs Program; and (5) the NAFTA Leaders Program. Students enrolled in POL 413A may choose from the internships available through The Washington Center's Law and Criminal Justice Program. The remaining three credits awarded for POL 410A, POL 411A, POL 412A, or POL 413A will be derived from participation in The Washington Forum component of The Washington Center's program, which includes a Presidential Lecture Series, a Seminar with Senators, a Congressional Speaker Series, an Embassy Visits Program, and small group activities. Although SNHU's political science department chair or other supervising political science faculty member will undertake an independent evaluation of the student's completed internship portfolio, the chair or faculty member generally will adopt the final internship grade recommended by The Washington Center program supervisor as the student's letter grade for POL 410A, POL 411A, POL 412A, or POL 413A. For more information, see the political science department chair and The Washington Center's web site ([www.twc.edu](http://www.twc.edu)). Prerequisites: POL 210 and POL 410B taken concurrently (for POL 410A); POL 213 and POL 411B taken concurrently (for POL 411A); POL 211 and POL 412B taken concurrently (for POL 412A); POL 306 and POL 413B taken concurrently (for POL 413A); at least junior standing; and permission of the political science department chair.

**POL 410B Semester in Washington, D.C.: American Politics Seminar** (3 credits)

**POL 411B Semester in Washington, D.C.: Comparative Politics Seminar** (3 credits)

**POL 412B Semester in Washington, D.C.: International Relations Seminar** (3 credits)

### **POL 413B Semester in Washington, D.C.: Pre-Law Seminar** (3 credits)

These courses are the vehicles through which students enrolled in POL 410A, POL 411A, POL 412A, or POL 413A receive POL course credit for the academic course component of SNHU's Semester in Washington, D.C., program, with an American politics, comparative politics, international relations, or pre-law focus. The Semester in Washington, D.C., program promotes learning by doing among SNHU political science majors and other SNHU students through for-credit internships and academic seminars hosted by The Washington Center in Washington, D.C. The three credits awarded for POL 410B, POL 411B, POL 412B, or POL 413B will be derived from the student's participation in the academic course required of all interns in The Washington Center's program. All courses are taught in a seminar format. Students must choose a course of relevance either to the theme of their POL 410A, POL 411A, POL 412A, or POL 413A internship or, respectively, to American politics, comparative politics, international relations, or pre-law studies generally. SNHU will adopt the grade awarded by the course instructor as the student's letter grade for POL 410B, POL 411B, POL 412B, or POL 413B. For more information about The Washington Center and the other components of SNHU's Semester in Washington, D.C., program, see the description of POL 410A, POL 411A, POL 412A, and POL 413A; the political science department chair; and The Washington Center's web site ([www.twc.edu](http://www.twc.edu)). Prerequisites: POL 410A taken concurrently (for POL 410B), POL 411A taken concurrently (for POL 411B), POL 412A taken concurrently (for POL 412B), or POL 413A taken concurrently (for POL 413B), and permission of the political science department chair.

### **POL 480 Independent Study** (3 credits)

This course offers students an opportunity to study any political topic not covered in any course listed in the catalog, under the supervision of a political science faculty member. Prerequisites: Permission of the instructor, the political science department chair and the school dean.

## **Psychology**

### **PSY 108 Introduction to Psychology** (3 credits)

This course is an introduction to various areas of psychology, including scientific investigation, motivation, personality, intelligence, behavioral deviation, perception, learning and human development. It provides a basis for further study in related areas.

### **PSY 201 Educational Psychology** (3 credits)

This course emphasizes the nature of human learning, with a study of the concepts of readiness, motivation, retention, individual differences, development, reasoning and measurement. Consideration of the psychological principles of testing and learning technology also are emphasized. Offered as needed. Writing Intensive Course. Prerequisite: PSY 108.

**PSY 205 Forensic Psychology** (3 credits)

Students will learn how psychology, as a science, 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 child witnesses, expert testimony, the polygraph, and factors influencing the credibility of witnesses, victims, and offenders.

**PSY 211 Human Growth and Development** (3 credits)

Students in this course study physical and psychological development from the prenatal period to death. Patterns of human development also are considered. Prerequisite: PSY 108.

**PSY 215 Psychology of Abnormal Behavior** (3 credits)

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. Prerequisite: PSY 108.

**PSY 216 Psychology of Personality** (3 credits)

Personality is studied using theories, applications, and individual and group patterns of behavior formation. Prerequisite: PSY 108 or permission of the instructor.

**PSY 224 Research Methods** (3 credits)

Students in this course will develop an understanding of a variety of research methods, including experimental, survey, co-relational and case-history techniques. They will become aware of the strengths and weaknesses of each method and understand when each method is best used. Offered every year. Writing Intensive Course. Prerequisites: PSY 108 and MAT 220.

**PSY 225 Health Psychology** (3 credits)

This course introduces the student 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. Prerequisite: PSY 108.

**PSY 226 Sport Psychology** (3 credits)

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 establishes 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. Prerequisite: PSY 108.

**PSY 230 Psychology of Individual Differences and Special Needs** (3 credits)

This course provides knowledge and understanding of exceptional children and adolescents. The approach is theoretical and practical. Prerequisite: PSY 108.

**PSY 257 Social Psychology** (3 credits)

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. Prerequisite: PSY 108.

**PSY 291 Experiential Learning** (3 credits)

This course offers the student a choice between a community focus (PSY 291a) and a research focus (PSY 291b). The community focus is not an internship, but rather an opportunity to actively participate in a community-based human service organization over the course of a semester. The research focus involves the student with the ongoing research of an approved faculty member. This course includes didactic instruction and group discussion. Prerequisite: PSY 108. Application for placement in either focus must be completed before the end of the previous semester. Application forms may be obtained from the SLA office. For undergraduate day school students only.

**PSY 305 Cognitive Psychology** (3 credits)

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.

**PSY 310 Criminal Psychology** (3 credits)

This course will provide students with insights about crime from a psychological perspective. The course will focus on how a criminal offender is influenced by multiple systems within the psychosocial environment and examine and evaluate 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. Prerequisites: PSY 108 and PSY 205

**PSY 311 Child and Adolescent Development** (3 credits)

This course is an in-depth study of childhood and adolescent developmental issues. The solid understanding of concepts and theories acquired in PSY 211 will be developed and applied. Field research, case studies and observations will be required. Prerequisites: PSY 108 and PSY 211.

**PSY 312 Psychology of Childhood and Adolescent Adjustment** (3 credits)

This course focuses on typical life experience conflicts and transitions students face in our complex society. An in-depth analysis of the specific adjustment issues that school-age children encounter is emphasized through research and case studies. Prerequisites: PSY 108 and PSY 211.

**PSY 314 Disorders of Childhood and Adolescence**

(3 credits)

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 obtained in PSY 215 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. Prerequisites: PSY 108 and PSY 211.

**PSY 315 Counseling Process and Techniques** (3 credits)

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. Prerequisites: PSY 108 and PSY 216.

**PSY 316 Psychology of Adult Adjustment** (3 credits)

The adjustments that most adults must make based on normative age-graded influences and social clock are studied throughout the adult life span. A biopsychological perspective is maintained. Topics include: physical health and well being; love and relationships; parenting; career development; human sexuality; role in society; retirement; adjusting to anticipated and unanticipated loss; and death. Prerequisite: PSY 211.

**PSY 325 Advanced Research Methods** (3 credits)

Students in this course will build on the knowledge of research methods they attained in PSY 224. Students will gain fluency in a variety of methods including surveys, naturalistic observation, correlational techniques and experimentation. This course is designed to crystallize the students' interests by allowing them to focus their intellectual energy on one topic. A major course objective is for students to hone the specific research questions that interest them and to design and conduct independent research in the area. Completion of this course is required for students to graduate with a specific concentration in psychology. Prerequisite: PSY 224.

**PSY 331 Human Sexuality** (3 credits)

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. Prerequisites: PSY 108 or permission of the instructor.

**PSY 335 Assessment and Testing** (3 credits)

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 of the types of tests and techniques available. Prerequisites: PSY 108, PSY 224 and MAT 220.

**PSY 350 Advanced Research Methods and Statistics**

(3 credits)

This course is designed for students to develop a deeper understanding of the research process by applying skills learned in Research Methods and Statistics for the Social Sciences to the students own research project.

Prerequisites: PSY 108, PSY 224, MAT 130, and MAT 245

**PSY 443A Psychology Internship** (6 credits)

This course provides students with field experience under the direction and supervision of a doctoral level psychologist.

**PSY 443B Psychology Internship** (6 credits)

This course provides students with field experience under the direction and supervision of a doctoral level psychologist. Prerequisite: PSY 443A or permission of department chairperson.

**PSY 444 Senior Seminar in Psychology** (3 credits)

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. Prerequisites: PSY 211, PSY 215, PSY 216, PSY 224 and PSY 335 (One prerequisite may be taken concurrently).

**PSY 480 Independent Study** (3 credits)

This course allows the student to investigate any psychology subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

## Quantitative Studies and Operations Management

**QSO 320 Introduction to Management Science through Spreadsheets** (3 credits)

This course introduces the students to quantitative techniques that are used to support decision-making. Topics include linear programming, decision analysis, simulation, forecasting, network analysis and waiting line analysis. Students will learn how to use Excel to model and solve applied business problems. Pre-requisite: MAT 220.

**QSO 330 Basics of Supply Chain Management** (3 credits)

Basics of Supply Chain Management provides an understanding of planning and the control of materials that move into, through and out of organizations. Prerequisite: MAT 220.

**QSO 331 Introduction to Operations Management** (3 credits)

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. Prerequisite: MAT 220.

### **QSO 340 Introduction to Project Management** (3 credits)

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. Prerequisite: IT 210

## **Resident Life**

### **RES 220 Resident Life** (3 credits)

This course explores the psychological and social development of college students who live in residence halls on campus. Through discussion, written and oral projects and experiences, students will examine their firsthand job applications in light of theories of student development, organizational theory and group work. Open to students in the resident assistant program. Beginning with the 2004 academic year, this course counts as an open elective. RES 220 no longer counts as either a psychology or social science elective.

## **Science**

### **SCI 211 Survey of the Biological Sciences** (3 credits)

Students in this course study selected topics within the various biological sciences. Ecology in our modern society and historical developments are considered. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 212 Principles of Physical Science I** (3 credits)

This course is a study of the basic concepts of physical science. Topics covered include the influence of the scientific method in understanding science, energy and motion; Newtonian physics; the solar system; the universe; and geology. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 213 Principles of Physical Science II** (3 credits)

This course is a study of other basic concepts of physical science. Topics to be covered include electricity and magnetism, heat, atoms and the molecular theory of the atom, chemical reactions and basic organic chemistry. SCI 212 is not required for SCI 213. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 215 Contemporary Health** (3 credits)

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. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 217 Introduction to Anatomy and Physiology** (3 credits)

This course is intended to introduce students to the fundamental principles of anatomy and physiology and the relationships of all the body systems and their functions. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 219 Environmental Issues** (3 credits)

Students in this course examine major environmental problems to make them aware of current and potential environmental issues from the perspectives of society, business and the individual. This course is cross-listed with ENV 219. Global Marker. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 220 Energy and Society** (3 credits)

This course surveys various forms of energy that are available in an industrial society. The environmental impact and the continued availability of each form of energy will be discussed. Conservation of energy sources and the development of alternative energy sources in the home and industry will be emphasized. Prerequisite: ENG 121 or permission of the instructor.

### **SCI 310 Environmental Chemistry** (3 credits)

Students in this course examine environmental problems with an emphasis on the scientific evidence from a chemistry perspective. Scientific concepts will be reinforced by the use of virtual labs. This course is cross-listed with ENV 310. Prerequisites: ENG 120, ENV 219 or SCI 219, and MAT 220.

### **SCI 315 Environmental Ecology** (3 credits)

This course introduces students to the principles of ecology, with an emphasis on the insights that ecology can provide into the environmental impacts of human activities. Students will explore the ecological roles of individual organisms; the dynamics of populations, biotic communities, and ecosystems; energy flows and biogeochemical cycles; and the concept of sustainability. This course is cross-listed with ENV 309. Prerequisite: SCI 211 or permission of the instructor.

### **SCI 335 Technology and Society** (3 credits)

Students in this course examine how technology and science impact society and relate to other disciplines, including economics, ethics, the arts and religion. This course is cross-listed with SOC 335. Writing Intensive Course. Prerequisites: ENG 121 and at least three science credits or permission of the instructor.

### **SCI 480 Independent Study** (3 credits)

This course allows students to investigate a science subject not incorporated into the curriculum. Prerequisites: ENG 121 and permission of the instructor, the program coordinator/department chair and the school dean.

## **Social Science**

### **SCS 224 Research Methods** (3 credits)

Students in this course develop an understanding of a variety of research methods, including experimental, survey, co-relational 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. Prerequisites: PSY 108 and MAT 220.

**SCS 300 Social Scientists View Race and Ethnic Relations** (3 credits)

This course will examine race and ethnic relations in the U.S. and around the world through the distinctive perspectives of the various social sciences: anthropology, economics, geography, political science, psychology, and sociology. Instructors from each of these disciplines will conduct sessions on selected topics of race and ethnic relations, and speakers from the community will also present their views on important issues involving minority relationships.

**SCS 444 Senior Seminar in Social Science** (3 credits)

This course serves as the capstone for social science and psychology majors. Students will draw upon the knowledge earned in the social science concentration courses and the liberal arts core courses and use it as the foundation for a guided research project in one of the social sciences. Writing Intensive Course. Prerequisite: Senior standing,

**SCS 490B Social Science Cooperative Education** (6 credits)

Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**SCS 490C Social Science Cooperative Education** (12 credits)

This is a semester long, supervised career-related work experience. A final written analysis of the work program or a specific project and monthly on-the-job reports. Prerequisites: Consent of the Career Development Center and permission of the program coordinator/department chair.

**Academic Skills****SNHU 100 Pro Seminar (Continuing Education only)** (3 credits)

Students will build skills in test taking, effective note-taking, library use and research. Recommended for Continuing Education students who are new to the university environment with less than 15 credits.

**SNHU 101 First Year Seminar: Foundations of Critical Thinking** (3 credits)

This course is designed to help freshmen students develop effective skills and strategies in order to meet the challenging expectations at Southern New Hampshire University. Students will develop and refine academic skills such as critical, creative, and analytical thinking. They will also learn about tools and methods of research and how to effectively communicate research in written documents. Student will learn to recognize and value excellence in academic work. Required of all new undergraduate day students with less than 15 credits.

**Sociology****SOC 112 Introduction to Sociology** (3 credits)

This course studies the organization of social behavior and its relationship to society and social conditions. Culture, norm stratification, systems, structure, social institutions and social change are emphasized.

**SOC 213 Sociology of Social Problems** (3 credits)

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. Prerequisite: SOC 112 or permission of the instructor.

**SOC 317 Sociology of the Family** (3 credits)

This course is a sociological examination of the family institution in America and other societies. Traditional and non-traditional family patterns are studied to provide students with a structure for understanding sex, marriage, family and kinship systems. Prerequisite: SOC 112 or permission of the instructor.

**SOC 320 Sociology of Gender** (3 credits)

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'.

**SOC 324 Sociology of Crime & Violence** (3 credits)

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.

**SOC 326 Sociology of Deviant Behavior** (3 credits)

This course is a sociological analysis of the nature, causes and societal reactions to deviant behavior, including mental illness, suicide, drug and alcohol addiction and sexual deviation. Prerequisite: SOC 112 or permission of the instructor.

**SOC 328 Aging in Modern Society** (3 credits)

Students in this course examine basic social processes and problems of aging. Social and psychological issues and issues involved with death and dying are discussed. Prerequisite: SOC 112 or permission of the instructor.

**SOC 330 Minority Relations** (3 credits)

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. Prerequisite: SOC 112 or permission of the instructor.

**SOC 333 Sport and Society** (3 credits)

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life. This course is cross-listed with SPT 114.

### **SOC 335 Technology and Society** (3 credits)

Students in this course examine how technology and science impact society and relate to other disciplines, including economics, ethics, the arts and religion. This course is cross-listed with SCI 335. Writing Intensive Course. Prerequisites: ENG 121 and at least three science credits or permission of the instructor.

### **SOC 480 Independent Study** (3 credits)

This course allows students to investigate a sociology subject not incorporated into the curriculum. Prerequisites: Permission of the instructor, the program coordinator/department chair and the school dean.

## **Special Education**

### **SPED 210 Early Childhood Special Education** (3 credits)

This course will explore types of disabilities, developmental delays and exceptionalities, as well as the effects of disabling conditions on cognitive, physical, language, social and emotional development and functioning of children birth to Grade 3. Additional topics include the identification and evaluation of children with exceptional learning needs, as well as instructional methodology and strategies for selecting and modifying materials and equipment to provide differentiated instruction that addresses and accommodates individual strengths and challenges. Legal requirements and responsibilities for providing education to students with special needs will be addressed. Students will become familiar with the purposes and procedures for developing and implementing Individual Education Plans (IEPs), 504s, and Individualized Family Service Plans (IFSPs)

### **SPED 260 Children with Exceptionalities** (3 credits)

This course is an examination of the psychological, physiological, social, and educational characteristics of individuals who are considered in need of special education services. The historical foundations, as well as the current trends in this field will be covered. The course, through reading of the literature and class discussion, seeks to provide the student with information which will allow identification and differentiation among groups of individuals with disabilities. Social and educational trends relative to exceptional individuals will also be presented.

## **Sport Management**

### **SPT 111 Introduction to Sport Management** (3 credits)

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.

### **SPT 201 Governance and Management of Sport Organizations** (3 credits)

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. Prerequisite: SPT111 and ENG 120.

### **SPT 208 Sport Marketing** (3 credits)

Students study current sports marketing problems and apply marketing techniques to develop an effective sports marketing plan. Writing Intensive Course. Prerequisite: MKT 113.

### **SPT 307 Sport Law** (3 credits)

This course presents the legal issues that are specific to the management of sport programs at the professional, college and community levels. Prerequisites: BUS 206 and SPT 111.

### **SPT 310 Sport Sponsorship** (3 credits)

This experiential learning course provides students with the opportunity to actively participate in their personal and professional development. Through actively participating in the learning process, students will enhance their experience and understanding of the corporate sponsorship sales process specifically in the areas of proposal development, research and analysis, solicitation/sales, contracts, evaluation and servicing/managing. Prerequisites: SPT 111 & SPT 208; or permission of the instructor.

### **SPT 319 Sport Sales and Promotions** (3 credits)

This course provides a cross-disciplinary approach to a variety of marketing, sales and public relations issues that confront sport managers. Prerequisites: ENG 121 and SPT 208.

### **SPT 320 Media & Public Relations in Sport** (3 credits)

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 organization and how these areas are integrated into the field of sport and the engagement of interdisciplinary thinking. Prerequisites: SPT 111 and SPT 208

### **SPT 321 Fitness Management** (3 credits)

This course will provide specific information about personal fitness. Topics include the purchase and use of fitness equipment and staffing and management concerns for club, corporate and collegiate settings. Prerequisite: SPT 111 or permission of the instructor. A \$25 lab fee is required to cover CPR certification.

### **SPT 323 Golf Management** (3 credits)

Golf Management will prepare students for a career in one of the most rapidly growing industries in the United States. Golf and business are intertwined. Golf is a business comprised of equipment, apparel, golf courses, travel, real estate development and many other aspects. The combination of classroom instruction, outside speakers and on-site visits will prepare a student to enter this growing field. Prerequisite: Junior standing or higher or permission of the instructor.

**SPT 333 Sport, Society, and Ethics** (3 credits)

This course examines the major issues and controversies of sport in society. Students will develop an appreciation of the ways sport in society contributes to analyzing and understanding human behavior in sports contexts. Students will be encouraged to ask questions and think critically about sports as part of social life. This course is cross-listed with SOC 333. Prerequisite: ENG 212 and Junior standing or permission of instructor.

**SPT 340 Practicum in Sport Management** (3 credits)

This seminar combined with field experience (120 hours) will provide an opportunity to apply theories, concepts, and terminology into a practical experience in the field of sport management. Specifically, this experience will provide the student with a mentor and colleagues to learn about management, leadership, decision making, communication, customer service, and to develop as a future professional in the field. Prerequisites: SPT 111 or permission of instructor.

**SPT 364 Private Club Management** (3 credits)

This course is an exploration of the world of private clubs, club leadership and the administration of private club operations. Topics covered include club organization, service excellence and quality management, strategic management, marketing clubs, human resource management, financial management, food and beverage operations, golf operations and recreational operations. This course is cross-listed with HTM 364. Prerequisite: Junior standing or higher.

**SPT 375 The Economics of Professional Sports in the United States** (3 credits)

This course employs the models and theories developed in microeconomics to study the sports industry in the United States. The course applies three areas of economic theory to the study of professional sports (baseball, basketball, football and hockey) as well as intercollegiate sports. The three areas of economic theory utilized are industrial organization, public finance, and labor economics. This course is cross-listed with ECO 375.

**SPT 401 Sport Facilities Management** (3 credits)

The elements of managing sport facilities, including arenas, stadiums and athletic complexes, form the content of this course. Prerequisite: SPT 111 and Junior standing or permission of the instructor.

**SPT 402 Sport Revenue** (3 credits)

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. Prerequisite: ECO 201, ECO 202, FIN 320, or permission of the instructor.

**SPT 415 Event Management & Marketing** (6 credits)

This experiential learning course contains the most important information a student needs to know about the field of Sport Event Management, from designing an event to planning and

integrated marketing campaign, to negotiating contracts, and supplier agreements. This course will prepare the student to be able to understand and apply the key techniques; understand and utilize those skills related to negotiations and contracts with sponsors, suppliers, and insurance companies; comprehend and implement an integrated approach to marketing that considers every kind of medium; and strategies of how to acquire funding for sport events. Students earn 6 credits upon successful completion of this course. Prerequisites: SPT 111, SPT 208, and permission of instructor.

**SPT 425 Sport Licensing & Strategic Alliances** (3 credits)

The goal of this course is to familiarize and create a basic working knowledge of sports licensing and strategic alliances and how they relate to the business of sports. We will explore the process of 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 businesses. By developing this in an international context, a student will engender a global view of how sports licensing and strategic alliances are developed and implemented in harmony with overall firm strategy leading to increased shareholder value. Prerequisite: SPT 208.

**SPT 430 Front Office Management** (3 credits)

This course will provide an overall understanding of the operation of a professional sports franchise from a practical real world perspective. Prerequisites: Junior standing and Permission of the Sport Department Chair.

**SPT 461 Seminar in Sport Management** (3 credits)

This course serves as the capstone course for the sport management concentration and major. Students will apply the knowledge and skills obtained from allied business courses and concentration courses in order to solve problems that a sport manager is likely to encounter. Writing Intensive Course. Prerequisites: Senior standing or the permission of the instructor. Sport management or business studies/sport management concentration majors only.

**SPT 465 Global Sport Business** (3 credits)

SPT 465 Global Sport Business will introduce undergraduate students to the complexities of conducting sport business internationally. The course helps prepare the student with a working understanding of the essential elements related to conducting sport business activities internationally. 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. Global Marker.

### **SPT 491B Sport Management Cooperative Education**

(6 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management principles and practices can be learned firsthand. Prerequisites: Minimum cumulative grade point average of 2.5 and consent of the sport management coordinator and the Career Development Center.

### **SPT 491C Sport Management Cooperative Education**

(12 credits)

This closely supervised on-the-job training combines classroom theory with business experience. Students spend one semester working in an environment where sport management principles and practices can be learned firsthand. Prerequisites: Minimum cumulative grade point average of 2.5 and consent of the program coordinator/department chair and the Career Development Center.

## **Culinary**

### **TCI 110 Culinary Skills and Procedures** (3 credits)

This is a foundation course for students embarking on culinary careers. It emphasizes basic cooking techniques, culinary terminology and the proper uses of culinary tools. The class consists of a 1 hour and 15 minute weekly lecture and a 5 hour lab consisting of a demonstration of food preparation by the instructor followed by hands-on food production by the students. Goals of the course include learning the importance of detailed organization, or "Mise en Place," correct cooking procedures and appropriate attitudes towards the culinary profession as developed by the culinary program and the American Culinary Federation.

### **TCI 111 Progressive Culinary Techniques** (3 credits)

Progressive Culinary Techniques continues TCI 110 with lectures and demonstrations to strengthen students' backgrounds and knowledge of cooking techniques and their application to a variety of products. Labs are offered in breakfast cookery, preparation of salads and sandwiches and multi-course menus. Appropriate readings and written assignments are included to compliment the students work in the lab. Prerequisite: TCI 110 or permission of the instructor.

### **TCI 113 Fundamentals of Baking** (3 credits)

This course defines basic baking terminology, ingredients and methods. Techniques discussed in each class session are applied to the actual production of baked items, including yeast breads, puff pastry, Danish dough, quick breads, éclair paste, tarts and pies. Students will be asked to analyze the components of each baked good and will learn how to evaluate the finished product. Proper sanitation and safety techniques in the bakery will be emphasized.

### **TCI 114 Intermediate Baking** (3 credits)

This course is a continuation of TCI 113. A lecture and lab format is used to introduce students to techniques used in the production of chiffon, Bavarian creams, mousses, pastry cream and other fillings, phyllo dough products, cakes and

icings. Basic cake decorating techniques also are introduced.

Prerequisite: TCI 113 or permission of the instructor.

### **TCI 150 Holiday Baking** (1.5 credits)

The holiday baking course focuses on the traditional and non-traditional baking of holiday bread and desserts. The course explores basic decorating techniques and enhances creative flair for displaying holiday favorites. Prerequisite: TCI 113 or permission of the instructor.

### **TCI 167 Nutritional Cooking** (3 credits)

Through this course the student will develop knowledge towards a cohesive concept of health. Because the majority of all diseases and illnesses are directly related to lifestyle, emphasis is on day-to-day living and the individual's responsibility to and for themselves. Contemporary nutritional theories are applied in the production lab where students practice various dietary menus. Prerequisite: TCI 110 or permission of the instructor.

### **TCI 201 Culinary Competition** (1.5 credits)

Culinary competitions allow students a chance to refine and demonstrate their cooking and artistic skills in the hot and cold kitchen. They will explore their creative cooking talents and achieve recognition in the competitive arena. A desire to compete and be receptive to detailed critiques from instructor and classmates and an ambition to refine culinary fundamentals is critical for success in this course. Prerequisite: TCI 111 or permission of the instructor.

### **TCI 205 The Media of Culinary Artistry** (1.5 credits)

This class will explore the various forms of media and their impact on the industry throughout history, focusing on press, radio, film and software applications. The major project in this course is a culinary video. Prerequisite: TCI 111 or permission of the instructor.

### **TCI 208 New American Cuisine** (1.5 credits)

This culinary elective course exposes students to current cooking trends in America. Students will develop an understanding for how recipes and menus are created using a variety of resources. American chefs and their restaurants will be discussed and researched. Creative ways of developing preparing and presenting food will be practiced in class. Prerequisite: TCI 111 or permission of the instructor.

### **TCI 211 Regional Italian Cuisine** (3 credits)

Students will be introduced to the historical and regional implications in the development of the regional cuisines of Italy. Students will hone their cooking skills and techniques by producing food for rotating regional Italian menus to be served in the Hospitality Center Restaurant. Students will rotate through each station of the kitchen applying different cooking methods and working with ingredients indigenous to Italian cuisine. Students will be required to do research, recipe development, menu design, and requisition products in order to create their own regional Italian menu for dining room service. The development and refinement of mise en place, cooking techniques, timing and organizational skills are emphasized. Prerequisite: TCI 111.

**TCI 217 Classical French Cuisine** (3 credits)

Students prepare menus using food products and Classical French techniques that have been proven over time. Emphasis is placed on how French cuisine developed and has been influenced over time. Students study classical preparations, historical and contemporary French chefs and regional influences that have helped shape the foods indigenous to French cooking. Food is prepared in this class for a la carte service in the Hospitality Center Restaurant. Prerequisite: TCI 111.

**TCI 218 International Cuisine** (3 credits)

Students will prepare menus from various world cuisines, including the Near and Middle East, Eastern Europe, Scandinavia, Great Britain, Far East, Southeast Asia, Iberian Peninsula, and Latin America for service in the Hospitality Center Restaurant. The influence history, emigration and immigration, climate, and geography play in the development and evolution of these cultures and their cuisines are discussed. Prerequisite: TCI 111.

**TCI 220 Principles of Garde Manger** (3 credits)

This course introduces students to all aspects of the cold kitchen. The course begins with an overview of the history of garde manger and the proper selection, care and handling of ingredients. Students are encouraged through their lab work to demonstrate an understanding of classical garde manger techniques. Each lab begins with a class lecture on the day's topic followed by an instructor's demonstration. Students then work on projects based on the lecture and demonstration. Content area includes: cured and smoked foods, charcuterie, terrines and pates, aspic and chaud froid, cheese, hors d'oeuvres, appetizers, cold sauces and condiments. Basic ice carving and buffet layout are covered. Required outside study will include French and English terminology associated with garde manger and readings in the textbook. Prerequisite: TCI 111.

**TCI 222 Contemporary Sauces** (1.5 credits)

This course is based on the broad spectrum of sauce making. The students will study why and how different sauces are created and the building stages necessary to preparing them. Students will have extensive practical experience in making stocks. Classical French sauces will be reviewed and the "mother sauces" will be used to prepare classic as well as contemporary interpretations. The specific function or purpose of sauces and the pairing of sauces with different foods will be emphasized throughout the course. Prerequisite: TCI 111 or permission of the instructor.

**TCI 227 Quantity Bakery Production** (3 credits)

This course is a production-based lab engaged in large quantity baking for the wholesale market that reinforces skills and competencies from TCI 113 and TCI 114. Students apply culinary math techniques to determine baking formulas for specific yields, and perform yield tests to insure accuracy and consistency of products. Finishing techniques and proper sanitary handling of finished goods will be emphasized. Lectures will reinforce proper procedures in mixing,

make-up and baking methods. Students will be required to evaluate and critique each item prepared to enhance the quality, appearance and salability. Prerequisite: TCI 114.

**TCI 229 Spa Cuisine** (1.5 credits)

This course is designed to build greater awareness and understanding of today's health-conscious and educated food service patron. It addresses the marriage of nutrition and the imaginative, flavorful cuisine demanded by today's consumers. The course emphasizes the use of fresh produce, lean meats and alternative methods of flavoring. Creativity and nutrient density of foods served are very important components of menu design in this course. The major emphasis of the course is on the preparation, marketing, merchandising and selling of healthy menus. Prerequisite: TCI 111 or permission of the instructor.

**TCI 230 Retail Baking Operations** (3 credits)

This course combines management theory and the practical application of the responsibilities of bakery owners and operators. Menu development based on market needs, evaluation of labor requirements, requisitioning, and promotion of menu items pricing strategies and production of goods are covered. Students will practice management techniques discussed during lecture in a practical lab setting. Students will develop a menu including promotion and pricing requisitions, and assignment of production duties and tasks to peers for menu service in the Hospitality Center Restaurant. The student supervisor will track weekly sales and write an evaluation of the supervisory experience. Prerequisite: TCI 114.

**TCI 233 Classical Baking and Plate Composition** (3 credits)

Students in this course will expand on the baking knowledge they attained in TCI 114. Students will become more proficient in baking techniques through lectures, demonstrations and participation in baking labs. More emphasis is placed on classical terms, desserts, terminology, equipment and techniques. Particular emphasis is given to decorative projects. Prerequisite: TCI 114.

**TCI 235 American Regional Cuisine** (3 credits)

This course explores the historical implications of the development of regional American cuisines. Diverse ethnic backgrounds and regional availability and their roles in the development of truly American dishes are explored. Students will assemble and produce menus for service in the Hospitality Center Restaurant that encompass cuisine from a region's earliest beginnings to a variety of foods that are prepared today. Prerequisite: TCI 111.

**TCI 237 Menu and Facilities Planning** (3 credits)

Since a menu is the focal point of any food service operation, proper menu planning is vital for success. This class is structured to give students a firm working knowledge of menu writing techniques. Color, layout, design and merchandising tools as they pertain to different establishments are discussed. Students participate in actual menu design and facilities layout for a food service establishment based on specifications developed as part of a class project.

**TCI 240 Advanced Pastry** (3 credits)

This practical lab course introduces students to more advanced mediums used for decorative pastry items. Each class session begins with a discussion of a specific medium and the scientific principles governing its manipulation. Students are presented with a basic recipes and techniques and are given lab time to develop their skills with each medium. Ways to incorporate the item of the day into a more elaborate showpiece are taught. Prerequisite: TCI 114.

**TCI 245 Catering** (1.5 credits)

This elective course emphasizes the many considerations involved in establishing a social catering business. Lectures will focus on culinary and business skills, licensing and insurance requirements, developing a marketing plan, making menus, pricing, contracting catered affairs and creating a memorable event. Although primarily a lecture course, catering students will be involved in the contracting, preparation and service of at least one catered affair during the semester. Lab time outside of the lectures will be required for fulfillment of catering jobs. Prerequisite: TCI 111 or permission of the instructor.

**TCI 250 Dining Room Management** (3 credits)

This course focuses on the basic principles of supervising a food service operator from a management and operations perspective. Management theories will be explored in the context of a changing service industry. Hiring, training, motivation, directing, delegation and solving problems are emphasized. Traditional service styles, pairing of food and wine, beverage service and liability and tableside cooking are taught. In the Hospitality Center students will practice a variety of service styles and participate in advanced service and supervisory duties as they relate to the operation of public restaurants and banquet facilities. Service periods may include weeknights and Saturdays.

**TCI 256 Food and Beverage Cost Control** (3 credits)

This course reviews the computational arithmetic skills required for accurate food service preparation, operations and management. The methods used to solve mathematical problems that relate to food service operations are stressed. Topics covered include operations with whole numbers, fractions, decimals, percents, weights and measures, recipe conversions, menu pricing, food costs, inventories, break-even analysis and financial statements. Use of a calculator is stressed.

**TCI 270 Visiting Chef** (1.5 credits)

This elective course offers students exposure to industry chefs who share their knowledge in a variety of culinary mediums. Prerequisite: TCI 111 or 114 or permission of the instructor.

**TCI 280 International Baking and Desserts** (3 credits)

Students will research and learn how different baking techniques have been applied around the world historically, and how they have evolved into the signature desserts and confections that are identified regionally. There will be lecture and classroom discussion around how immigration, emigration and world colonization have impacted cuisine development globally. Students will explore how climate, terrain, colonization and religion can affect the development and evolutions of cuisines through desserts. The chef will lecture on and demonstrate different international products and techniques and on their use in the appropriate cuisines. Prerequisite: TCI 114.

**TCI 295B Comprehensive Assessment Seminar**

(3 credits)

This course reviews the major course competencies required by the American Culinary Federation accreditation for the program and prepares the student for comprehensive written and practical testing to demonstrate the competencies. Upon successful completion of the practical cooking exams, students will be eligible for Certified Pastry Cook through the American Culinary Federation. Prerequisite: completion of 48 credits.

**TCI 295C Comprehensive Assessment Seminar**

(3 credits)

This course reviews the major course competencies required by the American Culinary Federation accreditation for the program and prepares the student for comprehensive written and practical testing to demonstrate the competencies. Upon successful completion of the practical cooking exams, students will be eligible for Certified Cook through the American Culinary Federation. Offer as needed. Prerequisite: completion of 48 credits.

**TCI 390A Culinary Cooperative Education** (3 credits)

This is a guided cooperative education experience for integrating study and experience. Students are contracted to maintain employment for a minimum of 240 hours over a predetermined length of time with specified starting and ending dates usually a three- to four-month summer season) working at an approved food service operation. Open to culinary arts students only. Prerequisites: TCI 111, TCI 114, and HTM 116 or permission of the instructor and consent of the department chair.

**TCI 480 Independent Study** (3 credits)

This course allows a student to independently study a culinary subject not included in the curriculum or one that is in the curriculum but not offered. Prerequisites: Permission of the instructor, the department chair and the school dean.

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M.Ed., Antioch University

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L.P.N., Moore General Hospital School of Practical Nursing  
B.S.H.S., New Hampshire College

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M.B.A., New Hampshire College

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B.A., University of Virginia  
M.S.H.S., Springfield College

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M.P.A., University of New Hampshire

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M.S., University of Vermont  
Ed.D., Nova Southeastern University

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Graduate Program in Community Mental Health  
B.S., Trinity College of Vermont

**Vincent J. Zuccala**

Head trainer  
B.S., Salem State College  
M.S., Eastern Illinois University

## Honorary Degree Recipients

1971	Mrs. Gertrude Shapiro, Doctor of Humane Letters	1993	Andrew W. Green, Doctor of Laws Yelena Khanga, Doctor of Humane Letters
1972	Col. John H. Glen, Doctor of Science		
1973	Julian Bond, Doctor of Laws	1994	David Van Note, Doctor of Laws John F. Swope, Doctor of Laws
1974	Stewart L. Udall, Doctor of Laws		
1975	Louis Rukeyser, Doctor of Humane Letters	1995	Elizabeth Hanford Dole, Doctor of Laws Norman C. Payson, Doctor of Science Bedrettin Dalan, Doctor of Laws
1976	Nikki Giovanni, Doctor of Humane Letters William S. Green, Doctor of Laws	1996	Kenneth D. Van Kleeck, Doctor of Laws Katharine Delahayne Paine, Doctor of Laws Juan Manuel Santos C., Doctor of Laws
1977	Martin Agronsky, Doctor of Laws Rev. Placidus H. Riley, Doctor of Humane Letters	1997	Franklin Abraham Sonn, Doctor of Laws Dean Kamen, Doctor of Science Donald Murray, Doctor of Humane Letters
1978	Newell S. Paire, Doctor of Laws		
1979	Eugene S. Mills, Doctor of Laws Charles S. Stanton, Doctor of Laws John F. Sterling, Doctor of Laws	1998	Jacqueline Mara, Doctor of Laws Lewis M. Feldstein, Doctor of Laws Walter Peterson, Doctor of Laws Selma R. Deitch, Doctor of Science
1980	Jack L. Bowers, Doctor of Laws Norris Cotton, Doctor of Laws Philip S. Dunlap, Doctor of Laws	1999	Jeanne Shaheen, Doctor of Laws Malcolm S. Forbes, Jr., Doctor of Laws
1981	John A. Beckett, Doctor of Laws Richard A. Fulton, Doctor of Laws	2000	Jan C. Scruggs, Doctor of Laws Sr. Carol J. Descoteaux, Doctor of Humane Letters
1982	Lotte Jacobi, Doctor of Humane Letters Robert Rosenberg, Doctor of Laws		
1983	Henry R. Bloch, Doctor of Laws	2001	Joan Corcoran, Doctor of Laws J. Bonnie Newman, Doctor of Laws Raymond Wiecezorek, Doctor of Laws
1984	Ralph W. Farmer, Doctor of Laws Victor K. Kiam II, Doctor of Laws Warren B. Rudman, Doctor of Laws	2002	William E. Green, Doctor of Laws Georgie Thomas, Doctor of Laws Seham Razzouqi, Doctor of Laws Ismail Serageldin, Doctor of Science
1985	Curtis L. Carlson, Doctor of Humane Letters		
1986	Christopher Forbes, Doctor of Humane Letters Sakip Sabanci, Doctor of Laws	2003	Jules Olitski, Doctor of Humane Letters Dorothy S. Rogers, Doctor of Laws
1987	Joachim W. Froelich, OSB, Doctor of Humane Letters	2004	A. A. Moody Awori, Doctor of Laws
1988	Kenneth J. Rowley, Doctor of Laws Thomas V. Vanderslice, Doctor of Science	2005	Florence Reed, Doctor of Humane Letters Jeffery D. Sachs, Doctor of Humane Letters
1989	Thomas A. Corcoran, Doctor of Laws		
1990	Raymond F. Truncellito, Doctor of Laws Patricia Gallup, Doctor of Science	2006	John Lynch, Doctor of Law
1991	Christos Papoutsy, Doctor of Laws Hedrick L. Smith, Doctor of Humane Letters Elton See Tan, Doctor of Laws	2007	Barack Obama, Doctor of Laws Richard Gustafson, Doctor of Laws Edward Shapiro, Doctor of Laws
1992	Sophia Collier, Doctor of Laws Gary Hirshberg, Doctor of Science Kimon S. Zachos, Doctor of Laws Alirio Parra, Doctor of Laws		

## Distinguished Achievement Citations

### Alumni Association Distinguished Service Award

*1979	Kenneth E. Preve, 1971
1980	Christos Papoutsy, 1957
1981	Richard Courtemanche, 1973
1982	David D. Myler, 1969
1983	Maurice Raymond, 1970
1984	Robert K. Morine, 1971
1985	Michael Brody, 1973
1986	Russell Pelletier, 1970
*1987	Dr. Gertrude Shapiro, Honorary, 1971
1988	Thomas Space, 1974
1989	William S. Green Esquire, Honorary, 1976
1990	Dale (Plavnicky) Trombley, 1983
1991	Michael DeBlasi, 1970
1992	Dr. George Larkin
*1993	Dorothy S. Rogers
1995	Rene LeClerc, 1971
1996	Peter Perich, 1976, 1985
1997	Doug Blais, 1988, 1990
1998	Dr. Richard A. Gustafson
1999	Paula Reigel, 1987, 1992
2000	Janice (Somers) Fitzpatrick, 1993
2001	Bianca Holm
2002	Joseph Panaro, 1972
2003	Raymond Prouty, 1977
2004	Norton (Tuffy) Phelps, 1985
2005	Rob Grenus, 1987
2006	David H. Bellman 1992

\*Deceased

### Alumni Hall of Fame Recipients

*1991	Tony Lambert, 1968
1992	Dr. Judith Bouley, 1974, 1979
1993	Dr. Christos Papoutsy, 1957
1994	Richard Courtemanche, 1973
1995	David Myler, 1969
1996	Michael DeBlasi, 1970
1997	Robert Garneau, 1977
1998	Edward Ithier, 1987
1999	Thomas Tessier, 1974
2000	Bea (Worden) Dalton, 1973
2001	Donald Labrie, 1971
2002	Rene LeClerc, 1971
2003	Doug Blais, 1988, 1990
2004	Peter Perich, 1976, 1985
2005	Ann Lally, 1979, 1995
2006	Andrew W. "Mickey" Greene 1972

\*Deceased

### Young Alumni Award

2000	Michelle (Lamontagne) Strout 1996, 1998
2001	Chad Mason 1998, 2000
2002	Robin Sorenson 1997
2004	Meghan (Cotton) Dalesandro 2000
2005	Kristina Kintzer 2001, 2003
2006	Tiffany A. Lyon 2000, 2002

### Southern New Hampshire University Excellence in Teaching Recipients

1989	Burton S. Kaliski
1990	Robert R. Craven
1991	Marc A. Rubin
1992	Nicholas Nugent
1993	Robert Losik
1994	Aušra M. Kubilius
1994	Camille Biafore
1995	Karen Stone
1995	Beverly Smith
1996	Eleanor Dunfey-Freiburger
1996	Nicholas Cameron
1997	Robert Begiebing
1997	Mary Healey
1998	Patricia Spirou
1998	John Aylard
1999	Jeanette Ritzenthaler
1999	Helen Packey
2000	Mahboubal Hassan
2000	Eva Martel
2001	Martin J. Bradley
2001	Gary Baker
2002	Perrin H. Long
2002	Daniel O'Leary
2003	Doug Blais
2003	Dorothea Hooper
2004	Donald Sieker
2004	John Hayward
2005	Pamela B. Cohen
2005	Micheline Anstey
2006	Helen M. Packey
2006	Robert T. Wheeler
2007	Peter J. Frost
2007	Andrea L. Bard

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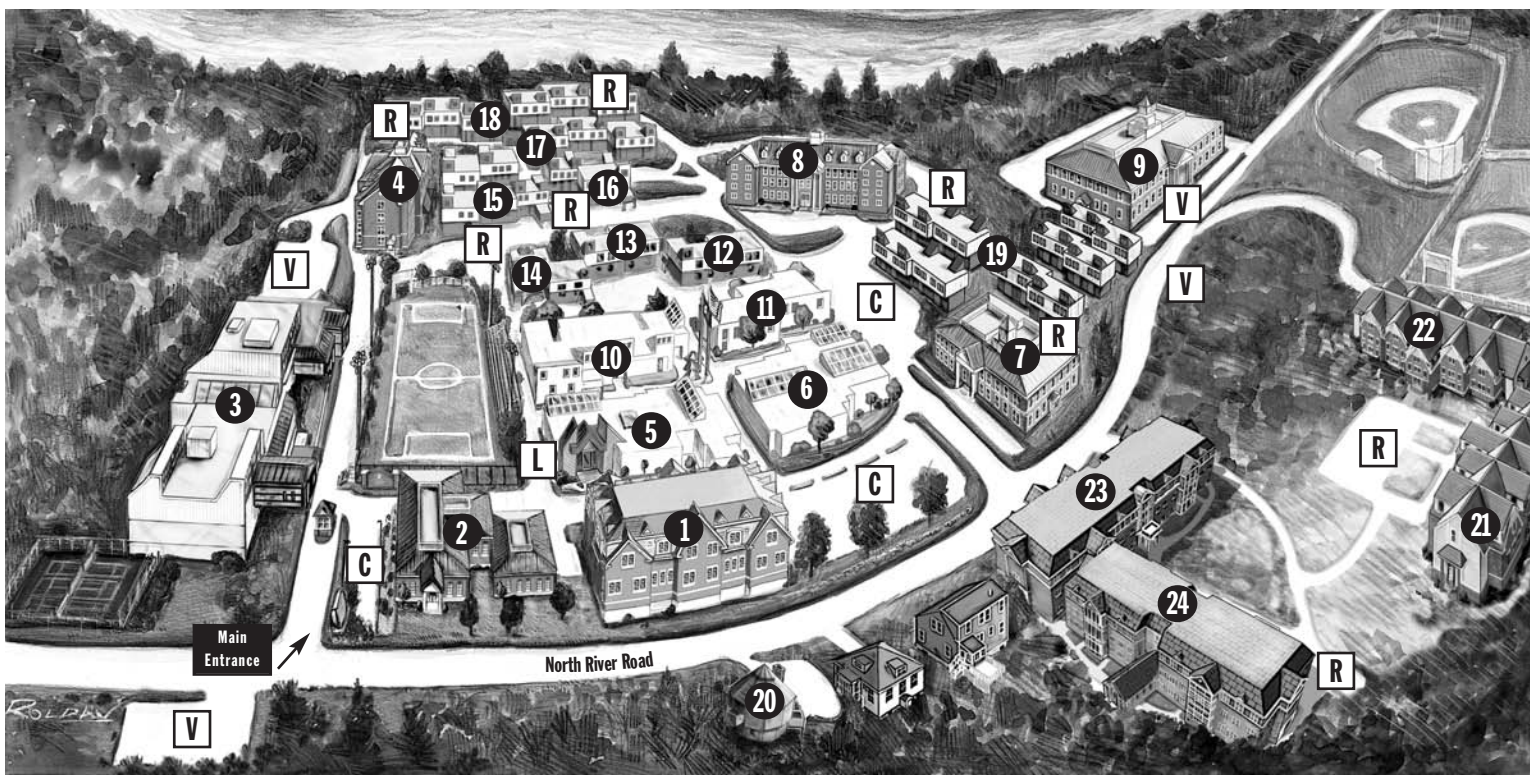
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### **A Note on the Purpose of a University Catalog**

The purpose of a university catalog is to be of use to present or potential students and family members, to serve as a historical document and to let others know the nature and scope of programs available. Every effort was made to ensure accuracy at the time of publication; the various staff and faculty members listed herein will do their best to answer questions.

Students have the responsibility to become familiar with these policies and processed as they pursue their educational goals. The students, administration, faculty and staff have the mutual responsibility of bringing the words to life by making the learning experiences as pleasant and productive as possible. The university reserves the right to change any part of it and to make any changes retroactive for students currently enrolled.



- |                                                 |                                                             |                                    |
|-------------------------------------------------|-------------------------------------------------------------|------------------------------------|
| 1 Robert Frost Hall (Academic Center)           | 10 Exeter Hall (Mail Room/SAS/CLASS)                        | 18 Lower Suites                    |
| 2 Belknap Hall (Admission Office/Public Safety) | 11 Stark Hall (Distance Ed/Honors)                          | 19 Westside Apartments             |
| 3 Athletic/Recreation Complex                   | 12 Chocorua Hall (Wellness/Residence Life/Wellness Housing) | 20 Campbell House (Marketing & PR) |
| 4 New Castle Residence Hall                     | 13 Winnisquam Residence Apartments                          | 21 Conway Apartments               |
| 5 Student Center (Cafeteria/Bookstore)          | 14 Spaulding Residence Apartments                           | 22 Lincoln Apartments              |
| 6 Shapiro Library                               | 15 Whittier Residence Apartments                            | 23 Hampton Residence Hall          |
| 7 Hospitality Center                            | 16 Kearsarge Residence Apartments                           | 24 Windsor Residence Hall          |
| 8 Washington Residence Hall                     | 17 Greeley Residence Apartments                             |                                    |
| 9 Webster Hall (Graduate Programs)              |                                                             |                                    |

#### Parking

C—Commuter Students, Staff/Faculty, Visitors Only

L—Handicap Parking

G—General

V—Visitor Parking Only

R—Residential Students Only

## How to get to Southern New Hampshire University

### From I-93 (Boston area)

Take exit 9N, follow road (US 3/RT 28) to first set of lights. Take a left at the lights onto West Alice Drive, which becomes Donati Drive at the sharp curve. Follow Donati Drive to the end, and then take a right at the stop sign onto Bicentennial Drive. Follow Bicentennial Drive to the stop sign, and then take a right onto North River Road. The university is located 1/4 mile on the left, after the overpass.

### From Hartford, CT (2 1/2 hours)

Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

### From Worcester, MA (1 1/4 hours)

Take I-290E to I-495N to I-93N. (Follow directions from I-93)

### From Bangor, ME (5 hours)

Take I-95S (Maine Turnpike) to exit 2 (Exeter/Hampton) to RT 101W. Pass exit 1 and bear right (toward Concord) onto I-93N. (Follow directions from I-93)

### From New Jersey and New York City (4-6 hours)

Take the George Washington Bridge in New York City to I-95N to I-91N to I-84E in Hartford, CT. Take I-84E to I-90E to I-290E to I-495N to I-93N. (Follow directions from I-93)

### From the North (I-93)

Take I-93S, bear right after the Hooksett tolls; continue onto I-93S to exit 9N. (Follow directions from I-93)

### From the Everett Turnpike/RT 3 (Nashua, NH; Lowell, MA)

Take RT 3N to I-293N to exit 6. Bear right off the exit, go through one set of lights and move to the left lane as you cross over the Amoskeag Bridge. Turn left at next set of lights (Elm Street); turn left at next set of lights (Webster Street); then turn right onto River Road. Follow River Road, which becomes North River Road, for 2 miles to the university.



**Southern New Hampshire University**  
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